Wall Township Public Schools	BOE Approval Date: August 20, 2024
Course Title: English as a Second Language Ready Set Go! Newcomers 3rd - 5th.	
Course Description: The purpose of this course is to provide a foundation in content and language acquisition for newcomer students in grades 3rd - 5th. The structured activities will allow students to gain the knowledge necessary to be able to communicate basic needs, interests and school related concepts in English. Furthermore, students will be able to apply basic English grammar concepts through reading, writing, speaking and listening.	

Language Instruction for English Learners & Immigrant Students

A Guide to New Jersey Multilingual Learners (MLs) Programs

New Jersey's Bilingual Education Administrative Code defines kindergarten to grade 12 language instruction educational programs (LIEP) for New Jersey school districts with MLs. Districts with small ML populations are required to provide either English Language Services (ELS) or English as a Second Language (ESL) programs depending on ML population size.

Bilingual Education and English as a Second Language (ESL)

- Increase the English language proficiency of English learners (ELs) by providing effective language instruction educational programs that meet the needs of ELs and increase English language proficiency and student academic achievement
- Provide effective professional development designed to improve the instruction and assessment of ELs, to enhance the ability of teachers and school leaders to understand and implement curricula and assessment practices and measures, and to increase children's English language proficiency or substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers
- Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which shall include parent, family, and community engagement activities

Course Sequence & Pacing	
Ready Set Go! Newcomers Book 1:	**Estimated Number of Instructional Periods/Days**
Unit 1: Building Blocks	20
Unit 2: Sounds of English	20
Unit 3: Challenges of The English Language	20
Unit 4: All About Me	20
Ready Set Go! Newcomers Book 2:	
Unit 1: My School	20
Unit 2: My Classes	20
Unit 3: Health and Safety	20
Unit 4: The Outdoors	20
Ready Set Go! Newcomers Book 3: (OPTIONAL)	
Unit 1: Clothing and Shopping	5
Unit 2: Food	5
Unit 3: My Home	5
Unit 4: My Community	5

**Units are not sequential. They can be completed out of order.*

Book 1 Unit 1

Desired Results

Unit 1: Building Blocks

Unit Summary: The purpose of this unit is to set a foundation of basic English concepts for Newcomer students. This includes speaking, reading, writing and listening with the English language through fundamental topics to establish essential vocabulary.

Learning Standards

NJSLS:

Grade 3:

Language Arts

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Grade 4:

L.RF.4.3. 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.4.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Grade 5:

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

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.

WIDA Standards:

ELD-SI.4-12.Narrate Multilingual learners will…

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move the dialogue forward
- Create closure, recap, and offer next steps

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
Computer Science & Design Thinking (*CS & DT*): 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
Interdisciplinary Connections: 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

Learning Targets	
Unit Essential Questions: • What vocabulary is essential for identifying items? • What are the basics we need to know for letters and numbers? • How can we read a calendar and clock? • How do we communicate about the weather? • What rules do we follow for capitalization?	**Unit Enduring Understandings:** • Knowing how to identify shapes and colors will help students build a foundation to identify items. • In order to read and write English, knowing the foundation for the uppercase and lowercase letters is essential while being able to do simple math, numbers are needed. • By knowing how to follow the calendar and clock in America, students will be able to know what is happening in the classroom, and in their life. • Weather has multiple components such as the temperature, and seasons. • One of the basic grammatical rules when writing English is capitalization.

Vocabulary:

Unit 1 Lesson 1: Colors		
Tier 1:		
black	brown	green
pink	red	yellow
blue	colors	orange
purple	white	

Unit 1 Lesson 2: Shapes		
Tier 1:		
shapes		
Tier 2:		
circle	heart	rectangle
star	diamond	oval
square	triangle	

Unit 1 Lesson 3: Numbers
Tier 1:

Count by 1's	Count by 10's	One Hundred
Tier 2:		
First	Second	Third
Fourth	Fifth	

Unit 1 Lesson 4: Alphabet		
Tier 3:		
Alphabet	lowercase	uppercase

Unit 1 Lesson 5: Time		
Tier 1:		
a.m	day	hour
p.m	midnight	minute
clock	time	
Tier 2:		
afternoon	evening	morning
noon	night	seconds

Unit 1 Lesson 6: Days of the Week

Tier 1:

calendar	Monday	Thursday	week
days	Saturday	Tuesday	weekend
Friday	Sunday	Wednesday	weekdays

Unit 1 Lesson 7: Months of the Year

Tier 1:

April	January	May	September
August	July	month	year
December	June	November	
February	March	October	

Unit 1 Lesson 8: Weather

Tier 1:

foggy	snowy	sunny
rainy	windy	

Tier 2:

cloudy	storms	weather

Tier 3:

blizzard	hurricane	tornado

Unit 1 Lesson 9: Temperature		
Tier 1:		
cold	hot	warm
Tier 2:		
cool	degrees	
Tier 3:		
Fahrenheit	temperature	thermometer

Unit 1 Lesson 10: Seasons		
Tier 1:		
summer	winter	
Tier 2:		
fall	season	spring

Students will be able to:

- identify colors and shapes
- identify cardinal numbers (0-100) and ordinal numbers (1st - 5th)
- use lowercase and uppercase letters of the alphabet
- tell time
- recognize days of the week, months of the year

- talk about the weather, temperature, and seasons
- apply the rules of capitalization

Learning Activities & Differentiation: *Climate Change*

1. **Weather:** Create a graph to show what students have been in which type of climate (possibly adding how weather can affect school)
2. **Temperature:** Research to find out how many countries use Celicius, and how many use Fahrenheit. Discuss global warming.
3. **Alphabet:** Have students practice spelling each other names by spelling them out loud and then writing them.
4. **Vocabulary:** Create stations for vocabulary words throughout the Unit. This can include; matching definitions, spelling, using it in a sentence, and matching to a picture (differentiate when necessary).
5. **Challenge:** Have students measure the temperature in the classroom and outside the school everyday for a week. They should record their findings and then compare them to the reported high temperatures for each day. Discuss why the numbers vary.
6. **Remediation:** Create paper thermometers and shade them to various degrees. Have students look at them and determine if the weather is hot, cold, cool, or warm.

Assessment Evidence

Formative Assessments:

Note: The following below are activities from the program that can be used as formative assessments. If they are not applicable at the time to be used in that manner, then choose a different activity or checklist to assess student's growth.

Lesson 1: Colors

Student Pgs 8-9:

- Listen: Tell students to listen to a sentence and then color the given shape based on on the sentence
- Speak: Use sentence frames to have students ask and answer questions about colors
- Write: Review words in the word box. Then fill in the correct color.

Lesson 2: Shapes

Student Pgs 10-11

- Listen: Tell students to listen to a sentence and then circle the shape that goes with it
- Speak: Use sentence frames to have students ask and answer questions about colors
- Write: Review words in the word box. Then fill in the correct shape

Lesson 3: Numbers

Student Pgs 12 - 13

- Listen: Tell students to listen to a sentence and then check the box next to the number that goes with the sentence.
- Speak: Use sentence frames to have students ask and answer questions about numbers
- Write: Review words in the word box. Then fill in the correct number.

Lesson 4: The Alphabet

Student Pgs 14-15

- Listen: Tell students to listen to a letter then circle the letter indicated
- Speak and Write: Say the letters in order, then write them
- Write: Listen to the letter being said aloud. Then write it down.

Lesson 5: Time

Student pgs. 16-17

- Listen: Tell students to listen to a sentence and then check the box next to the time that goes with the sentence
- Speak: Use the sentence frames to have students ask and answer questions about time
- Write: Review how to write the time digitally, then have students practice writing the time to match each clock.

Lesson 6: Days of the Week

Student pgs. 18 - 19

- Listen: Tell students to listen to a sentence and then circle the day that goes with the sentence
- Speak: Use the sentence frames to talk about going to school
- Write: Review days of the week then have students use the calendar to fill in the blanks.

Lesson 7: Months of the Year

Student pgs. 20-21

- Listen: Tell students to listen to a sentence then check the box by the word that goes with the sentence.
- Speak: Use the sentence frames to have students talk about their favorite months and birthdays.

- Write: Instruct students to write the names of the months in order, starting with January

Lesson 8: Weather

Student pgs. 22-23

- Listen: Tell students to listen to a sentence then fill in the circle next to the picture that goes with the sentence
- Speak: Use the sentence frames to have students talk with each other about the weather
- Write: Have students write the word to describe the weather shown.

Lesson 9: Temperature

Student pgs 24-25

- Listen: Tell students to listen to a sentence then circle the word that goes with the sentence
- Speak: Use the sentence frames to have students talk about the temperature
- Write: Review the words in the word box, then have students complete the fill in the blanks

Lesson 10: Seasons

Student pgs.26-27

- Listen: Tell students to listen to a sentence and then circle the picture that goes with the sentence.
- Speak: Use the sentence frames to talk about the seasons
- Write: Look at the calendar, then fill in what season it is in the correct month.

Unit 1 Grammar - Capitalization:

Student pg. 28

- Cross out letters and replace them with the correct uppercase.

Unit 1 Read & Write:

Student pg. 29

- Complete the passage and fill in the chart.

Summative Assessments:

- Skills Assessment Checklist (*see pg. 17 in teacher manual. Please note for Book 1, there is only one skills checklist that can used to keep track of student growth)*
- Unit 1 Review Assessment

Common Benchmark Assessments:
iReady Benchmark Assessments
Alternative Assessments:
Alternate Assessments can be created and used on a case-by-case basis.

Core Instructional & Supplemental Materials
Continental Ready, Set, Go! Newcomers Book 1
Continental Sight Word Cards
Continental Vocabulary Cards
Continental Ready, Set, Go! Newcomers Student Book 1

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, hands on learning with clocks, colors, and shapes**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, hands on learning with clocks, colors, and shapes**

- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, hands on learning with clocks, colors, and shapes**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting: **Lessons can be skipped and/or combined.**
- Inquiry-based instruction
- Independent study: **Researching more complex shapes**
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction **Using student's names to practice speaking and writing letters**
- Real-world problems and scenarios: **Students come up with a weekday/weekend schedule**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts: **Teach vocabulary in small groups rather than whole groups**
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension: **Identify letter names, sounds, and number names and create a wall.**
- Teacher modeling: **Model how to tell time, and day the date.**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding: **Repetition of letter sounds, gradually releasing as students understand**
- Word walls: **Running vocabulary and sight word wall with pictures.**
- Sentence frames: **visual frames for speaking activities of each lesson.**
- Think-pair-share: **Students speak to each other during speaking activities with partners.**
- Cooperative learning groups
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Book 1 Unit 2

Desired Results

Unit 2: Sounds of English

Unit Summary: The purpose of this unit is to dive deeper into the sounds that English has. This includes aspects such as vowels, constants, digraphs, and rhyming words. Also, students will work on reading sight words, and ending punctuation.

Learning Standards

NJSLS:

Grade 3:

Language Arts

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Grade 4:

L.RF.4.3. 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.4.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Grade 5:

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

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.

WIDA Standards:

ELD-SI.4-12.Narrate Multilingual learners will…

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move the dialogue forward
- Create closure, recap, and offer next steps

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

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

Computer Science & Design Thinking (*CS & DT***):**

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

Interdisciplinary Connections:

1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How can we decode words of the English language when reading? • How can we identify rhyming words? • How do we count, add, and delete sounds in words? • What types of end punctuation is there in English?	• Knowing the vowel sounds, along with basic consonant blends/digraphs will give students the tools to decode properly • Recognizing rhyming words will help students to identify the sound patterns in the English language. • By counting, adding, and deleting sounds, students' ability to read and write different words will grow. • Ending punctuation is part of the foundation to writing and reading correctly.

Vocabulary:

<u>Unit 2 Lesson 11: Sight Words</u>

Tier 1:

a	for	is	the
and	of	was	you
I	to		

<u>Unit 2 Lesson 12: Constant Sounds</u>

Tier 1:

sound

Tier 3:

constants

Unit 2 Lesson 13: Short Vowels	
Tier 1:	
sound	
Tier 2:	
short vowel	vowel

Unit 2 Lesson 14: Long Vowels
Tier 1:
sound
Tier 2:
pattern
Tier 3:
long vowel

Unit 2 Lesson 15: Rhyming Words
Tier 1:

rhyming

Unit 2 Lesson 16: Counting Sounds in Words
Tier 1: sound

Unit 2 Lesson 17: Consonant Blends
Tier 1: sound **Tier 3:** constant blend

Unit 2 Lesson 18: Adding Sounds
Tier 1: sound

Unit 2 Lesson 19: Taking Away Sounds

Tier 1:

sound

Unit 2 Lesson 20: Consonant Digraphs

Tier 1:

sound

Tier 3:

consonant digraph

Students will be able to:

- read and spell ten Dolch sight words
- identify consonant sounds, short vowel and long vowel sounds
- identify rhyming words
- count, add, and delete sounds in words
- read, write and spell consonant blends and digraphs
- utilize end punctuation

Learning Activities & Differentiation:

1. **Short/Long Vowels (*Challenge)*:** Make a paper cube with each vowel sound written on a side. Have students take turns rolling the cube and giving a word that contains the short/long vowel that they roll
2. **Rhyming Words (*Challenge)*:** Create pairs of index cards with pictures to represent rhyming words. Students flip over the cards to match two rhyming words.

3. **Counting Sounds *(Remediation)*:** Show picture cards with words on them. Have students use chips to count how many sounds they hear.
4. **Adding Sounds (*Remediation):*** Write *in*, *out*, *up*, *us* and *it* on index cards. Then, have students place the constants from the Alphabet cards in front of the words to decide if the word is real or not.

Assessment Evidence

Formative Assessments:

Note: The following below are activities from the program that can be used as formative assessments. If they are not applicable at the time to be used in that manner, then choose a different activity or checklist to assess student's growth.

Lesson 11: Sight Words

Student pgs. 34-35

- Listen: Tell the students to listen to a sentence and then fill in the circle next to the word that goes with the sentence
- Read: Have students read the sentences and identify the sight words from the lesson.

Lesson 12: Consonant Sounds:

Student pgs. 36-37

- Listen: Tell students to look at the pictures and listen to a sentence. They should circle the picture whose name ends with the consonant given
- Write: Have students look at the picture and fill in the letter. Then, for the second group, fill in the missing letter.

Lesson 13: Short Vowels

Student pgs. 38 - 39

- Listen: Read the sentences aloud. Then students should circle the word with the short vowel sound.
- Write: Have students say each picture. Then write the short vowel sound they hear.

Lesson 14: Long Vowels

Student pgs. 40-44

*Lesson is split up into multiple days for each long vowel sound.

After each lesson:

- Use a teacher created assessment (ex. exit ticket) or differentiated activity provided to properly assess student growth for each short vowel. Depending on results, reteach if necessary
- Use a poster to keep track of long vowel sounds

Lesson 15: Rhyming Words

Student pgs. 45-46

- Listen: Tell students to listen to the three words, and circle the two who rhyme
- Write: Read the words in the box, have students place the rhyming word on the line.

Lesson 16: Counting Sounds in Words

Student pgs. 47 - 48

- Listen: read the word. Have students color in a square for each sound they hear
- Sight Words: Circle the pair if the words have the same number of sounds.

Lesson 17: Consonant Blends:

Student pgs. 48 - 49

- Write: Say the picture name, write the consonant blend for each picture name.

Lesson 18: Adding Sounds

Student pgs. 50

- Listen: Tell students to listen to sentences and circle the picture for the new word
- Write: Read the directions to the students, then have them complete the section on their own.

Lesson 19: Taking Away Sounds

Students pgs. 51

- Listen: Tell students to listen to the sentences and circle the picture for the new word.
- Write: Read the directions, they have students complete the section on their own

Lesson 20: Consonant Digraphs

Students pg. 52-53

- Listen: Tell students to listen to sentence and then circle the correct digraph
- Speak: Read the picture name, then check the correct box if the digraph is in the end or the beginning

Unit 2 Grammar: End Punctuation

Student pg. 54

- Write the correct end punctuation mark on the line

<u>Unit 2 Read & Write:</u>

- Read the passage, then write about a type of food they have made.

Summative Assessments:

- Skills Assessment Checklist (*see pg. 17 in teacher manual. Please note for Book 1, there is only one skills checklist that can used to keep track of student growth)*
- Unit 2 Review Assessment

Common Benchmark Assessments:

iReady Benchmark Assessments

Alternative Assessments:

Alternate Assessments can be created and used on a case-by-case basis.

Core Instructional & Supplemental Materials
Continental Ready, Set, Go! Newcomers Book 1
Continental Sight Word Cards
Continental Vocabulary Cards
Continental Ready, Set, Go! Newcomers Student Book 1

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support **Students with Disabilities**: ***Specific examples applied to the unit***

- Use of visual and multisensory formats: **hands on learning, using chips for sounds, pictures and large letters, color coding letters**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **hands on learning, using chips for sounds, pictures and large letters, color coding letters**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **hands on learning, using chips for sounds, pictures and large letters, color coding letters**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons: **skipping lessons, or using lessons as review**
- Curriculum compacting
- Inquiry-based instruction
- Independent study: **having students look into larger words, and identify the spelling pattern**
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts:
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension: **identifying what sounds are similar in English and L1**
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls: **running word wall with sounds, letters, and pictures**
- Sentence frames:
- Think-pair-share: **about how many sounds they hear**
- Cooperative learning groups

Book 1 Unit 3

Desired Results

Unit 3: Challenges of the English Language

Unit Summary: In this unit, students will expand on skills learned from Unit 2. Students will work on more sounds of English, including vowel teams, silent letter rules, and r controlled vowels. Also, they will learn more about syllables, soft c & g, and add onto their sight word list. For grammar, they will look at the homophones too, *too*, and *two*.

Learning Standards

NJSLS:

Grade 3:

Language Arts

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Grade 4:

L.RF.4.3. 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.4.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Grade 5:

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

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.

WIDA Standards:

ELD-SI.4-12.Narrate Multilingual learners will…

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move the dialogue forward
- Create closure, recap, and offer next steps

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

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

Computer Science & Design Thinking (*CS & DT***):**

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
Interdisciplinary Connections: 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

Learning Targets	
Unit Essential Questions: • **How can we decode more complex words in the English language?** • **How do vowels change when adding *r*?** • **How does understanding syllables help us read?** • **How do different constant letter pairs omit or change sound?** • **What is important about knowing the homophones *too*, *to*, and *two*?**	**Unit Enduring Understandings:** • **To decode larger words, knowing aspects such as vowel teams, silent *e* rules, and final *y* sounds are needed.** • **When adding *r*, the sounds of vowels change to become something different, something students need to know to be successful.** • **By recognizing syllables, students will be able to read longer words by decoding.** • **In the English language, knowing concepts such as silent letter combinations, hard and soft c and g, and letter pairs that make /f/ are essential for students' long term success in mastering the English language.** • **Homophones are just one grammatical aspect of English, and knowing how *too*, *to* and *two* are used is necessary for long term success.**

Vocabulary:

Unit 3 Lesson 21: Changing Sounds in Words
Tier 1: sound

Unit 3 Lesson 22: Vowel Teams
Tier 1: sound **Tier 3:** vowel team

Unit 3 Lesson 23: Silent *e*
Tier 2: silent

Unit 3 Lesson 24: Two - Syllable Words
Tier 2:

stress

Tier 3:

syllable

Unit 3 Lesson 25: Vowels + r
Tier 1: sound **Tier 2:** single **Tier 3:** vowel

Unit 3 Lesson 26: Hard and Soft *c* and *g*
Tier 1: sound

Unit 3 Lesson 27: Final *y*
Tier 1:

sound

Tier 3:

consonant vowel

Unit 3 Lesson 28: Silent Letters: *kn, wr*

Tier 1:

sound

Tier 2:

silent

Unit 3 Lesson 29: Letter Pairs for the /f/ Sound

Tier 1:

sound

Tier 3:

digraph

Unit 3 Lesson 30: High Frequency Words

Tier 2:

pattern

Students will be able to:

- **know the sounds that vowel teams, and r controlled vowels produce**
- **use silent letter rules such as silent *e*, *kn*, *wr***
- **recognize the letter pairs that make the /f/ sound.**
- **use final y sounds**
- **break apart two word syllables**
- **use the homophones *to*, *too* and *two***

Learning Activities & Differentiation:

1. **Vowel Teams *(Challenge)*:** Give students bingo cards that have all of the vowel team spellings on them, call out a vowel sound and vowel team pair until someone gets BINGO.
2. **Vowel Teams (*Remediate)*:** Put a picture on an index card. Then, have students move the clip to the correct vowel team for the spelling. Or, have a vowel sound on a card, and have students move the clip to the correct vowel team.
3. **Final Y (*Challenge):*** Give students an appropriate text. Have them highlight/underline words with the final y. Then, have them categorize the word based on the sound the final y makes.
4. **High Frequency Words (*Remediate):*** Write each sight word on a piece of paper. Then lay the papers around the room and have students walk on the paper, reading each word that is in their path.

Assessment Evidence

Formative Assessments:

Note: The following below are activities from the program that can be used as formative assessments. If they are not applicable at the time to be used in that manner, then choose a different activity or checklist to assess student's growth.

<u>Lesson 21: Changing Sounds in Words</u>

Student pg. 60

- Listen: Tell students to listen to a statement and then circle the correct illustration
- Write: Read the word (tell students the picture if needed). Change the sound as the directions show

Lesson 22: Vowel Teams

Student pg. 61 - 63

*Lesson is split up into multiple days for each long vowel sound.

After each lesson:

- Use a teacher created assessment (ex. exit ticket) or differentiated activity provided to properly assess student growth for each short vowel. Depending on results, reteach if necessary
- Use a poster to keep track of vowel teams
- Write: Write the number above on the line for the correct vowel sound

Lesson 23: Silent *e*

Student pgs. 64 - 65

- Listen: Tell student to listen to a word and write the number from the table that corresponds with the job of the silent *e*
- Read: Look at the picture, circle the correct word that goes with the picture
- Write: Write the words in the correct column of the table

Lesson 24: Two - Syllable Words

Student pgs. 66-67

- Write: Write the words in the box in the correct column of the table
- Listen: Listen to the words, and circle the one with silent *e*

Lesson 25: Vowels + r

Student pgs. 68-69

- Listen: Tell students to listen to the sentence and circle the correct choice.
- Read: read the sentences, then have students circle words with the vowel + r
- Write: Write the words you circled above in the correct column

Lesson 26: Hard and Soft *c* and *g*

Student pgs. 70 - 71

- Listen: Tell students to listen to a statement and then circle the word that goes with the statement

- Read: Read the sentences, then have students underline *c* and *g*.
- Write: Fill in the chart based on the answers from above

Lesson 27: Final Y

Student pgs. 72 - 73

- Listen: Listen to the words, and check the correct box
- Read: Read the sentences and underline the word that ends in Y
- Write: Write the words you underlined in the correct column of the table

Lesson 28: Silent Letters

Student pgs. 74-75

- Write: write a word to complete the sentence

Lesson 29: Letter Pairs for the /f/ Sound:

Student pgs. 76-77

- Read: Circle the words where /gh/ makes the /f/ sound
- Write: Complete the sentences with the words in the box

Lesson 30: High Frequency Words

Student pgs. 78-79

- Listen: read each sight word, then have the students bubble the correct one in
- Speak & Write: Say each word, then write it.

Unit 3 Grammar - Homophones: *to*, *too*, *two*

Student pgs. 80

- Write the word *to*, *too*, or *two* in the blank to complete the sentence

Unit 3 Read & Write

Student pg. 81

- Read about Helen Keller. Then write about a challenge you had to overcome.

Summative Assessments:

- Skills Assessment Checklist (*see pg. 17 in teacher manual. Please note for Book 1, there is only one skills checklist that can used to keep track of student growth)*
- Unit 3 Review Assessment

Common Benchmark Assessments:
iReady Benchmark Assessments
Alternative Assessments:
Alternate Assessments can be created and used on a case-by-case basis.

Core Instructional & Supplemental Materials
Continental Ready, Set, Go! Newcomers Book 1
Continental Sight Word Cards
Continental Vocabulary Cards
Continental Ready, Set, Go! Newcomers Student Book 1

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **hands on learning, using chips for sounds, pictures and large letters, color coding letters**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **hands on learning, using chips for sounds, pictures and large letters, color coding letters**
- Use of assisted technology: **Ebook is available online for students**

- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **hands on learning, using chips for sounds, pictures and large letters, color coding letters**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons: **skipping lessons, or using lessons as review**
- Curriculum compacting
- Inquiry-based instruction
- Independent study: **having students look into larger words, and identify the spelling pattern**
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts:

- Visual learning, including graphic organizers: **organize vowel teams by sound, use common words that they would see.**
- Use of cognates to increase comprehension: **identifying what sounds are similar in English and L1**
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls: **running word wall with sounds, letters, and pictures**
- Sentence frames:
- Think-pair-share: **about what sounds they hear, identify whether it is a soft/hard c/g.**
- Cooperative learning groups
- Cooperative learning groups

Book 1 Unit 4

Desired Results

Unit 4: All About Me

Unit Summary: For this unit, students will focus on sharing information about themselves with their peers. This includes using greetings, saying goodbyes while also learning how to say important information about themselves. After this unit, students will be able to also say how they feel, where they are from and use pronouns.

Learning Standards

NJSLS:

Grade 3:

Language Arts

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Grade 5:

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

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

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W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.

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ELD-SI.4-12.Narrate Multilingual learners will…

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Interdisciplinary Connections:

1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

Learning Targets

Unit Essential Questions:

- How can we share information about ourselves?
- What are some ways we can greet and say goodbye to others?
- What language can we use to share about my family?
- How can we say how we feel?
- How are pronouns used in the English Language?

Unit Enduring Understandings:

- Knowing how to share information can allow students to connect with others.
- By having the language to greet and say goodbye, students can begin participating actively in conversations.
- Being able to share about family can help students talk about themselves more.
- To say how we feel gives students the opportunity to express their feelings, including when they are happy or not well.
- Pronouns are a common grammar practice that can be found in all the domains of language. Knowing how to use pronouns will increase a student's language repertoire.

Vocabulary:

<u>Unit 4 Lesson 31: Introducing Myself</u>

Tier 1:

boy	girl	

Tier 2:

age	grade	name

Unit 4 Lesson 32: Greetings

Tier 1:

good afternoon	How are you?	Nice to meet you
hello	hug	welcome
hi	kisses	

Tier 2:

bow	shake	wave
greet		

Unit 4 Lesson 33: Goodbyes

Tier 1:

bye	goodnight	It was nice to meet you.
goodbye	Have a nice day.	See you later.

Unit 4 Lesson 34: Address

Tier 1:

city	house number	street

Tier 2:

address	email address	state

Tier 3:

abbreviation	domain	zip code

Unit 4 Lesson 35: Phone Number

Tier 1:

cellphone smartphone	phone	phone number

Tier 2:

dial

Tier 3:

area code

Unit 4 Lesson 36: Where I am From

Tier 1:

speak

Tier 2:

country	language

Unit 4 Lesson 37: My Family

Tier 1:

brother	father	parents	son
daughter	husband	sister	wife
family	mother		

Unit 4 Lesson 38: My Relatives

Tier 1:

aunt	grandfather	grandparents
cousin	grandmother	uncle

Tier 2:

relatives

Unit 4 Lesson 39: How I Feel

Tier 1:

excited	hungry	mad
happy	sad	tired
thirsty		

Tier 2:

confused	feel	frustrated

Unit 4 Lesson 40: Important Questions and Statements

Tier 1:

excuse me | please | thank you

Tier 2:

question

Students will be able to:

- share information about themselves such as their phone number, where they are from, and what language they speak
- talk about their family
- tell how they feel
- use greetings and goodbyes
- use pronouns

Learning Activities & Differentiation: *(Asian American & Pacific Islanders, Diversity & Inclusion [DEI],)*

1. **Introducing Myself (*Challenge):*** Have two students work together to create a skit where they introduce themselves. Allow them to perform their skits for the class.
2. **Greetings & Goodbyes:** Around the world people greet and say goodbye in different manners. Create a list of ways people greet and say goodbye across different cultures.
3. **Where I am From:** Depending on where you are from, or who you are, language could be the same but dialect, accent and mode of communication could be different. Discuss with students how these concepts vary from language to language. Be sure to include diversity and inclusion practices in this activity.
4. **My Family *(Remediate):*** Have students draw a picture of their immediate family, or the people they live with. Then, have them specifically label each family member.

Assessment Evidence

Formative Assessments:

Note: The following below are activities from the program that can be used as formative assessments. If they are not applicable at the time to be used in that manner, then choose a different activity or checklist to assess student's growth.

Lesson 31: Introducing Myself

Student pgs. 86-87

- Listen: Tell students to listen to a question, then check the correct choice.
- Speak: Use the sentence frames to have students talk to each other about personal information
- Write: Have students complete the chart with their classmates' answers from the above activity.

Lesson 32: Greetings

Student pgs. 88-89

- Listen: Have students listen to the sentence and then circle the choice that goes with the sentence
- Speak: use the sentence frames to have students talk to practice greetings
- Write: Write the words you would use to greet a friend, and to greet a stranger

Lesson 33: Goodbyes

Student pgs. 90-91

- Listen: Tell students to listen to the sentence, and then circle the correct choice
- Speak: Have students work with a partner to ask and answer questions about leaving.
- Write: Fill in the words to the conversation

Lesson 34: Address

Student pgs. 92-93

- Listen: Listen and fill in the correct circle
- Speak: have students work with a partner to ask and answer questions in the student book
- Write: practice writing your address

Lesson 35: Phone Number

Student pgs. 94 - 95

- Listen:Tell students to listen to the information and circle the correct one.

- Speak: have students work with a partner to ask and answer questions about phone numbers
- Write: Read the directions and write the correct number using the internet

Lesson 36: Where I Am From

Student pgs. 96-97

- Listen: Tell students to listen to a sentence and then circle the word that goes with the sentence
- Speak: have the students use the sentence frames to discuss where they are from
- Write: Write about yourself

Lesson 37: My Family

Student pgs. 98-99

- Listen: Tell students to listen to a sentence and then circle the correct word
- Speak: Have students use the sentence frames to talk about their family
- Write: Fill in the names of your family in the family tree

Lesson 38: My Relatives

Student pgs. 100-101

- Listen: Tell students to listen to a sentence and then fill in the circle next to the word that goes with the sentence
- Speak: Have students use the sentence frames to talk about their relatives
- Write: Fill in the names of your relatives in the family tree

Lesson 39: How I Feel

Student pgs. 102-103

- Listen: Tell the students to listen to a sentence and then circle the correct word that goes with the sentence
- Speak: Have students use the sentence frames to talk about how they feel.
- Write: Choose two different feelings and write about you.

Lesson 40: Important Questions and Statements

Student pgs. 104 - 105

- Listen: Tell students to listen to a question and then fill in the circle for the correct choice
- Speak: have students talk with a partner to practice important questions and statements
- Write: Write a sentence for the bot to say in each scene

Unit 4 - Grammar: Pronouns

Student pgs. 106

- Write the pronouns to complete the sentences

Unit 4 - Read & Write:

- Read about the United States's flag. Then write about a special holiday in your native country.

Summative Assessments:

- Skills Assessment Checklist (*see pg. 17 in teacher manual. Please note for Book 1, there is only one skills checklist that can used to keep track of student growth)*
- Unit 4 Review Assessment

Common Benchmark Assessments:

iReady Benchmark Assessments

Alternative Assessments:

Alternate Assessments can be created and used on a case-by-case basis.

Core Instructional & Supplemental Materials
Continental Ready, Set, Go! Newcomers Book 1
Continental Sight Word Cards
Continental Vocabulary Cards
Continental Ready, Set, Go! Newcomers Student Book 1

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, hands on learning with pictures of family members**
- Use of assisted technology: **Ebook is available online for students**

- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, hands on learning with pictures of family members**
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- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, hands on learning with pictures of family members**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons

- Curriculum compacting: **Lessons can be skipped and/or combined.**
- Inquiry-based instruction
- Independent study: **Researching more ways to greet and say goodbye**
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios: **Set up situations where students want to share they phone and email**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts: **Teach vocabulary in small groups rather than whole groups**
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension: **Create a cognate running word wall**
- Teacher modeling: **Model how to share information about oneself**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding:
- Word walls: **Running vocabulary and sight word wall with pictures.**
- Sentence frames: **visual frames for speaking activities of each lesson.**
- Think-pair-share: **Students speak to each other during speaking activities with partners.**
- Cooperative learning groups

Book 2 - Unit 1

Desired Results
Unit 1: My School
Unit Summary: This unit is to give students language when in the school setting. This includes places and people at school, as well as in the classroom. Also, students will learn about school activities and school safety. The grammar focus for this unit is common and proper nouns.

Learning Standards

NJSLS:

Grade 3:

Language Arts

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Grade 4:

L.RF.4.3. 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.4.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

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Grade 5:

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

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L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.

WIDA Standards:

ELD-SI.4-12.Narrate Multilingual learners will…

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move the dialogue forward
- Create closure, recap, and offer next steps

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

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

Computer Science & Design Thinking (*CS & DT***):**

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

Interdisciplinary Connections:

1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

Learning Targets

Unit Essential Questions:

- How can we locate important people and places in the school?
- What objects and routines are needed for school success?
- What makes school safety important?
- How do we use common and proper nouns?

Unit Enduring Understandings:

- In a school, there are many vocabulary words to use when trying to figure out where to go, and who to talk to in order for all of the students' needs to be met.
- Having the language to ask for classroom tools and having an understanding of normal classroom routines will help students feel more comfortable and welcome.
- In American schools, depending on where students live also contributes to the types of safety drills they need to follow, which are necessary for student protection.
- The use of common and proper nouns in the English Language helps to determine when something is specific, and will build students' understanding of their surroundings.

Vocabulary:

<u>Unit 1 Lesson 1: The School Building</u>

Tier 1:

Gym

Tier 2:

bathroom	hallway	water bottle filler
cafeteria	library	office
classroom		

Tier 3:

auditorium

Unit 1 Lesson 2: People at School

Tier 1:

bus driver	student	teacher

Tier 2:

aide	nurse	principal

Tier 3:

counselor	custodian	secretary

Unit 1 Lesson 3: My Classroom

Tier 1:

chair	classroom	clock
clock	desk	flag

Tier 2:

bookshelf	rug	table

Tier 3:

bulletin board	smartboard

Unit 1 Lesson 4: Classroom Objects

Tier 1:

book	paper	pencil
classroom	pen	scissors

Tier 2:

backpack	glue	notebook
eraser	marker	objects
tape		

Tier 3:

stapler

Unit 1 Lesson 5: Classroom Routines and Directions

Tier 1:

listen	sit	
Tier 2:		
announcements attendance	raise routines	quiet
Tier 3:		
Pledge of Allegiance		

Unit 1 Lesson 6: The Cafeteria		
Tier 1:		
lunch	lunchbox	tray
Tier 2:		
buys cafeteria	milk packs	straws

Unit 1 Lesson 7: Recess		
Tier 1:		
basketball	playground	
Tier 2:		
games	recess	swings

play	slide	whistle
Tier 3:		
monkey bars	tetherball	

Unit 1 Lesson 8: Field Trips		
Tier 1:		
zoo		
Tier 2:		
field trip performance	museum	park
Tier 3:		
permission slip	signature	

Unit 1 Lesson 9: School Activities		
Tier 1:		
chorus	music	teams
Tier 2:		
activities	band	club

Tier 3:

board games club	kickball club	student council
drama club	orchestra club	
homework club	running club	

Unit 1 Lesson 10: School Safety

Tier 2:

alarm	emergency	safety
drill		

Tier 3:

crossing guard	early dismissal	fire drill

Students will be able to:

- identify places and people in a school
- understand classroom routines and directions
- locate objects in a classroom
- follow school safety rules
- participate in recess, cafeteria and field trips
- categorize common and proper nouns

Learning Activities & Differentiation: *(Asian American & Pacific Islanders, Diversity & Inclusion [DEI],*

1. **The School Building (*Challenge)* -** Have students create clues for each place in the school. Then take turns guessing what place is being talked about.
2. **My Classroom (*Remediate)* -** Have students start in a group in an area of the classroom. Then, give students a feature in the classroom such as "go to the flag," or "point to the clock."

3. **Classroom Routines & Directions** - Talk to students about their classroom routines in their previous schools. Create a Venn diagram to find out what is similar and what is different about their previous schools and current school. (*differentiate when necessary)*
4. **The Cafeteria** - Discuss with students the food options and routines their previous schools had and compare them with the United States. Then, look into other countries around the world to find out what food they give to their students.

Assessment Evidence

Formative Assessments:

Note: The following below are activities from the program that can be used as formative assessments. If they are not applicable at the time to be used in that manner, then choose a different activity or checklist to assess student's growth.

<u>Lesson 1: The School Building</u>

Student pgs. 1-2

- Listen: Tell students to listen to a sentence, then circle the correct choice.
- Speak: Use the sentence frames to have students talk to each other about school
- Write: Have students look at the map and complete the questions

<u>Lesson 2: People at the School</u>

Student pgs. 3-4

- Listen: Have students listen to the sentence and then fill in the circle that goes with the sentence
- Speak: use the sentence frames to have students talk about people in the school
- Write: Write the words that matches each clue

<u>Lesson 3: My Classroom</u>

Student pgs. 5-6

- Listen: Tell students to listen to the sentence, and then circle the correct choice
- Speak: Have students work with a partner to ask and answer questions about the classroom

- Write: Fill in the words to the crossword puzzle

Lesson 4: Classroom Objects

Student pgs. 7-8

- Listen: Listen and circle the correct picture
- Speak: have students work with a partner to ask and answer questions about school objects
- Write: Label the items on the desk

Lesson 5: Classroom Routines and Directions

Student pgs. 16-17

- Listen:Tell students to listen to the information and then fill in the correct circle
- Speak: have students work with a partner to ask and answer questions about classroom routines
- Write: Write a routine you have in class, then right something your teacher expects you to do

Lesson 6: The Cafeteria

Student pgs. 18-19

- Listen: Tell students to listen to a sentence and then circle the picture
- Speak: have the students use the sentence frames to discuss the cafeteria
- Write: Write the words to complete the sentence

Lesson 7: Recess

Student pgs. 20-21

- Listen: Tell students to listen to a sentence and then circle the correct picture
- Speak: Have students use the sentence frames to talk recess
- Write: Write about what you like to do at recess

Lesson 8: Field Trips

Student pgs. 22-23

- Listen: Tell students to listen to a sentence and then fill in the correct box
- Speak: Have students use the sentence frames to talk about field trips
- Write: Use the box to fill in the correct words in the sentences

Lesson 9: School Activities

Student pgs. 24-25

- Listen: Tell the students to listen to a sentence and then fill in the correct box

- Speak: Have students use the sentence frames to talk about school activities
- Write: Write about what activities that are in your school

Lesson 10: School Safety

Student pgs. 104 - 105

- Listen: Tell students to listen to a question and then fill in the circle for the correct choice
- Speak: have students talk with a partner about safety drills at school
- Write: use the words to fill in the blanks

Unit 1 - Grammar: Common and Proper Nouns

Student pgs. 106

- underline the common noun and circle the proper noun

Unit 1 - Read & Write:

- Read about Roald Dahl. Then write about a book you enjoyed.

Summative Assessments:

- Skills Assessment Checklist (*see pg. 17 in teacher manual)*
- Unit 1 Review Assessment

Common Benchmark Assessments:

iReady Benchmark Assessments

Alternative Assessments:

Alternate Assessments can be created and used on a case-by-case basis.

Core Instructional & Supplemental Materials
Continental Ready, Set, Go! Newcomers Book 2
Continental Sight Word Cards
Continental Vocabulary Cards
Continental Ready, Set, Go! Newcomers Student Book 2

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, use pictures of the school, use pictures of the classroom**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, use pictures of the school, use pictures of the classroom**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, use pictures of the school, use pictures of the classroom**
- Use of assisted technology: **Ebook is available online for students**

- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting: **Lessons can be skipped and/or combined.**
- Inquiry-based instruction
- Independent study: **design a new club at school and create a poster to go with it**
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios: **Set up situations where students have issues on field trips**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts: **Teach vocabulary in small groups rather than whole groups**
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension: **Create a cognate running word wall**
- Teacher modeling: **Model how to talk about places in school**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding:
- Word walls: **Running vocabulary and sight word wall with pictures.**
- Sentence frames: **visual frames for speaking activities of each lesson.**
- Think-pair-share: **Students speak to each other during speaking activities with partners.**
- Cooperative learning groups

Book 2 Unit 2

Desired Results

Unit 2: My Classes

Unit Summary: After this unit, students will learn vocabulary in relation to classes. This includes learning various common terms in subjects such as math, science, reading/writing and social studies. Also, students will learn vocabulary that relates to extracurricular classes such as art, music, gym, library and computer. The grammar focus for this is plural nouns.

Learning Standards

NJSLS:

Grade 3:

Language Arts

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Grade 4:

L.RF.4.3. 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.4.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Grade 5:

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

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.

WIDA Standards:

ELD-SI.4-12.Narrate Multilingual learners will…

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move the dialogue forward
- Create closure, recap, and offer next steps

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
Computer Science & Design Thinking (*CS & DT***):** 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
Interdisciplinary Connections: 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

Learning Targets	
Unit Essential Questions: • What is the basic terminology we need to know for our core classes? • What is the basic terminology we need to know for our extracurriculars? • How does knowing the types of questions we will be asked on tests help us? • How are plural nouns used around us?	**Unit Enduring Understandings:** • To understand the basics in math, science, reading/writing, and social studies, knowing core vocabulary will set students onto the right path • To follow along successfully in extracurricular classes such as art, music, computers, library, and gym, basic terminology is needed. • Having the foundation to know what is expected on certain types of questions (on tests) will help students succeed. • Plural nouns are a basic grammatical concept that will help students recognize and use the concept "more than one"

Vocabulary:

Unit 2 Lesson 11: My Grades

Tier 1:

alone	false	true

Tier 2:

grade	partner	quiz
group	project	test
homework		

Tier 3:

multiple choice	report card	written response

Unit 2 Lesson 12: Math

Tier 1:

math

Tier 2:

add	multiply	solve
divide	problems	subtract
equal	ruler	

Tier 3:

calculator	fraction	graph

Unit 2 Lesson 13: Science		
Tier 1:		
science		
Tier 2:		
experiment magnet	safety glasses	scale
Tier 3:		
ecosystem food chain	magnifying glass microscope	science fair

Unit 2 Lesson 14: Reading and Writing		
Tier 1:		
read	write	
Tier 2:		
author chapter	journal	title
Tier 3:		
essays fiction	nonfiction paragraphs	poetry

Unit 2 Lesson 15: Social Studies

Tier 2:

country	history	social studies
globe	map	state

Tier 3:

geography	national capital	state capital
government		

Unit 2 Lesson 16: Music

Tier 1:

drum	music	sing
listen	piano	songs

Tier 2:

clap	instruments	recorder

Tier 3:

maracas	ukulele	xylophone

Unit 2 Lesson 17: Art

Tier 1:

art	crayons	paint
colored pencils	draw	
Tier 2:		
clay	create	paintbrush
construction paper		
Tier 3:		
artwork	sculpt	

Unit 2 Lesson 18: Gym

Tier 1:		
ball	mat	run
gym		
Tier 2:		
equipement	exercise	uniform
Tier 3:		
hula hoop	parachute	scooter
jumping jack	push - up	sit - up
jump rope		

Unit 2 Lesson 19: Library

Tier 1:

book

Tier 2:

borrow	due	return
catalog	library	shelves
check out	magazine	

Tier 3:

e - book	librarian

Unit 2 Lesson 20: Computers

Tier 1:

information

Tier 2:

documents	mouse	tablet
monitor	printer	type

Tier 3:

computer	cursor	laptop

Students will be able to:

- use common terms that are found in math, science, reading/writing and social studies.

- know vocabulary related to extracurricular classes
- understand how to use plural nouns
- know how the school gives tests and grades

Learning Activities & Differentiation: *(Asian American & Pacific Islanders, Diversity & Inclusion [DEI],)*

1. **My Grades** - The U.S grading system varies by state and by school itself. Compare and contrast the grading system in school to the students' previous schools. Then, look into some other countries' grading systems as well.
2. **Math (*Challenge)*** - Have students write down other terms they have heard in math class. Create flashcards along with the current math vocabulary terms
3. **Reading and Writing *(Remediate)*** - Review the terms from the lesson. Then look at a passage, or book and label the different vocabulary terms.
4. **Social Studies** - Show students a globe/map of the world and have them mark where they are from. Then use a string to see how far they are from their new state. Once that is done, challenge students to find a country that would be a shorter distance and one that would be a longer distance.

Assessment Evidence

Formative Assessments:

Note: The following below are activities from the program that can be used as formative assessments. If they are not applicable at the time to be used in that manner, then choose a different activity or checklist to assess student's growth.

Lesson 11: My Grades

Student pgs. 34-35

- Listen: Tell students to listen to a question, then check the correct choice.
- Speak: Use the sentence frames to have students talk to each other about grades, and types of test questions
- Write: Write the word to complete each sentence

Lesson 12: Math

Student pgs. 36-37

- Listen: Have students listen to the sentence and then circle the choice that goes with the sentence
- Speak: use the sentence frames to have students talk about math
- Write: Write the word that best answers the question

Lesson 13: Science

Student pgs. 38-39

- Listen: Tell students to listen to the sentence, and then fill in the correct bubble
- Speak: Have students work with a partner to talk about what is used in science class
- Write: Fill in the words to complete the sentence

Lesson 14: Reading and Writing

Student pgs. 40-41

- Listen: Listen and circle the correct answer
- Speak: have students work with a partner to talk about information during reading/writing class
- Write: fill in the correct word for the definition

Lesson 15: Social Studies

Student pgs. 42-43

- Listen:Tell students to listen to the information and check the correct answer
- Speak: have students work with a partner to ask and answer questions about information during social studies class
- Write: Fill in the crossword with the vocabulary terms

Lesson 16: Music

Student pgs. 44-45

- Listen: Tell students to listen to a sentence and then circle the correct picture
- Speak: have the students use the sentence frames to discuss music class
- Write: Write the correct word for the picture

Lesson 17: Art

Student pgs. 46-47

- Listen: Tell students to listen to a sentence and then circle the correct picture
- Speak: Have students use the sentence frames to talk about art class
- Write: Fill in the correct term in the sentence

Lesson 18: Gym

Student pgs. 48-49

- Listen: Tell students to listen to a sentence and then check the correct word
- Speak: Have students use the sentence frames to talk about gym class
- Write: Write about your favorite activity to do in gym

Lesson 19: Library

Student pgs. 50-51

- Listen: Tell the students to listen to a sentence and then circle the correct word that goes with the sentence
- Speak: Have students use the sentence frames to talk about the library
- Write: Write the correct word for the right label

Lesson 20: Computers

Student pgs. 52-53

- Listen: Tell students to listen to a statement and circle the correct choice
- Speak: have students talk with a partner about computer class
- Write: Use the words in the box to answer the clues

Unit 4 - Grammar: Plural Nouns

Student pgs. 54

- Write the plural form of the noun on the line

Unit 2 - Read & Write:

- Read about drongo. Then write about an interesting animal.

Summative Assessments:

- Skills Assessment Checklist (*see pg. 18 in teacher manual)*
- Unit 2 Review Assessment

Common Benchmark Assessments:

iReady Benchmark Assessments

Alternative Assessments:

Alternate Assessments can be created and used on a case-by-case basis.

Core Instructional & Supplemental Materials
Continental Ready, Set, Go! Newcomers Book 2
Continental Sight Word Cards
Continental Vocabulary Cards
Continental Ready, Set, Go! Newcomers Student Book 2

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, use pictures of the core classes books, hands on learning with vocabulary**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, use pictures of the core classes books, hands on learning with vocabulary**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, use pictures of the core classes books, hands on learning with vocabulary**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting: **Lessons can be skipped and/or combined.**
- Inquiry-based instruction
- Independent study:
- Higher-order thinking skills
- Interest-based content: **Choose a content area, then find more tier 3 words that may be used**
- Student-driven instruction
- Real-world problems and scenarios: **Set up situations where students have issues on field trips**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts: **Teach vocabulary in small groups rather than whole groups**
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension: **Create a cognate running word wall**
- Teacher modeling: **Model how to talk about certain school subjects**
- Pairing students with beginning English language skills with students who have more advanced English language skills

- Scaffolding:
- Word walls: **Running vocabulary and sight word wall with pictures.**
- Sentence frames: **visual frames for speaking activities of each lesson.**
- Think-pair-share: **Students speak to each other during speaking activities with partners.**
- Cooperative learning groups

Book 2 Unit 3

Desired Results

Unit 3: Health and Safety

Unit Summary: In this unit, students will gain the language to talk about their health and safety. The unit encompasses vocabulary that deals with the body, including how to explain what is not feeling well. Students will also learn vocabulary that can be used in the doctor's office, and in case of an emergency. The grammatical focus for this unit is on question words.

Learning Standards

NJSLS:

Grade 3:

Language Arts

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Grade 4:

L.RF.4.3. 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.4.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Grade 5:

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

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.

WIDA Standards:

ELD-SI.4-12.Narrate Multilingual learners will…

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move the dialogue forward
- Create closure, recap, and offer next steps

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

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

Computer Science & Design Thinking ***(****CS & DT****)*:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

Interdisciplinary Connections:

1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

Learning Targets

Unit Essential Questions:

- How can we say when something hurts?
- What actions can our body take?
- How can we protect ourselves?
- What do we do in an emergency?
- How do we use question words?

Unit Enduring Understandings:

- By knowing the English vocabulary of the body, students will be able to identify where and what hurts, allowing them to get treatment they need.

	• Verbs are essential for showing actions, and movement, and the body is the reason why we can move. • By recognizing the safety procedures, symbols and equipment in place to keep people safe, students can better protect themselves. • Knowing who, and what to do in an emergency will help students protect themselves and the people around them. • Question words are the foundation for students to ask, and understand what is being asked of them.

Vocabulary:

<u>Unit 3 Lesson 21: My Body</u>

Tier 1:

ankle	hair	nose
arm	hand	shoulder
ear	head	toe
eye	leg	wrist
finger	knee	
foot	mouth	

<u>Unit 3 Lesson 22: Inside My Body</u>

Tier 1:

bone	lungs	stomach

brain	muscle	

Tier 2:

heart	spine	tongue
ribs	teeth	

Unit 3 Lesson 23: Moving My Body

Tier 1:

climb	jump	swim
dance	pull	throw
hop	push	walk

Tier 2:

actions

Unit 3 Lesson 24: Taking Care of my Body

Tier 1:

brush your teeth	soap	toothpaste
comb	take a bath or shower	wash your hands
comb your hair	toothbrush	
shampoo		

Tier 2:

exercise	stretch	

Unit 3 Lesson 25: I Do Not Feel Well

Tier 1:

cough	sick	sneeze
flu		

Tier 2:

bandage	cut	pain
bleed	itch	rash
cold	medicine	tissue
ointment		

Tier 3:

fever	headache	stomachache

Unit 3 Lesson 26: At the Doctor's Office

Tier 1:

doctor

Tier 2:

check - up	needle	weight
height	nurse	

Tier 3:

stethoscope	x - ray	vaccine

Unit 3 Lesson 27: At the Dentist's Office

Tier 2:

filling	gums	polish
floss	paste	

Tier 3:

cavity	hygienist	mouthwash
dentist	jaw	

Unit 3 Lesson 28: Safety Equipment

Tier 1:

sports

Tier 2:

elbow pads	knee pads	safety
googles	life jacket	shin guard
helmet	mouthguard	shoulder pads

Unit 3 Lesson 29: Safety Symbols

Tier 2:

caution	safe	signs
danger	poison	symbols

Tier 3:

fire exit	no smoking	slippery floor
flammable		

Unit 3 Lesson 30: In an Emergency

Tier 1:

ambulance	firefighter	police officer
call 9 -1-1	fire truck	

Tier 2:

accident	emergency	fire
crime		

Tier 3:

first responder	paramedic

Students will be able to:

- **identify internal and external body parts**
- use action words

- use vocabulary words that deal with the doctor's/dentist's office.
- Identify safety equipment and symbols
- know what to say in case of an emergency
- use question words

Learning Activities & Differentiation: *(Asian American & Pacific Islanders, Diversity & Inclusion [DEI]*

1. **Safety Equipment** - Choose a piece of sports equipment. Have each student research the history of why that equipment came to be. Be sure to include important people/figures that create it.
2. **Safety Symbols** - Though many safety symbols are universal, many also are not. Discuss with students what safety symbols are the same, and what ones their previous country had that the United States does not have.
3. **In an Emergency *(Challenge)*** - give students age - appropriate emergency situations and ask them what they would do. Allow students to draw pictures or explain verbally if needed.
4. **I Do Not Feel Well (*Remediate)*** - create picture cards for the vocabulary in the lesson. Then have students match the cards that go together such as *sneeze* and *tissue*.

Assessment Evidence

Formative Assessments:

Note: The following below are activities from the program that can be used as formative assessments. If they are not applicable at the time to be used in that manner, then choose a different activity or checklist to assess student's growth.

Lesson 21: My Body

Student pgs. 60-61

- Listen: Tell students to listen to a question, then fill in the correct circle.
- Speak: Use the sentence frames to have students talk to each other about body parts
- Write: Have students label the body with the words in the box

Lesson 22: Inside My Body

Student pgs. 62-63

- Listen: Have students listen to the sentence and then circle the choice that goes with the sentence

- Speak: use the sentence frames to have students talk about internal body parts
- Write: Write the body part that matches each clue

Lesson 23: Moving my Body

Student pgs. 64-65

- Listen: Tell students to listen to the sentence, and then check the correct choice
- Speak: Have students work with a partner to talk about body movements
- Write: Fill in the words to the blanks

Lesson 24: Taking Care of My Body

Student pgs. 66-67

- Listen: Listen and circle the correct choice
- Speak: have students work with a partner to ask and answer questions about taking care of yourself
- Write: Fill in the blanks with the words below

Lesson 25: I Do Not Feel Well

Student pgs. 68-69

- Listen:Tell students to listen to the information and circle the correct picture
- Speak: have students work with a partner to ask and answer questions about what to say when you do not feel good
- Write: Label the pictures with the correct words

Lesson 26: At the Doctors Office

Student pgs. 70-71

- Listen: Tell students to listen to a sentence and then fill in the bubble for the word that goes with the sentence
- Speak: have the students use the sentence frames to discuss the doctors office
- Write: Use the words to fill in the blanks about the doctor's office.

Lesson 27: At The Dentist's Office

Student pgs. 72-73

- Listen: Tell students to listen to a sentence and then check the correct word
- Speak: Have students use the sentence frames to talk about the dentist's office
- Write: Fill in the words for the clue

Lesson 28: Safety Equipment

Student pgs. 74-75

- Listen: Tell students to listen to a sentence and then fill in the circle next to the word that goes with the sentence
- Speak: Have students use the sentence frames to talk about sports and safety equipment
- Write: Write about sports you play and the safety equipment you use.

Lesson 29: Safety Symbols

Student pgs. 76-77

- Listen: Tell the students to listen to a sentence and then circle the correct picture that goes with the sentence
- Speak: Have students use the sentence frames to talk about safety symbols
- Write: Label the pictures with the correct words

Lesson 30: In an Emergency

Student pgs. 78-79

- Listen: Tell students to listen to a question and then fill in the circle for the correct choice
- Speak: have students talk with a partner to practice important questions and statements in regards to being in an emergency
- Write: Fill in the blanks with the word that matches the description

Unit 3 - Grammar: Question Words

Student pgs. 80

- Write the correct question words on the line

Unit 3 - Read & Write:

- Read about Cesar Chavez. Then write about a time you helped someone

Summative Assessments:

- Skills Assessment Checklist (*see pg. 19 in teacher manual)*
- Unit 3 Review Assessment

Common Benchmark Assessments:

iReady Benchmark Assessments

Alternative Assessments:

Alternate Assessments can be created and used on a case-by-case basis.

Core Instructional & Supplemental Materials
Continental Ready, Set, Go! Newcomers Book 2
Continental Sight Word Cards
Continental Vocabulary Cards
Continental Ready, Set, Go! Newcomers Student Book 2

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, use pictures of the body, hands on models, videos of people who help in emergencies**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, use pictures of the body, hands on models, videos of people who help in emergencies**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**

- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, use pictures of the body, hands on models, videos of people who help in emergencies**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting: **Lessons can be skipped and/or combined.**
- Inquiry-based instruction
- Independent study:
- Higher-order thinking skills
- Interest-based content: **choose an emergency service. Research the history behind that emergency service and present to the class**
- Student-driven instruction
- Real-world problems and scenarios: **Set up situations where students have to call 9-1-1**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts: **Teach vocabulary in small groups rather than whole groups**
- Visual learning, including graphic organizers: **use actual images of local emergency crews**
- Use of cognates to increase comprehension: **Create a cognate running word wall**

- Teacher modeling: **Model how to talk ask for help, say in pain**
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding:
- Word walls: **Running vocabulary and sight word wall with pictures.**
- Sentence frames: **visual frames for speaking activities of each lesson.**
- Think-pair-share: **Students speak to each other during speaking activities with partners.**
- Cooperative learning groups

Book 2 Unit 4

Desired Results

Unit 4: The Outdoors

Unit Summary: This unit explores words related to the outdoors, including animals, plants, and outdoor locations. As students learn this vocabulary, they will be able to better communicate in their communities and as they explore new areas. Furthermore, students will be able to use commas.

Learning Standards

NJSLS:

Grade 3:

Language Arts

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Grade 4:

L.RF.4.3. 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.4.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Grade 5:

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

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.

WIDA Standards:

ELD-SI.4-12.Narrate Multilingual learners will…

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move the dialogue forward
- Create closure, recap, and offer next steps

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

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1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What types of places can we see here in the United States?	• In the United States, there are various types of places that can be seen. By introducing these vocabulary

• What animals can be seen in the United States and where? • How do we use commas in the correct grammatical way?	terms, students will be able to connect to their own experiences and know the terms when in other classes. • In the United States, there are various types of animals that can be seen. By introducing these vocabulary terms, students will be able to connect to their own experiences and know the terms when in other classes. • Commas are a necessity in English that support when to pause, and extra clauses.

Vocabulary:

Unit 4 Lesson 31: The Park		
Tier 1:		
bench	park	path
Tier 2:		
basketball court	sandbox	swings
picnic table	slide	tennis court
Tier 3:		
pavillion	seesaw	

Unit 4 Lesson 32: Plants
Tier 1:

flowers	leaf	tree
grass		
Tier 2:		
branch	plants	trunk
bush	rose	
Tier 3:		
daffodil	evergreen	palm
daisy	maple	tulip

Unit 4 Lesson 33: Backyard Animals		
Tier 1:		
animals	fox	squirrel
deer	rabbit	
bee	skunk	
Tier 2:		
bat		robin
chipmunk	owl	
Tier 3:		
opossum	raccoon	

Unit 4 Lesson 34: Wild Animals

Tier 1:

bear	giraffe	tiger
elephant	lion	zebra

Tier 2:

alligator	kangaroo	wild
gorilla	panda	wolf

Tier 3:

beaver

Unit 4 Lesson 35: On a Farm

Tier 1:

barn	farmer	pond

Tier 2:

crops	fence	plants
farm	field	tractor
plow		

Tier 3:

coop	meadow	orchard
harvests		

Unit 4 Lesson 36: Farm Animals

Tier 1:

chicken	goat	pig
cow	horse	sheep

Tier 2:

duck	turkey

Tier 3:

donkey

Unit 4 Lesson 37: In the Forest

Tier 1:

dirt	mountain	rock
hill		

Tier 2:

creek	trail	waterfall

Tier 3:

fern	forest	mushroom

Unit 4 Lesson 38: At the Beach

Tier 1:

beach	ocean	shell

Tier 2:

boardwalk	dock	seashore
coast	sand	waves

Tier 3:

driftwood	dune

Unit 4 Lesson 39: In the Ocean

Tier 1:

crab	shark	whale
dolphin		

Tier 2:

fish	seahorse	sea turtle
jellyfish	seal	seaweed
octopus	sea star	

Tier 3:

coral	saltwater

Unit 4 Lesson 40: In the Desert

Tier 2:

cactus	dry	tortoise
desert		

Tier 3:

bobcat	mesa	scorpion
coyote	rattlesnake	tumbleweed
jackrabbit		

Students will be able to:

- use vocabulary in relation to the park
- know vocabulary in relation to plants
- identify different animals that can be found on a farm, backyard and in the wild
- use vocabulary that is in the forest, beach, and desert
- utilize commas in the correct way

Learning Activities & Differentiation: *(Climate Change)*

1. **Plants (*Challenge)*** - Introduce additional flowers and trees using picture cards. Include plants, flowers and trees that students may see in their area
2. **In the Forest *(Remediate)*** - Have students draw a picture of a forest scene. Include all the vocabulary terms. Have students label the scene as well
3. **At the Beach** - Look at local organizations that help keep the beaches clean. Create a poster supporting that organization, along with ways to keep beaches clean as well.
4. **On a Farm** - Farms in students' countries vary much differently from the U.S. Ask them what they know. Then, look into some other countries to see how farms can differ from country to country.

Assessment Evidence

Formative Assessments:

Note: The following below are activities from the program that can be used as formative assessments. If they are not applicable at the time to be used in that manner, then choose a different activity or checklist to assess student's growth.

Lesson 31: The Park

Student pgs. 86-87

- Listen: Tell students to listen to a question, then circle the correct choice.
- Speak: Use the sentence frames to have students talk to each other about the park
- Write: Write the word to go with the picture

Lesson 32: Plants

Student pgs. 88-89

- Listen: Have students listen to the sentence and then circle the choice that goes with the sentence
- Speak: use the sentence frames to talk about plants
- Write: Label the picture with the correct words

Lesson 33: Backyard Animals

Student pgs. 90-91

- Listen: Tell students to listen to the sentence, and then check the correct choice
- Speak: Have students work with a partner to ask and answer questions about animals in the neighborhood
- Write: Fill in the blanks with the correct words

Lesson 34: Wild Animals

Student pgs. 92-93

- Listen: Listen and fill in the correct circle
- Speak: have students work with a partner to ask and answer questions about wild animals
- Write: Look at the picture and write the correct animal

Lesson 35: On a Farm

Student pgs. 94 - 95

- Listen:Tell students to listen to the information and fill in the correct bubble
- Speak: have students work with a partner to ask and answer questions about the farm
- Write: Fill in the blanks with the correct words

Lesson 36: Farm Animals

Student pgs. 96-97

- Listen: Tell students to listen to a sentence and then circle the picture that goes with the sentence
- Speak: have the students use the sentence frames to discuss farm animals
- Write: Fill in the blanks with the correct words

Lesson 37: In the Forest

Student pgs. 98-99

- Listen: Tell students to listen to a sentence and then fill in the blank
- Speak: Have students use the sentence frames to talk about the forest
- Write: Fill in the blanks with the correct words

Lesson 38: At the Beach

Student pgs. 100-101

- Listen: Tell students to listen to a sentence and then fill in the box next to the word that goes with the sentence
- Speak: Have students use the sentence frames to talk about the beach
- Write:Fill in the blanks with the correct words

Lesson 39: In the Ocean

Student pgs. 102-103

- Listen: Tell the students to listen to a sentence and then circle the correct word that goes with the sentence
- Speak: Have students use the sentence frames to talk about ocean life
- Write: Fill in the blanks with the correct word that matches the picture

Lesson 40: In the Desert

Student pgs. 104 - 105

- Listen: Tell students to listen to a question and then fill in the circle for the correct choice
- Speak: have students talk with a partner about the desert
- Write: Fill in the blanks with the correct words that match the picture labels

<u>Unit 4 - Grammar: Commas</u>

Student pgs. 106

- Write the commas in the correct spot

<u>Unit 4 - Read & Write:</u>

- Read about the French Quarter. Then write about a place you have visited.

Summative Assessments:

- Skills Assessment Checklist (*see pg. 20 in teacher manual)*
- Unit 4 Review Assessment

Common Benchmark Assessments:

iReady Benchmark Assessments

Alternative Assessments:

Alternate Assessments can be created and used on a case-by-case basis.

Core Instructional & Supplemental Materials
Continental Ready, Set, Go! Newcomers Book 2
Continental Sight Word Cards
Continental Vocabulary Cards
Continental Ready, Set, Go! Newcomers Student Book 2

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:

Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, use pictures of places, local places if possible**

- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, use pictures of places, local places if possible**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **Book can be assessed paper and digital, with options of audio, use pictures of places, local places if possible**
- Use of assisted technology: **Ebook is available online for students**
- Use of prompts: **Signals to transition to new topics/activities**
- Modification of content and student products: **Assessments and homework can be assigned and modified online**
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting: **Lessons can be skipped and/or combined.**
- Inquiry-based instruction
- Independent study: **choose one of the places that is talked about in the chapter. Research a well known place.**
- Higher-order thinking skills
- Interest-based content: **create a presentation on a local place. be sure to include vocabulary learned from this section**
- Student-driven instruction
- Real-world problems and scenarios:

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts: **Teach vocabulary in small groups rather than whole groups**
- Visual learning, including graphic organizers: **use actual images of local places such as parks and beaches**
- Use of cognates to increase comprehension: **Create a cognate running word wall**
- Teacher modeling:
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding:
- Word walls: **Running vocabulary and sight word wall with pictures.**
- Sentence frames: **visual frames for speaking activities of each lesson.**
- Think-pair-share: **Students speak to each other during speaking activities with partners.**
- Cooperative learning groups