Summit Public Schools
Summit, New Jersey
Grade Level: 9-12/ Content Area: Introduction to English as a Second Language

Overview:
This course is designed for multilingual language learners who are beginning or continuing their education in the United States. This course introduces students to the English alphabet and develops their understanding of English phonemes. Students learn critical academic vocabulary necessary to succeed in school in the United States as well as basic capitalization and punctuation rules. This course also introduces students to literacy skills that they will continue to build on throughout their studies in the ESL program. They will improve their English speaking, listening, reading and writing skills.

Unit 1: Welcome to Summit!	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will learn behavioral expectations for Summit High School. ● Students will learn key vocabulary and phrases to succeed at Summit High School. ● Students will learn basic capitalization and punctuation rules. ● Students will learn key functions of their chromebooks. ● Students will learn the English alphabet and numbers 1-20.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What are the behavioral expectations at Summit High School? ● What are the key vocabulary words and phrases necessary to succeed at Summit High School? ● What are the basic capitalization and punctuation rules? ● What are the key functions of my chromebook? ● What are the letters of the alphabet? ● How do I count from one to twenty?	● I am expected to arrive at school on time, have a charged chromebook and pencil, respect my classmates and teachers, look my teachers in the eye, and try my best. ● Key vocabulary includes question words, words to describe the building, as well as words to describe school personnel and activities. ● The first letter of the first word of the sentence must be capitalized, and I must put a period at the end of every sentence. ● I can use Google Docs, Google Slides, and Google Classroom. ● I can recite the English alphabet and count to 20.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**Instructional Focus:** **Students will…** Reading: ● Comprehend the details of a text. ● Make inferences based on text evidence and their own ideas. ● Discern the central ideas/themes and supporting details of unit texts. ● Understand the difference between the beginning, middle, and end of unit texts.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. NJSLSA.SL1. Prepare for and participate effectively in a	• Understand the meaning of vocabulary in unit texts. • Analyze the purpose of each graphic, caption, chapter, subheading in unit texts. • Determine point of view of unit texts. Writing: • Answer text-based questions with text evidence from unit texts. • Write sentences to explain unit concepts. • Write sentences to narrate imagined ideas related to unit concepts. • Peer-edit and revise written work. • Use Google Docs and Google Slides to produce work and peer-edit. • Write sentences to explain research on unit concepts. Speaking: • Discuss unit concepts with the teacher, whole class, small group, or a partner. • Present information to the class. • Use academic and conversational English appropriately. Listening: • Comprehend the main idea and supporting details of unit audios/videos. • Comprehend to respond to classmates' and teacher's contributions to class discussions. • Evaluate the point of view of unit audios/videos. • Evaluate the difference between academic and conversational English.

range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of
reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary Connections

- Students will work with numbers and social science.

Technology Integration

- Students will learn how to use Google Docs, Google Slides, and Google Classroom on their chromebooks.

Media Literacy Integration

- Students will view and analyze Summit High School's instagram page.
- Students will learn how to use their chromebooks safely.

Global Perspectives

- Students will compare and contrast Summit High School with their learning experiences in their native countries (in or out of school).

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language

Assessments

Formative Assessments:

- Phonemic Awareness Practice
- Dictations
- Guided/Independent Reading Questions
- Guided/Independent Writing Practice
- Vocabulary Practice
- Picture Prompts
- Speaking Stations
- Unscramble Practice

Summative Assessments, Projects, and Celebrations:

- **Quizzes**
  - Alphabet
  - Numbers 1-20
  - Question Words
  - School Vocabulary
  - This is / These are with Capitalization and Punctuation
  - Google Doc Creation
  - Google Slide Creation
  - Google Classroom Task
- **Unit Test**
- **Portfolio:** Students will complete a photo essay with captions depicting information about Summit High School and positive behaviors in school.
- **Presentation:** Students will present information about a learning experience in their native country.

Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- The Pledge of Allegiance
- Teacher created texts/audios/videos about Summit High School
- Summit High School Handbook and Code of Conduct

Unit 2: Solids	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will learn class structure for RIGOR and Phonemic Awareness programs. ● Students will learn to use verbs to be and to have and the modal can. ● Students will learn how to compare and contrast various solids.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What is the structure of class for our RIGOR and Phonemic Awareness Program? ● How do I use the verb to be? ● How do I use the verb to have? ● How do I use the modal can? ● How can I compare and contrast solids?	● I will get my folder, take out my vocabulary packet, complete the day's assignments, take out my phonemic awareness packet, and prepare for the listening phonemic awareness activity. I will listen and follow along with the teacher's read aloud. I will read and follow along with my partner during the partner read. I will complete my reading, writing, and speaking questions to end every class. ● I use the verb to be to describe solids. ● I use the verb to have to describe the shapes of solids. ● I use the modal can to describe the abilities of a solid. ● I can compare and contrast the size, color, shape, texture, and purpose of solids.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**Instructional Focus:** **Students will…** Reading: ● Comprehend the details of a text. ● Make inferences based on text evidence and their own ideas. ● Discern the central ideas/themes and supporting details of unit texts.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	• Understand the difference between the beginning, middle, and end of unit texts. • Understand the meaning of vocabulary in unit texts. • Analyze the purpose of each graphic, caption, chapter, subheading in unit texts. • Determine point of view of unit texts. • Ask questions about the text. (Rigor Overview book page 209). • Determine text importance. (Rigor Overview book page 210). • Make connections about the text. (Rigor Overview book page 211). • Retell the text. (Rigor Overview book page 212). • Reread the text. (Rigor Overview book page 213). • Visualize the text. (Rigor Overview book page 215). Writing: • Answer text-based questions with text evidence from unit texts. • Write sentences to explain unit concepts. • Write sentences to narrate imagined ideas related to unit concepts. • Peer-edit and revise written work. • Use Google Docs and Google Slides to produce work and peer-edit. • Write sentences to explain research on unit concepts. • Stop, Think, and Write about the text. (Rigor Overview Book page 214). Speaking: • Discuss unit concepts with the teacher, whole class, small group, or a partner. • Present information to the class. • Use academic and conversational English appropriately. Listening: • Comprehend the main idea and supporting details of unit audios/videos. • Comprehend to respond to classmates' and teacher's contributions to class discussions. • Evaluate the point of view of unit audios/videos.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	• Evaluate the difference between academic and conversational English.

Differentiation

Interdisciplinary Connections

- Students will learn the science behind solids.

Technology Integration

- Students will continue practicing with Google Docs, Google Classroom, and Google Slides.

Media Literacy Integration

- Students will analyze how solids can be photographed.

Global Perspectives

- Students will compare and contrast the importance of solids in Summit with the importance of solids in their native countries.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Assessments

Formative Assessments:

- Vocabulary Practice
- Picture Prompts
- Speaking Stations
- Unscramble Practice
- Phonemic Awareness Practice
- Dictations
- Guided/Independent Reading (Monitor Reading Strategies and Comprehension Strategies on pages 63-64 in Rigor Overview Book)
- Guided/Independent Writing Practice (Rigor Writing Rubric on page 31 of Teacher's Guide)
- Retelling (Rigor Overview book page 217)
- Boomcards: Letter Sounds, To Be, To Have

Benchmark Assessments:

- Rigor Writing Benchmark Assessments (Overview Book page 203)
- Rigor Reading Benchmark Assessments (Overview Book pages 83-143)
- Rigor Oral Reading Benchmark Assessments (Overview Book pages 146-177)

Summative Assessments, Projects, and Celebrations:

- **Quizzes**
  - Phonemic Awareness Lessons: 1-2
  - Verb to be
  - Verb to have
  - Modal can
  - Chapter 1
  - Chapter 2
  - Chapter 3
  - Rigor Comprehension and Vocabulary (pages 4-5 of Rigor Ongoing Assessment Book)
- **Unit Test**
- **Portfolio:** Students will complete a photo essay with captions depicting the similarities and differences of two assigned solids.
- **Presentation:** Students will compare and contrast the most important solid in their lives today with the most important solid in their lives in their native countries.

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- *Solids* by Barbara Brannon

Unit 3: Living in a Community	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will understand what it means to be an active member of a community. ● Students will understand and be able to speak and write about what makes a community. ● Students will be able to use present tense verbs to compare and contrast different communities.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● Am I an active member of the Summit community? ● What makes a community? ● How can I use present tense verbs to compare and contrast different communities?	● Students will analyze how they participate in the Summit community and determine ways in which they can increase their involvement. ● Housing and public resources make a community. ● I can use present tense verbs to describe how communities are, what communities have, and what people in communities do.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes	**Instructional Focus:** **Students will…** Reading: ● Comprehend the details of a text. ● Make inferences based on text evidence and their own ideas. ● Discern the central ideas/themes and supporting details of unit texts. ● Understand the difference between the beginning, middle, and end of unit texts. ● Understand the meaning of vocabulary in unit texts. ● Analyze the purpose of each graphic, caption, chapter, subheading in unit texts. ● Determine point of view of unit texts. ● Ask questions about the text. (Rigor Overview book page 209). ● Determine text importance. (Rigor Overview book page 210).

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supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections ● Students will analyze government involvement in communities and how governments fund public resources. **Technology Integration** ● Students will use Google Docs, Google Slides, and Google Search **Media Literacy Integration**	**Formative Assessments:** ● Vocabulary Practice ● Picture Prompts ● Speaking Stations ● Unscramble Practice ● Phonemic Awareness Practice ● Dictations ● Guided/Independent Reading (Monitor Reading Strategies and Comprehension Strategies on pages

- Students will analyze advertisements for different community activities in Summit.

Global Perspectives

- Students will analyze communities in various countries.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials

63-64 in Rigor Overview Book)
- Guided/Independent Writing Practice (Rigor Writing Rubric on page 31 of Teacher's Guide)
- Retelling (Rigor Overview book page 217)

Benchmark Assessments:

- Rigor Writing Benchmark Assessments (Overview Book page 203)
- Rigor Reading Benchmark Assessments (Overview Book pages 83-143)
- Rigor Oral Reading Benchmark Assessments (Overview Book pages 146-177)

Summative Assessments, Projects, and Celebrations:

- **Quizzes**
  - Phonemic Awareness Lessons: 3-16
  - Present tense verbs
  - Living in a Community Chapter 1
  - Living in a Community Chapter 2
  - Living in a Community Chapter 3
  - Living in a Community Vocabulary and Comprehension (Rigor Ongoing Assessment Book pages 26-27)
- **Unit Test**
- **Portfolio:** Students will create a photo essay comparing and contrasting the different aspects of a community in their hometown and in Summit.
- **Presentation:** Students will present how they participate in the Summit community and determine ways in which they can increase their involvement.

Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- *Living in a Community* by Barbara M. Linde

Unit 4: The Human Skeleton	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will be able to understand and discuss the human skeleton. ● Students will be able to understand and create speech and writing with present tense verbs to discuss the function of various bones and joints.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What are the functions of the bones and joints in our bodies? ● How can I use the present tense to speak about our bodies?	● The bones and joints in our bodies help us move and keep us stable. ● I can use the present tense to speak about the recurring functions of our bones and joints.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	**Instructional Focus:** **Students will…** Reading: ● Comprehend the details of a text. ● Make inferences based on text evidence and their own ideas. ● Discern the central ideas/themes and supporting details of unit texts. ● Understand the difference between the beginning, middle, and end of unit texts. ● Understand the meaning of vocabulary in unit texts. ● Analyze the purpose of each graphic, caption, chapter, subheading in unit texts. ● Determine point of view of unit texts. ● Ask questions about the text. (Rigor Overview book page 209). ● Determine text importance. (Rigor Overview book page 210). ● Make connections about the text. (Rigor Overview book page 211).

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of	• Retell the text. (Rigor Overview book page 212). • Reread the text. (Rigor Overview book page 213). • Visualize the text. (Rigor Overview book page 215). Writing: • Answer text-based questions with text evidence from unit texts. • Write sentences to explain unit concepts. • Write sentences to narrate imagined ideas related to unit concepts. • Peer-edit and revise written work. • Use Google Docs and Google Slides to produce work and peer-edit. • Write sentences to explain research on unit concepts. • Stop, Think, and Write about the text. (Rigor Overview Book page 214). Speaking: • Discuss unit concepts with the teacher, whole class, small group, or a partner. • Present information to the class. • Use academic and conversational English appropriately. Listening: • Comprehend the main idea and supporting details of unit audios/videos. • Comprehend to respond to classmates' and teacher's contributions to class discussions. • Evaluate the point of view of unit audios/videos. • Evaluate the difference between academic and conversational English.

reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections ● Students will study science to identify and analyze the major bones and joints in the bodies. **Technology Integration** ● Students will use Google Docs and Google Slides. **Media Literacy Integration** ● Students will analyze how different bone and joint issues are displayed in the media. **Global Perspectives**	**Formative Assessments:** ● Vocabulary Practice ● Picture Prompts ● Speaking Stations ● Unscramble Practice ● Phonemic Awareness Practice ● Dictations ● Guided/Independent Reading (Monitor Reading Strategies and Comprehension Strategies on pages 63-64 in Rigor Overview Book) ● Guided/Independent Writing Practice (Rigor

- Students will compare and contrast the physical work of their current lives with the physical work in the lives in their native homes.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or	Increase opportunities to engage in active	Individualized assessment tools based on student

Writing Rubric on page 31 of Teacher's Guide)
- Retelling (Rigor Overview book page 217)

Benchmark Assessments:
- Rigor Writing Benchmark Assessments (Overview Book page 203)
- Rigor Reading Benchmark Assessments (Overview Book pages 83-143)
- Rigor Oral Reading Benchmark Assessments (Overview Book pages 146-177)

Summative Assessments, Projects, and Celebrations:
- **Quizzes**
  - Phonemic Awareness Lessons: 18-29
  - Verb to hurt
  - Your Skeleton Chapter 1
  - Your Skeleton Chapter 2
  - Your Skeleton Chapter 3
  - Your Skeleton Vocabulary and Comprehension Assessment (Rigor Ongoing Assessment Book pages 16-17)
- **Unit Test**
- **Portfolio:** Students will complete a photo essay with captions depicting the various functions of joints and bones in the human body.
- **Presentation:**Students will compare and contrast the physical work of their current lives with the physical work in the lives in their native homes.

electronic device	academic responding	need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- *Your Skeleton* by Barbara Brannon

Unit 5: Weather and Climate	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will understand and be able to speak and write about types of weather and climates. ● Students will use present tense verbs to describe different weather and climates. ● Students will analyze an author's use of cause and effect text structure.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What is important to know about weather and climate? ● How can we use the present tense to speak and write about the weather and climate? ● How can a cause and effect text structure help explain weather and climate?	● Weather changes frequently based on environmental factors, and climate is more stable based on geographical location. ● We can use the present tense to describe the current weather conditions or the continuous traits of a particular climate. ● A cause and effect text structure can show the factors that lead to certain weather/climate and the results of that weather/climate.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how	**Instructional Focus:** **Students will…** Reading: ● Comprehend the details of a text. ● Make inferences based on text evidence and their own ideas. ● Discern the central ideas/themes and supporting details of unit texts. ● Understand the difference between the beginning, middle, and end of unit texts. ● Understand the meaning of vocabulary in unit texts. ● Analyze the purpose of each graphic, caption, chapter, subheading in unit texts. ● Determine point of view of unit texts.

specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually,	• Ask questions about the text. (Rigor Overview book page 209). • Determine text importance. (Rigor Overview book page 210). • Make connections about the text. (Rigor Overview book page 211). • Retell the text. (Rigor Overview book page 212). • Reread the text. (Rigor Overview book page 213). • Visualize the text. (Rigor Overview book page 215). Writing: • Answer text-based questions with text evidence from unit texts. • Write sentences to explain unit concepts. • Write sentences to narrate imagined ideas related to unit concepts. • Peer-edit and revise written work. • Use Google Docs and Google Slides to produce work and peer-edit. • Write sentences to explain research on unit concepts. • Stop, Think, and Write about the text. (Rigor Overview Book page 214). Speaking: • Discuss unit concepts with the teacher, whole class, small group, or a partner. • Present information to the class. • Use academic and conversational English appropriately. Listening: • Comprehend the main idea and supporting details of unit audios/videos. • Comprehend to respond to classmates' and teacher's contributions to class discussions. • Evaluate the point of view of unit audios/videos. • Evaluate the difference between academic and conversational English.

quantitatively, and orally.
NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of
reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections ● Students will study the science of weather and climate. **Technology Integration** ● Students will use Google Docs, Google Slides, and	**Formative Assessments:** ● Vocabulary Practice ● Picture Prompts ● Speaking Stations ● Unscramble Practice ● Phonemic Awareness Practice

Google Search.

Media Literacy Integration

- Students will analyze how the ideas about climate change are portrayed in the media.

Global Perspectives

- Students will research climates of various countries.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g.	Differentiated materials

- Dictations
- Guided/Independent Reading (Monitor Reading Strategies and Comprehension Strategies on pages 63-64 in Rigor Overview Book)
- Guided/Independent Writing Practice (Rigor Writing Rubric on page 31 of Teacher's Guide)
- Retelling (Rigor Overview book page 217)

Benchmark Assessments:

- Rigor Writing Benchmark Assessments (Overview Book page 203)
- Rigor Reading Benchmark Assessments (Overview Book pages 83-143)
- Rigor Oral Reading Benchmark Assessments (Overview Book pages 146-177)

Summative Assessments, Projects, and Celebrations:

- **Quizzes**
  - Phonemic Awareness Lessons: 30-35
  - Present Tense Verbs
  - Clothing
  - Weather and Climate Chapter 1
  - Weather and Climate Chapter 2
  - Weather and Climate Chapter 3
  - Weather and Climate Vocabulary and Comprehension Assessment (Rigor Ongoing Assessment Book pages 29-29).
- **Unit Test**
- **Portfolio:** Students will complete a photo essay displaying the causes and effects of various types of weather.
- **Presentation:** Students will present information about the climate of their native country.

	directions, checks for understanding, feedback	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- *Weather and Climate* by Barbara M. Linde

Unit 6: Deserts and Forests	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will be able to understand and explain information about deserts and forests. ● Students will be able to use present tense verbs to describe unit concepts. ● Students will be able to analyze descriptive and cause and effect text structures.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● Why do authors use descriptive text structures? ● What is important to understand about deserts? ● How can I use the verb to be to speak or write about deserts? ● How can I use present tense verbs to speak or write about deserts? ● Why do authors use cause and effect text structures? ● What is important to understand about forests? ● How can I use present tense verbs and the modal can to speak or write about forests?	● Authors use descriptive text structures to provide details about a topic. ● Deserts support a diversity of plants and animals that share a limited water supply. ● I can use the verb to be to describe deserts. ● I can use present tense verbs to describe the animals and plants that live in the desert and how they survive. ● Authors use cause and effect text structures to explain why a situation occurs and what can happen as a result. ● Changes in forests can change the quality of life in many ways. ● I can use present tense verbs to speak or write about what helps and harms forests and how people can keep them safe.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**Instructional Focus:** **Students will…** Reading: ● Comprehend the details of a text. ● Make inferences based on text evidence and their own ideas. ● Discern the central ideas/themes and supporting details of unit texts.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	• Understand the difference between the beginning, middle, and end of unit texts. • Understand the meaning of vocabulary in unit texts. • Analyze the purpose of each graphic, caption, chapter, subheading in unit texts. • Determine point of view of unit texts. • Ask questions about the text. (Rigor Overview book page 209). • Determine text importance. (Rigor Overview book page 210). • Make connections about the text. (Rigor Overview book page 211). • Retell the text. (Rigor Overview book page 212). • Reread the text. (Rigor Overview book page 213). • Visualize the text. (Rigor Overview book page 215). Writing: • Answer text-based questions with text evidence from unit texts. • Write sentences to explain unit concepts. • Write sentences to narrate imagined ideas related to unit concepts. • Peer-edit and revise written work. • Use Google Docs and Google Slides to produce work and peer-edit. • Write sentences to explain research on unit concepts. • Stop, Think, and Write about the text. (Rigor Overview Book page 214). Speaking: • Discuss unit concepts with the teacher, whole class, small group, or a partner. • Present information to the class. • Use academic and conversational English appropriately. Listening: • Comprehend the main idea and supporting details of unit audios/videos. • Comprehend to respond to classmates' and teacher's contributions to class discussions. • Evaluate the point of view of unit audios/videos.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	• Evaluate the difference between academic and conversational English.

Differentiation

Interdisciplinary Connections

- Students will study the science of different climates and environments.

Technology Integration

- Students will use Google Docs, Google Slides, and Google Search.

Media Literacy Integration

- Students will analyze how saving the forests is portrayed in the media.

Global Perspectives

- Students will research deserts and forests around the world.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Assessments

Formative Assessments:

- Vocabulary Practice
- Picture Prompts
- Speaking Stations
- Unscramble Practice
- Phonemic Awareness Practice
- Dictations
- Guided/Independent Reading (Monitor Reading Strategies and Comprehension Strategies on pages 63-64 in Rigor Overview Book)
- Guided/Independent Writing Practice (Rigor Writing Rubric on page 31 of Teacher's Guide)
- Retelling (Rigor Overview book page 217)

Benchmark Assessments:

- Rigor Writing Benchmark Assessments (Overview Book page 203)
- Rigor Reading Benchmark Assessments (Overview Book pages 83-143)
- Rigor Oral Reading Benchmark Assessments (Overview Book pages 146-177)

Summative Assessments, Projects, and Celebrations:

- **Quizzes**
  - Phonemic Awareness Lessons: 36-48
  - Verb To Be
  - Deserts Chapter 1
  - Deserts Chapter 2
  - Deserts Chapter 3
  - Present Tense Verbs
  - Deserts Vocabulary and Comprehension Assessment (Rigor Ongoing Assessment Book pages 14-15).
  - Verbs to help, to harm, to keep
  - Modal can
  - Forests Chapter 1
  - Forests Chapter 2
  - Forests Chapter 3

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

    - Forests Vocabulary and Comprehension Assessment (Rigor Ongoing Assessment Book pages 34-35)
- **Unit Test**
- **Portfolio:** Students will complete a photo essay describing deserts and displaying the cause and effects of helping and harming the forests.
- **Presentation:** Students will present one desert and one forest from an assigned location.

Recommended Texts to Support Unit:

- *Deserts* by Barbara Brannon
- *Forests* by Michelle Hyde Parsons

Unit 7: Water and Matter	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will be able to read, write, listen, and speak about water. ● Students will review the present form of verb to be. ● Students will understand present tense verbs and use them in speech and writing. ● Students will be able to read, write, listen and speak about matter. ● Students will understand the verb to have and use the positive and negative form in speech and writing.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How can I use the present form of verb to be? ● How do I use water in my life? ● What are the three forms of water? ● What are the three forms of matter? ● How can I use the verb to have to describe the forms of matter?	● I use the present form of the verb to be to describe water. ● I can drink, cook, and clean with water. ● Water can be liquid, solid, or gas. ● Liquids, solids, and gasses are the three forms of water. ● I can use the positive and negative form of the verb to have to compare and contrast liquids, solids, and gasses.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	**Instructional Focus:** **Students will…** Reading: ● Comprehend the details of a text. ● Make inferences based on text evidence and their own ideas. ● Discern the central ideas/themes and supporting details of unit texts. ● Understand the difference between the beginning, middle, and end of unit texts. ● Understand the meaning of vocabulary in unit texts. ● Analyze the purpose of each graphic, caption, chapter, subheading in unit texts. ● Determine point of view of unit texts.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information	• Ask questions about the text. (Rigor Overview book page 209). • Determine text importance. (Rigor Overview book page 210). • Make connections about the text. (Rigor Overview book page 211). • Retell the text. (Rigor Overview book page 212). • Reread the text. (Rigor Overview book page 213). • Visualize the text. (Rigor Overview book page 215). Writing: • Answer text-based questions with text evidence from unit texts. • Write sentences to explain unit concepts. • Write sentences to narrate imagined ideas related to unit concepts. • Peer-edit and revise written work. • Use Google Docs and Google Slides to produce work and peer-edit. • Write sentences to explain research on unit concepts. • Stop, Think, and Write about the text. (Rigor Overview Book page 214). Speaking: • Discuss unit concepts with the teacher, whole class, small group, or a partner. • Present information to the class. • Use academic and conversational English appropriately. Listening: • Comprehend the main idea and supporting details of unit audios/videos. • Comprehend to respond to classmates' and teacher's contributions to class discussions. • Evaluate the point of view of unit audios/videos. • Evaluate the difference between academic and conversational English.

presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	

Differentiation

Interdisciplinary Connections

- Students will study the science of water and matter.

Technology Integration

- Students will use Google Docs, Google Slides, and Google Search.

Media Literacy Integration

- Students will analyze how water is portrayed in the media. (Conserving water vs. bottled water companies).

Global Perspectives

- Students will discuss water in their native countries.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Assessments

Formative Assessments:

- Vocabulary Practice
- Picture Prompts
- Speaking Stations
- Unscramble Practice
- Phonemic Awareness Practice
- Dictations
- Guided/Independent Reading (Monitor Reading Strategies and Comprehension Strategies on pages 63-64 in Rigor Overview Book)
- Guided/Independent Writing Practice (Rigor Writing Rubric on page 31 of Teacher's Guide)
- Retelling (Rigor Overview book page 217)
- Boomcards: Was/Were,

Benchmark Assessments:

- Rigor Writing Benchmark Assessments (Overview Book page 203)
- Rigor Reading Benchmark Assessments (Overview Book pages 83-143)
- Rigor Oral Reading Benchmark Assessments (Overview Book pages 146-177)

Summative Assessments, Projects, and Celebrations:

- **Quizzes**
  - Phonemic Awareness Lessons: 49-56
  - Present form of to be
  - Present tense of to drink, to cook, and to clean
  - Water Chapter 1
  - Water Chapter 2
  - Water Chapter 3
  - Water Vocabulary and Comprehension Assessment (pages 12-13 of Rigor Ongoing Assessment Book)
  - Present form of to have
  - This is Matter Chapter 1
  - This is Matter Chapter 2
  - This is Matter Chapter 3
  - This is Matter Vocabulary and Comprehension Assessment (pages 32-33 of Rigor Ongoing Assessment Book)

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

- **Unit Test**
- **Portfolio:** Students will complete a photo essay comparing and contrasting three types of water (water vapor/gas, ice/solid, liquid water/liquid).
- **Presentation:** Students will present how they use the three forms of water in their daily lives.

Recommended Texts to Support Unit:

- *Water* by Barbara Brannon
- *This is Matter: Solids, Liquids, and Gasses* by Rebecca Matos

Unit 8: Objects in Motion and Earthquakes	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will be able to understand and explain information about objects in motion and earthquakes. ● Students will be able to use present tense verbs to describe unit concepts. ● Students will be able to analyze cause and effect text structures.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● Why do authors use cause and effect text structures? ● What is important to know about objects in motion? ● How can I use the verb to make to describe objects in motion? ● What is important to understand about earthquakes? ● How can I use present tense verbs and the modal can to explain the cause and effect of earthquakes?	● Authors use cause and effect text structures to explain why a situation occurs and what can happen as a result. ● Forces cause motion to start and to stop. ● I can use the verb to make to explain what causes objects to move. ● Earthquakes are caused by movement in the Earth's plates, and they can cause a lot of damage. ● I can use present tense verbs to explain the facts about the causes and the modal can to explain the possible effects of earthquakes.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	**Instructional Focus:** **Students will…** Reading: ● Comprehend the details of a text. ● Make inferences based on text evidence and their own ideas. ● Discern the central ideas/themes and supporting details of unit texts. ● Understand the difference between the beginning, middle, and end of unit texts. ● Understand the meaning of vocabulary in unit texts. ● Analyze the purpose of each graphic, caption, chapter, subheading in unit texts. ● Determine point of view of unit texts.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information	• Ask questions about the text. (Rigor Overview book page 209). • Determine text importance. (Rigor Overview book page 210). • Make connections about the text. (Rigor Overview book page 211). • Retell the text. (Rigor Overview book page 212). • Reread the text. (Rigor Overview book page 213). • Visualize the text. (Rigor Overview book page 215). Writing: • Answer text-based questions with text evidence from unit texts. • Write sentences to explain unit concepts. • Write sentences to narrate imagined ideas related to unit concepts. • Peer-edit and revise written work. • Use Google Docs and Google Slides to produce work and peer-edit. • Write sentences to explain research on unit concepts. • Stop, Think, and Write about the text. (Rigor Overview Book page 214). Speaking: • Discuss unit concepts with the teacher, whole class, small group, or a partner. • Present information to the class. • Use academic and conversational English appropriately. Listening: • Comprehend the main idea and supporting details of unit audios/videos. • Comprehend to respond to classmates' and teacher's contributions to class discussions. • Evaluate the point of view of unit audios/videos. • Evaluate the difference between academic and conversational English.

presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections ● Students will study the science concepts of forces, motion, and the earth. **Technology Integration**	**Formative Assessments:** ● Vocabulary Practice ● Picture Prompts ● Speaking Stations ● Unscramble Practice

- Students will use Google Docs, Google Slides, and Google Search

Media Literacy Integration

- Students will analyze how the media has covered earthquakes around the world.

Global Perspectives

- Students will research the causes and effects of earthquakes around the world.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm	Increase task	Differentiated

- Phonemic Awareness Practice
- Dictations
- Guided/Independent Reading (Monitor Reading Strategies and Comprehension Strategies on pages 63-64 in Rigor Overview Book)
- Guided/Independent Writing Practice (Rigor Writing Rubric on page 31 of Teacher's Guide)
- Retelling (Rigor Overview book page 217)

Benchmark Assessments:

- Rigor Writing Benchmark Assessments (Overview Book page 203)
- Rigor Reading Benchmark Assessments (Overview Book pages 83-143)
- Rigor Oral Reading Benchmark Assessments (Overview Book pages 146-177)

Summative Assessments, Projects, and Celebrations:

- **Quizzes**
  - Phonemic Awareness Lessons: 57-59
  - Verb to make
  - Objects in Motion Chapter 1
  - Objects in Motion Chapter 2
  - Objects in Motion Chapter 3
  - Objects in Motion Vocabulary and Comprehension Assessment (Rigor Ongoing Assessment Book pages 22-23).
  - Modal Can
  - Earthquakes Chapter 1
  - Earthquakes Chapter 2
  - Earthquakes Chapter 3
  - Earthquakes Vocabulary and Comprehension Assessment (Rigor Ongoing Assessment Book pages 18-19).

- **Unit Test**
- **Portfolio:** Students will create a cause and effect photo essay connecting the ideas in Objects in Motion with the ideas in Earthquakes.
- **Presentation:** Students will present information about an assigned earthquake.

directions	structure (e.g. directions, checks for understanding, feedback	materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- Objects in Motion by Tara Funk
- Earthquakes by Barbara Brannon

Unit 9: Dinosaurs and Fossils	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will be able to read, write, listen and speak about dinosaurs and fossils. ● Students will understand plurals and use them in speech and writing. ● Students will understand past tense verbs and use them in speech and writing. ● Students will understand time phrases and use them in speech and writing.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How can we use past tense verbs to speak about dinosaurs and fossils? ● How can I specify when an event happened in the past?	● We can use the past tense of verbs to describe how dinosaurs were and how fossils were created. ● I can use the past tense of a verb with the phrase "__ years ago" to specify that an event happened in the past.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	**Instructional Focus:** **Students will…** Reading: ● Comprehend the details of a text. ● Make inferences based on text evidence and their own ideas. ● Discern the central ideas/themes and supporting details of unit texts. ● Understand the difference between the beginning, middle, and end of unit texts. ● Understand the meaning of vocabulary in unit texts. ● Analyze the purpose of each graphic, caption, chapter, subheading in unit texts. ● Determine point of view of unit texts. ● Ask questions about the text. (Rigor Overview book page 209). ● Determine text importance. (Rigor Overview book page 210).

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line	• Make connections about the text. (Rigor Overview book page 211). • Retell the text. (Rigor Overview book page 212). • Reread the text. (Rigor Overview book page 213). • Visualize the text. (Rigor Overview book page 215). Writing: • Answer text-based questions with text evidence from unit texts. • Write sentences to explain unit concepts. • Write sentences to narrate imagined ideas related to unit concepts. • Peer-edit and revise written work. • Use Google Docs and Google Slides to produce work and peer-edit. • Write sentences to explain research on unit concepts. • Stop, Think, and Write about the text. (Rigor Overview Book page 214). Speaking: • Discuss unit concepts with the teacher, whole class, small group, or a partner. • Present information to the class. • Use academic and conversational English appropriately. Listening: • Comprehend the main idea and supporting details of unit audios/videos. • Comprehend to respond to classmates' and teacher's contributions to class discussions. • Evaluate the point of view of unit audios/videos. • Evaluate the difference between academic and conversational English.

of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections ● Students will study the science of dinosaurs and fossils. **Technology Integration** ● Students will use Google Docs, Google Slides, and Google Search	**Formative Assessments:** ● Vocabulary Practice ● Picture Prompts ● Speaking Stations ● Unscramble Practice ● Phonemic Awareness Practice ● Dictations

Media Literacy Integration

- Determine real and fictional stories about fossil/dinosaur discoveries.

Global Perspectives

- Research fossil discoveries around the world.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding,	Differentiated materials

- Guided/Independent Reading (Monitor Reading Strategies and Comprehension Strategies on pages 63-64 in Rigor Overview Book)
- Guided/Independent Writing Practice (Rigor Writing Rubric on page 31 of Teacher's Guide)
- Retelling (Rigor Overview book page 217)
- Boomcards: Was/Were,

Benchmark Assessments:

- Rigor Writing Benchmark Assessments (Overview Book page 203)
- Rigor Reading Benchmark Assessments (Overview Book pages 83-143)
- Rigor Oral Reading Benchmark Assessments (Overview Book pages 146-177)

Summative Assessments, Projects, and Celebrations:

- **Quizzes**
  - Phonemic Awareness Lessons: 60-68
  - Plurals
  - Past Tense of to be
  - Past tense of to have, to live
  - Dinosaurs Chapter 1
  - Dinosaurs Chapter 2
  - Dinosaurs Chapter 3
  - Dinosaurs Vocabulary and Comprehension Assessment (Rigor Ongoing Assessment Book pages 30-31).
  - Compare present and past tense of to bo
  - Past Tense of to die, to live, to eat and the time phrase "___ years ago"
  - Fossils Chapter 1
  - Fossils Chapter 2
  - Fossils Chapter 3
  - Fossils Vocabulary and Comprehension Assessment (pages 8-9 of Rigor Ongoing Assessment Book)
- **Unit Test**
- **Portfolio:** Students will complete a photo essay depicting three types of dinosaurs and two types of fossils (plant/animal) with captions using unit concepts.
- **Presentation:** Students will present one assigned dinosaur and fossil.

	feedback	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- *Dinosaurs* by Libby Romero
- *Fossils* by Barbara Brannon

Unit 10: Spanish Exploration, Jamestown, and the Boston Tea Party	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will learn about Spanish exploration of the Americas. ● Students will learn about the history of Jamestown and the Boston Tea Party. ● Students will understand and use past tense verbs in speech and writing. ● Students will understand and use negative statements in speech and writing.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● Why and how did Spain explore the Americas? ● What are the past forms of to be, to go, to become, to live, and to want? ● Why is Jamestown important? ● What are the past forms of to be, to plant, to make, to have, to need, to help, and to come? ● Why is the Boston Tea Party important? ● What are the past forms of to be, to pay, to want, to do, to use, to plan, to throw. ● How do I make past tense negative statements?	● Spain traveled on ships to explore new land. ● The past forms are was/were, went, became, lived, and wanted. ● Jamestown was the first permanent English settlement in North America. ● The past forms are was/were, planted, made, had, needed, helped, and came. ● The Boston Tea Party helped accelerate support for the American Revolution. ● The past forms are was/were, paid, wanted, did, used, planned, and threw. ● I make past tense negative statements by placing the helping verb did in front of the main verb.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key	**Instructional Focus:** **Students will…** Reading: ● Comprehend the details of a text. ● Make inferences based on text evidence and their own ideas.

supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a	• Discern the central ideas/themes and supporting details of unit texts. • Understand the difference between the beginning, middle, and end of unit texts. • Understand the meaning of vocabulary in unit texts. • Analyze the purpose of each graphic, caption, chapter, subheading in unit texts. • Determine point of view of unit texts. • Ask questions about the text. (Rigor Overview book page 209). • Determine text importance. (Rigor Overview book page 210). • Make connections about the text. (Rigor Overview book page 211). • Retell the text. (Rigor Overview book page 212). • Reread the text. (Rigor Overview book page 213). • Visualize the text. (Rigor Overview book page 215). Writing: • Answer text-based questions with text evidence from unit texts. • Write sentences to explain unit concepts. • Write sentences to narrate imagined ideas related to unit concepts. • Peer-edit and revise written work. • Use Google Docs and Google Slides to produce work and peer-edit. • Write sentences to explain research on unit concepts. • Stop, Think, and Write about the text. (Rigor Overview Book page 214). Speaking: • Discuss unit concepts with the teacher, whole class, small group, or a partner. • Present information to the class. • Use academic and conversational English appropriately. Listening: • Comprehend the main idea and supporting details of unit audios/videos.

range of tasks, purposes, and audiences. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	• Comprehend to respond to classmates' and teacher's contributions to class discussions. • Evaluate the point of view of unit audios/videos. • Evaluate the difference between academic and conversational English.

Differentiation

Interdisciplinary Connections

- Students will study American history.

Technology Integration

- Students will use Google Docs, Google Slides, and Google Search.

Media Literacy Integration

- Students will analyze political cartoons depicting Spanish Exploration of the Americas, Jamestown and the Boston Tea Party.

Global Perspectives

- Students will research political events in their native countries.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Assessments

Formative Assessments:

- Vocabulary Practice
- Picture Prompts
- Speaking Stations
- Unscramble Practice
- Phonemic Awareness Practice
- Dictations
- Guided/Independent Reading (Monitor Reading Strategies and Comprehension Strategies on pages 63-64 in Rigor Overview Book)
- Guided/Independent Writing Practice (Rigor Writing Rubric on page 31 of Teacher's Guide)
- Retelling (Rigor Overview book page 217)

Benchmark Assessments:

- Rigor Writing Benchmark Assessments (Overview Book page 203)
- Rigor Reading Benchmark Assessments (Overview Book pages 83-143)
- Rigor Oral Reading Benchmark Assessments (Overview Book pages 146-177)

Summative Assessments, Projects, and Celebrations:

- **Quizzes**
  - Phonemic Awareness Lessons: 69-82
  - Past forms of to be, to go, to become, to live, and to want
  - Spain Explores America Chapter 1
  - Spain Explores America Chapter 2
  - Spain Explores America Chapter 3
  - Spain Explores America Vocabulary and Comprehension Assessment (Rigor Ongoing Assessment Book pages 20-21)
  - Past forms of to be, to plant, to make, to have, to need, to help, and to come
  - Jamestown Chapter 3
  - Jamestown Chapter 3
  - Jamestown Chapter 3
  - Jamestown Vocabulary and Comprehension Assessment (Rigor Ongoing Assessment Book pages 10-11)
  - Past forms of to be, to pay, to want, to do, to use, to plan, to throw

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

    - Past tense negative statements
    - Boston Tea Party Chapter 1
    - Boston Tea Party Chapter 2
    - Boston Tea Party Chapter 3
    - Boston Tea Party Vocabulary and Comprehension Assessment (Rigor Ongoing Assessment Book pages 6-7)
- **Unit Test**
- **Portfolio:** Students will complete a photo essay to explain the main ideas of Spanish Exploration of America, Jamestown and the Boston Tea party with captions using unit concepts.
- **Presentation:** Students will present an important political situation from their native country.

Recommended Texts to Support Unit:

- *Jamestown* by Barbara Brennon
- *Boston Tea Party* by Barbara Brennon
- *Spain Explores the Americas* by Walter Sanders