Grade level Cluster :	Grade 5	Unit # 1

Content Area: English as a Second Language

Unit Title: What is Nature's Network?	**Program Design:** 30-45 minute class period

Target Proficiency Level: Level 1 Entering to Level 5 Bridging
http://www.wida.us/standards/perfdefs.pdf

Unit Summary :

In the unit, "Nature's Network", students will use the language of Science to identify and describe a variety of habitats and the animals living within them. Through a series of scaffolded activities and strategies that are aligned with students' levels of English language proficiency, the teacher facilitates language development in the areas of linguistic complexity, vocabulary usage, and language control.

Interdisciplinary Connections: Language Arts Literacy, Science, Technology

21st Century Themes: Global Awareness and Digital Literacy

Unit Rationale:

This unit incorporates a variety of grade-level appropriate language activities integrated with the concept of food webs and ecosystems. Through their participation in these activities, English language learners will be encouraged to develop their English language skills in the four language domains: listening, speaking, reading, and writing, in the content area of physical science. Additionally, the teacher will help students make connections among language, content, and daily life.

Learning Targets	
WIDA	**English Language Development Standards**
ELD Standard 1	English language students (ELLs) communicate for **Social and Instructional** purposes within the school setting.
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts.**
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of **Science.**
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of **Social Studies**.
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing
CCSS	**Common Core State Standards: English Language Arts Standards**
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, **at the high end of the grades** 4–5 text complexity band **independently and proficiently.**
RI.5.1	**Quote accurately from a text** when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.3	**Compare and contrast** two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact

RI.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
RI.5.6	**Analyze multiple accounts** of the same event or topic, **noting important similarities and differences in the point of view they represent.**
RI.5.9	Integrate information from **several** texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, **at the high end of the grades 4–5 text complexity band independently and proficiently.**
RF.5.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences. b. **Use narrative techniques,** such as dialogue, description, **and pacing,** to develop experiences and events or show the responses of characters to situations.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, **or trying a new approach.**
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of **two pages** in a single sitting.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
W.5.10	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 discipline-specific tasks, purposes, and audiences.
SL 5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 5** topics and texts, building on others' ideas and expressing their own clearly. d. Review the key ideas expressed and **draw conclusions in light of information and knowledge gained from the discussions.**
SL 5.2	Summarize a written text read aloud or information presented in diverse

	media and formats, including visually, quantitatively, and orally.
SL.5.3	**Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**
SL.5.5	**Include multimedia components (e.g., graphics, sound)** and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
L.5.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 5 reading and content,* choosing flexibility from a range of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph,* ***photosynthesis***).
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. **Interpret figurative language, including** similes and metaphors, in context.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal **contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).**

Unit Essential Question	**Unit Enduring Understandings**
What language do students need in order to demonstrate comprehension and engage in the topic of habitats and the animals that live in them?	• Listening, speaking, reading, and writing about the required specific academic language. • Animals live in a variety of habitats.

Summative Assessment:

Unit 1

Performance-Based Assessment:

Students will create a multimedia presentation comparing and contrasting two habitats and the animals living within them.

- Create and present orally a PowerPoint presentation comparing and contrasting two habitats and the animals living within them.
- Illustrate with captions and orally present two comic strips describing each habitat and the animals living within them.
- Write an informational essay about each one of the habitats and the animals living within them and create a read it orally to the class.
- Choose and describe two ecosystems and present their findings.
- Make a poster comparing two ecosystems and present it orally to the class.
- Create a multi-media presentation comparing ecosystems.
- Write an informational essay comparing two ecosystems and present it to the class.

Equipment needed: Computers (with multi-media production tools such as Google Docs, Power

Point, headphones, and/or microphones), poster paper.

Teacher Resources: WIDA speaking and writing rubrics, teacher-created rubric for project

Unit Learning Targets:

Students will create a multimedia presentation comparing and contrasting two habitats and the animals living within them orally and in writing through their chosen media.

- Identify orally habitats and the animals living within them with visual support.
- Compare and contrast orally and in writing the features of a variety of habitats.
- Ask and answer questions about informational text that can be supported with evidence.
- Identify the main idea and supporting details of an informational text.
- Produce and present an organized piece of writing that summarizes a text

Lesson	Timeframe
Lesson 1 Habitats are Everywhere	**4-5 days**
Lesson 2 Deserts and the Animals Living in them	**4-5 days**
Lesson 3 Oceans and the Animals Living in them	**4-5 days**
Lesson4 Comparing and Contrasting these two habitats	**4-5 days**
Lesson 5 Creating a multimedia presentation	**4-5 days**

Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

Curriculum Development Resources:

Click the links below to access additional resources.

WIDA Standards www.wida.us

NJCCCS/CC Standards www.13.state.nj.us/NJCCCS

Grade level Cluster :	Grade 5	Unit # 2

Content Area: English as a Second Language

Unit Title: Crossing between Cultures	**Program Design:** 30-45 minute class period

Target Proficiency Level: Level 1 Entering to Level 5 Bridging
http://www.wida.us/standards/perfdefs.pdf

Unit Summary :

In the unit, "Crossing between Cultures", students will use the language of Social Studies to identify ways to deal with change. Through a series of scaffolded activites and strategies that are aligned with students' levels of English language proficiency, the teacher facilitates language development in the areas of linguistic complexity, vocabulary usage, and language control.

Interdisciplinary Connections: Language Arts Literacy, Social Studies, Technology

21st Century Themes: Global Awareness and Digital Literacy

Unit Rationale:

This unit incorporates of variety of grade- level appropriate language activities integrated with oral traditions. Through their participation in these activities, English language learners will be encouraged to develop their English language skills in the four language domains: listening, speaking, reading, and writing, in the oral tradition. Additionally, the teacher will help students make connections among language, content, and daily life.

Learning Targets	
WIDA	**English Language Development Standards**
ELD Standard 1	English language students (ELLs) communicate for **Social and Instructional** purposes within the school setting.
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts.**
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of **Science.**
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of **Social Studies**.
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing
CCSS	**Common Core State Standards: English Language Arts Standards**
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, **at the high end of the grades** 4–5 text complexity band **independently and proficiently.**
RI.5.1	**Quote accurately from a text** when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.3	**Compare and contrast** two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact
RI.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
RI.5.6	**Analyze multiple accounts** of the same event or topic, **noting important similarities and differences in the point of view they represent.**
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, **at the high end of the grades 4–5 text complexity band independently and proficiently.**
RF.5.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences. a.Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. **Use narrative techniques,** such as dialogue, description, **and pacing,** to develop experiences and events or show the responses of characters to situations. d. Use concrete words and phrases and sensory details to convey experiences and events precisely e. Provide a conclusion that follows from the narrated experiences or events.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, **or trying a new approach.**
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
W.5.10	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 discipline-specific tasks, purposes, and audiences.
L.5.1	a. Explain the function of conjunctions, prepositions, and interjections in

	general and their function in particular sentences (e.g., *photograph,* ***photosynthesis***).
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. **Interpret figurative language, including** similes and metaphors, in context.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal **contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).**

Unit Essential Question	Unit Enduring Understandings
What language do students need in order to demonstrate comprehension and engage in the topic of immigration?	- Listening, speaking, reading, and writing about the required specific academic language. - Every individual has their own perspectives and will express them differently based on the experiences they encounter and journeys they take.

Evidence of Learning

Summative Assessment:

Unit 2

Performance-Based Assessment:

Students will write about a time in their lives when they had to adjust to a new place or situation. Collect details and tell where and when the event took place. Write down your feelings and tell how the experience affected you.

- Write personal narrative and present it to the class. Collect details
- Create a poster about your event. (Ideal for port of entry students.)

Equipment needed: Computers (with multi-media production tools such as Google Docs, Power Point, headphones, and/or microphones), poster paper.

Teacher Resources: WIDA speaking and writing rubrics, teacher-created rubric for project

Unit Learning Targets:

Students will write about a time in their lives when they had to adjust to a new place or situation.

- Identify orally how every individual has their own perspectives based on their own journeys and experiences.
- Compare individual experiences with character's experiences in the oral traditions.
- Ask and answer questions about an oral tradition that can be supported with evidence.
- Identify author's point of view.
- Produce and present an organized piece of writing that is based on personal experiences.

Lesson	Timeframe
Lesson 1	**4-5 days**

What Is Your Perspective?	
Lesson 2 Oral Traditions/ Coming to America	**4-5 days**
Lesson 3 Individual Oral Tradition	**4-5 days**
Lesson 4 Comparing/Contrasting Oral Traditions/Experiences	**4-5 days**
Lesson 5 Creating a Personal Narrative	**4-5 days**

Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

Curriculum Development Resources:

Click the links below to access additional resources.

WIDA Standards www.wida.us

NJCCCS/CC Standards www.13.state.nj.us/NJCCCS

Grade level Cluster :	Grade 5	Unit # 3

Content Area: English as a Second Language

Unit Title: Water	**Program Design:** 30-45 minute class period

Target Proficiency Level: Level 1 Entering to Level 5 Bridging
http://www.wida.us/standards/perfdefs.pdf

Unit Summary :

In the unit, "Every Drop", students will use the language of Science at identify why water is important to our global community. Through a series of scaffolded activites and strategies that are aligned with students' levels of English language proficiency, the teacher facilitates language development in the areas of linguistic complexity, vocabulary usage, and language control.
Interdisciplinary Connections: Language Arts Literacy, Science, Technology
21st Century Themes: Global Awareness and Digital Literacy

Unit Rationale:

This unit incorporates of variety of grade- level appropriate language activities integrated with making connections to a science article. Through their participation in these activities, English language learners will be encouraged to develop their English language skills in the four language domains: listening, speaking, reading, and writing, in the informational text. Additionally, the teacher will help students make connections among language, content, and daily life.

Learning Targets	
WIDA	**English Language Development Standards**
ELD Standard 1	English language students (ELLs) communicate for **Social and Instructional** purposes within the school setting.
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts.**
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of **Science.**
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of **Social Studies.**
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing
CCSS	**Common Core State Standards: English Language Arts Standards**
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, **at the high end of the grades** 4–5 text complexity band **independently and proficiently.**
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	**Compare and contrast** two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact

RI.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
RI.5.6	**Analyze multiple accounts** of the same event or topic, **noting important similarities and differences in the point of view they represent.**
RI.5.9	Integrate information from **several** texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, **at the high end of the grades 4–5 text complexity band independently and proficiently.**
RF.5.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, **or trying a new approach.**
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
W.5.10	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 discipline-specific tasks, purposes, and audiences.
SL 5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 5** topics and texts, building on others' ideas and expressing their own clearly. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others d. Review the key ideas expressed and **draw conclusions in light of information and knowledge gained from the discussions.**
SL 5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)
L.5.2	e. Determine or clarify the meaning of unknown and multiple meaning

	words Spell grade-appropriate words correctly, consulting references as needed.
L.5.3	b. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems
L.5.5	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

Unit Essential Question	**Unit Enduring Understandings**
What language do students need in order to demonstrate comprehension and engage in the topic of the importance of water?	• Listening, speaking, reading, and writing about the required specific academic language. • Water is a fundamental component of life.

Evidence of Learning

Summative Assessment:

Unit 3

Performance-Based Assessment:

Students will create an informational presentation explaining the importance of water orally and in writing through their chosen media.

- Make connections from background knowledge about the importance of water.
- Connect across texts about the importance of water.
- Ask and answer questions about informational text that can be supported with evidence.
- Identify the main idea and supporting details of a science article.
- Produce and present an organized piece of writing that summarizes a text and draws from background knowledge.

Equipment needed: Computers (with multi-media production tools such as Google Docs, Power Point, headphones, and/or microphones), poster paper.

Teacher Resources: WIDA speaking and writing rubrics, teacher-created rubric for project

Unit Learning Targets:

Students will create a multimedia presentation comparing and contrasting two habitats and the animals living within them orally and in writing through their chosen media.

- Identify orally habitats and the animals living within them with visual support.
- Compare and contrast orally and in writing the features of a variety of habitats.
- Ask and answer questions about informational text that can be supported with evidence.
- Identify the main idea and supporting details of an informational text.
- Produce and present an organized piece of writing that summarizes a text

Lesson	Timeframe
Lesson 1 Water in Our Everyday Lives	**4-5 days**
Lesson 2 Water in Our World	**4-5 days**
Lesson 3	**4-5 days**

Picturing the Pantanal	
Lesson4 Connecting across texts	**4-5 days**
Lesson 5 Creating a magazine article/ presentation	**4-5 days**

Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

Curriculum Development Resources:

Click the links below to access additional resources.

WIDA Standards www.wida.us

NJCCCS/CC Standards www.13.state.nj.us/NJCCCS

Grade level Cluster :	Grade 5	Unit # 4

Content Area: English as a Second Language

Unit Title: Human Rights	**Program Design:** 30-45 minute class period

Target Proficiency Level: Level 1 Entering to Level 5 Bridging
http://www.wida.us/standards/perfdefs.pdf

Unit Summary :

In the unit, "Human Rights", students will use the language of Social Studies to demonstrate how individuals generate hope by fighting for human rights. Through a series of scaffolded activities and strategies that are aligned with students' levels of English language proficiency, the teacher facilitates language development in the areas of linguistic complexity, vocabulary usage, and language control.

Interdisciplinary Connections: Social Studies, Language Arts, Technology

21st Century Themes: Global Awareness and Digital Literacy

Unit Rationale:

This unit incorporates of variety of grade- level appropriate language activities integrated with biographies. Through their participation in these activities, English language learners will be encouraged to develop their English language skills in the four language domains: listening, speaking, reading, and writing, in the biographies. Additionally, the teacher will help students make connections among language, content, and daily life.

Learning Targets	
WIDA	**English Language Development Standards**
ELD Standard 1	English language students (ELLs) communicate for **Social and Instructional** purposes within the school setting.
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts.**
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of **Science.**
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of **Social Studies**.
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing
CCSS	**Common Core State Standards: English Language Arts Standards**
RL.5.1	**Quote accurately from a text when** explaining what the text says explicitly and when drawing inferences from the text.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, **at the high end of the grades** 4–5 text complexity band **independently and proficiently.**
RI.5.1	**Quote accurately from a text** when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.3	**Compare and contrast** two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters

	interact
RI.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
RI.5.6	**Analyze multiple accounts** of the same event or topic, **noting important similarities and differences in the point of view they represent.**
RI.5.9	Integrate information from **several** texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, **at the high end of the grades 4–5 text complexity band independently and proficiently.**
RF.5.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences. b. **Use narrative techniques,** such as dialogue, description, **and pacing,** to develop experiences and events or show the responses of characters to situations.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, **or trying a new approach.**
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of **two pages** in a single sitting.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
W.5.10	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 discipline-specific tasks, purposes, and audiences.
SL 5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 5** topics and texts, building on others' ideas and expressing their own clearly. d. Review the key ideas expressed and **draw conclusions in light of information and knowledge gained from the discussions.**

SL 5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	**Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**
SL.5.5	**Include multimedia components (e.g., graphics, sound)** and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
L.5.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 5 reading and content,* choosing flexibility from a range of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph,* *photosynthesis*).
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. **Interpret figurative language, including** similes and metaphors, in context.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal **contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).**

Unit Essential Question	Unit Enduring Understandings
What language do students need in order to demonstrate comprehension and engage in the topic of human rights?	• Listening, speaking, reading, and writing about the required specific academic language. • Human rights provide hope for individual freedom and equality.

Evidence of Learning

Summative Assessment:

Unit 4

Performance-Based Assessment:

Students will choose an event in U.S. history when justice was achieved. You will gather information from several sources.

- Write a research report about the event and how justice was achieved.
- Present a research poster about the event and how justice it was achieved.
  (Ideal for port of entry students.)
- Write an informational essay comparing two ecosystems and present it to the class.

Equipment needed: Computers (with multi-media production tools such as Google Docs, Power Point, headphones, and/or microphones), poster paper.

Teacher Resources: WIDA speaking and writing rubrics, teacher-created rubric for project

Unit Learning Targets:

Students will produce and present an organized piece of writing that summarizes an event in

U.S. history when justice was achieved..

- Identify orally how human rights provide hope for individual freedom and equality.
- Draw inferences and make predictions about a biography.
- Ask and answer questions about a biography that can be supported with evidence.
- Identify the sequence of an individual's life in a biography.
- Produce and present an organized piece of writing that is generated by information gathered by several sources.

Lesson	Timeframe
Lesson 1 Exploring Human Rights and Equality	**4-5 days**
Lesson 2 Biography of Cesar Chavez	**4-5 days**
Lesson 3 Biography of Nancy-Jo Hereford	**4-5 days**
Lesson 4 Creating a Research Report	**4-5 days**

Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

Curriculum Development Resources:

Click the links below to access additional resources.

WIDA Standards www.wida.us

NJCCCS/CC Standards www.13.state.nj.us/NJCCCS

Grade level Cluster :	Grade 5	Unit # 5

Unit Title: The Wild West	Program Design: 80 minute class period

Target Proficiency Level: Level 1 Entering to Level 5 Bridging
http://www.wida.us/standards/perfdefs.pdf

Unit Summary :

In the unit, "The Wild West", students will use the language of Social Studies to identify what it takes to settle a new land. Through a series of scaffolded activities and strategies that are aligned with students' levels of English language proficiency, the teacher facilitates language development in the areas of linguistic complexity, vocabulary usage, and language control.

Interdisciplinary Connections: Language Arts Literacy, Social Studies, Technology

21st Century Themes: Global Awareness and Digital Literacy

Unit Rationale:

This unit incorporates a variety of grade-level appropriate language activities integrated with the concept of U.S. History and the Westward Expansion. Through their participation in these activities, English language learners will be encouraged to develop their English language skills in the four language domains: listening, speaking, reading, and writing, in the content area of physical science. Additionally, the teacher will help students make connections among language, content, and daily life.

Learning Targets	
WIDA	**English Language Development Standards**
ELD Standard 1	English language students (ELLs) communicate for **Social and Instructional** purposes within the school setting.
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts.**
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of **Science.**
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of **Social Studies**.
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing
CCSS	**Common Core State Standards: English Language Arts Standards**
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, **at the high end of the grades** 4–5 text complexity band **independently and proficiently.**
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	**Compare and contrast** two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact
RI.5.4	Determine the meaning of words and phrases as they are used in a text,

	including figurative language such as metaphors and similes
RI.5.6	**Analyze multiple accounts** of the same event or topic, **noting important similarities and differences in the point of view they represent.**
RI.5.9	Integrate information from **several** texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, **at the high end of the grades 4–5 text complexity band independently and proficiently.**
RF.5.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, **or trying a new approach.**
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
W.5.10	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 discipline-specific tasks, purposes, and audiences.
SL 5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 5** topics and texts, building on others' ideas and expressing their own clearly. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others d. Review the key ideas expressed and **draw conclusions in light of information and knowledge gained from the discussions.**
SL 5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)
L.5.2	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 5 reading and content,* choosing flexibility from a range of strategies.

	c.Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Related Cultural Content Statements

Unit Essential Question	**Unit Enduring Understandings**
What language do students need in order to demonstrate comprehension and engage in the topic of the Westward Expansion?	• Listening, speaking, reading, and writing about the required specific academic language. • Settling in new land

Summative Assessment:

Unit 5

Equipment needed:

Teacher Resources: Education: www.nationalgeographic.com/education/encyclopedia/ranching

Unit Learning Targets:

Students will write a letter to their family back home telling them about the challenges they have faced while settling into new land.
- Include opinions
- Express feelings
- Include descriptive language to allow reader the visualize
- Include cause and effect

Lesson	Timeframe
Lesson 1 Westward Expansion	**4-5 days**
Lesson 2 Westward Bound!	**4-5 days**
Lesson 3 Boom Town to Ghost Town	**4-5 days**
Lesson 4 The Road to Ryholite	**4-5 days**

Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.