

Unit: Nonfiction
Content Area: ESL
Grade Level:5-6
Unit Summary:
<p>The purpose of the ESL curriculum is to teach and advocate for English Learners so they can become successful within our community both socially and academically. This ESL unit focuses on building language to produce nonfiction writing in English for students in fifth and sixth grade. Students will develop English proficiency through reading, writing, listening, and speaking opportunities. The main goal of this unit is to support students in learning the language through context and meaningful situations. The mentor text, <i>Luge! And Hop To It!</i> from <i>Mentor Text Poster Pack</i> acts as a model to show students the structure and features of nonfiction writing. Students will observe features in the mentor text that will help them write their own nonfiction. They will also be reading a variety of nonfiction texts to identify the main idea(s) and supporting details, while identifying text features. Students will be exposed to four different ways nonfiction material can be presented: Description, Cause & Effect, Compare/Contrast and Sequence. The ESL teacher should use the key uses of English Language proficiency to support each students language ability. The ESL teacher will reinforce word study lessons and sight words learned in their classrooms. Students will gain meaning from text, convey meaning through both oral and written language, and listen effectively; all these skills are vital for students to actively participate in mainstream classrooms.</p>
Recommended Pacing:
December-February
State Standards Addressed:
WIDA
<p>Standard 1 – Social and Instructional Language English language learners communicate for social and instructional purposes within the school setting.</p>
<p>Standard 2 – Language of Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p>
<p>Standard 3 – Language of Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.</p>
Standard 4 – Language of Science

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

Standard 5 – Language of Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Reading

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Writing

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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 and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
W.6.6 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 three pages in a single sitting.
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.

SL.5.1a Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
Language
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).
L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).
L.6.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
Technology Standards and 21st Century Practices
9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
Stage 1 - Desired Results
Transfer

Students will be able to independently use their learning to...

Express personal wants and needs through gestures, visual support, use of native language

Attend to speaker to demonstrate understanding of routines and directions

Gain meaning from both oral and written text

Convey meaning through both oral and written language

Meaning

UNDERSTANDINGS

Students will understand that ...

They can use a variety of ways to communicate.

Readers can use texts to gain meaning of words.

Readers can identify the main idea and supporting key details in nonfiction texts.

Readers can compare and contrast texts.

Readers can identify the cause and effect.

They actively listen to gain understanding by asking questions, repeating words/phrases, and participating.

Writers can use schema, texts and pictures to assist with writing.

ESSENTIAL QUESTIONS

How can I communicate in school?

How can I become a reader?

How can I comprehend my reading?

How can I make connections to my reading?

How can I listen for understanding?

How can I become a writer?

Acquisition

Students will know

Every day vocabulary.

Domain specific vocabulary.

Parts of speech.

Letter sounds and spelling patterns.

Phonemic awareness.

Students will be skilled at ...

Identifying how letter sounds and spelling patterns work to help them read.

Identifying concepts of print.

Comparing and contrasting various texts.

Identifying the cause and effect in texts.

Sequencing nonfiction information using visuals/oral language.

Identifying the main idea(s) and supporting details.

Identifying text features.

Synthesizing information across texts using visuals/oral language.

Classifying vocabulary.

Classifying parts of speech.
Illustrating /writing nonfiction.
Editing their own writing.

Stage 2 - Evidence

PERFORMANCE TASK(S):

Based on their ELP level students will create nonfiction pieces through illustrations, labeling, words or sentences.

OTHER EVIDENCE:

Checking for understanding through the use of:
WIDA Rubrics for the domains
Teacher Prompts
Informal teacher observations

Stage 3 - Learning Plan

Listening:

- Point to pictures of domain specific vocabulary
- matching instructional and social language with visuals
- Listen to a nonfiction read aloud
- Point to text features to show understanding of the text
- Match oral reading of stories to pictures
- Identify main ideas and details of oral discourse
- Following multi-step directions
- Classify objects by descriptive oral statements
- Sequencing a series of oral statements using pictures
- Infer from and act on oral information

Speaking:

- Use pronouns when sharing prior knowledge of nonfiction information
- Activating schema about nonfiction
- Identify familiar nouns found in nonfiction text features
- Ask questions for social & academic purposes
- Participate in class discussions
- Communicate what they are reading with their peers/teacher
- Retell main idea and supporting details of nonfiction texts
- Compare/Contrast
- Cause/Effect
- Sequence of nonfiction texts

Reading:

- Matching icons or diagrams with words/concepts
- Matching phrases and sentences to pictures

- Concepts of print
- Phonemic Awareness
- Look at the title and the cover to activate schema
- Look at text features to activate schema
- Use pictures to help understand academic vocabulary
- Identify the main idea(s) and key supporting details in a nonfiction text
- Use of boxes & bullets graphic organizer
- Use context clues & illustrations to determine meaning of words/phrases
- Record facts and details, using pictures, words, phrases/sentences from nonfiction texts
- Synthesis information across texts
- Sequence of nonfiction texts
- Identify multiple meanings of words in context
- Match cause to effect
- Compare & contrast

Writing:

- Draw and label people, objects or events from a word/phrase bank
- Dictate nonfiction information scribed by teacher
- Describe familiar nonfiction information by dictating, drawing, labeling or writing
- Finish sentence teacher begins
- Copy written language
- Use graphic organizers to present information
- Form simple sentences using word/phrase bank or pictures
- Produce short paragraphs with main ideas and strong details
- Include text features
- Use transition words
- Compare/contrast information
- Sequence nonfiction information
- Produce nonfiction writing by drawing, labeling, and/or writing

Core Materials and Resources:

Foundations
 Readers & Writer's Workshop Units of Study
 WIDA Writing Rubric
 Reading A-Z <https://www.readinga-z.com/>
 Heinemann Explorations in Nonfiction Writing
 WIDA Can Do Descriptors
<https://wida.wisc.edu/sites/default/files/resource/CanDo-Descriptors-Student-Name-Charts.pdf>
 Visuals (pictures)
 Graphic Organizers

Differentiation:

English Language Learners -

Retell content information in easier English
Use simple sentence structure (verb-subject-object) as needed
Use high frequency words
Avoid negative phrasing such as all, but, except
Actively help students build connections and associations in order to access background knowledge or previously taught information
Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)
Provide supports in English and home language
Utilize Google translate
Always write assignments on the board
Modify assignments (fewer questions or fewer vocabulary)
Provide audio books
Provide concrete examples of vocabulary words through the use of visuals
Model Think Alouds to increase student comprehension
Directly teach learning strategies
Provide extended wait time
Provide small group instruction
Provide preferential seating
Provide oral reading of test questions in English
Provide oral reading of reading passages in English
Provide extended time
Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
WIDA Can Do Descriptors

504 -

Environmental Strategies

Provide a structured learning environment
Possible adapting of non-academic times such as lunch, recess, and physical education
Change student seating
Alter location or personal or classroom supplies for easier access or to minimize distraction
Provide sensory breaks
Provide a written or picture schedule

Presentation Strategies

Record lessons so the student can review
Use computer-aided instruction and other audiovisual equipment
Select alternative textbooks, workbooks, or provide audio books
Highlight main ideas and supporting details in the book
Vary the method of lesson presentation using multi-sensory techniques
Ask student to repeat/paraphrase context to check understanding

Simplify and repeat instructions

Vary instructional pace

Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, "spell check"

Reinforce study skill strategies (survey, read, recite, review)

Pre-teach and/or re-teach important concepts

Prepare advanced organizers/study guides for new material

Behavioral Strategies

Use behavioral management techniques consistently within a classroom and across classes

Implement behavioral/academic contracts

Utilize positive verbal and/or nonverbal reinforcements

Utilize logical consequences

Establish a home/school communication system for behavior monitoring

Cooperatively generate rules and consequences for classroom behavior

Reinforce self-monitoring and self-recording of behaviors

Organizational Strategies

Model and reinforce organizational systems (i.e. color-coding)

Write out homework assignments, check student's recording of assignments

Set time expectations for assignments

Provide clues such as clock faces indicating beginning and ending times

Teach study/organizational skills

Evaluation Methods

Limit amount of material presented on page

Provide a sample or practice test

Provide for oral testing

Provide tests in segments so that student hands in one segment before receiving the next part

Provide personal copy of test tools and allow for color-coding/highlighting

Adjust time for completion

Modify weights of tests when grading

Special Education -

Seat student near model (student/teacher)

Preferential seating

Use a highlight marker to identify key words, phrases, or sentences for student to read

Provide manipulatives for student to use in solving math problems

Deliver directions or explanations orally and in writing

Chunk tasks

Buddy in class to assist and clarify

Provide specific guidelines for prewriting

Provide mnemonic devices

Repeat major points of information

Modify assignments (fewer questions or fewer vocabulary)

Provide visual cues (posters, number lines, gestures, use of technology)

Provide study guides
Pre-teach new vocabulary and key words
Use advance organizers
Allow for frequent breaks (sensory/brain)
Be aware of student's preferred learning style and provide matching instruction materials

Students At-Risk -

Provide a structured learning environment
Provide sensory breaks
Change student seating
Select alternative textbooks, workbooks, or provide audio books
Vary the method of lesson presentation using multi-sensory techniques
Provide small group or individual instruction
Reinforce the use of compensatory strategies
Reinforce self-monitoring and self-reflecting strategies
Buddy in class to assist and clarify
Actively help students build connections and associations in order to access background knowledge or previously taught information
Directly teach learning strategies
Repeat major points of information
Provide visual cues (posters, number lines, gestures, use of technology)

Gifted and Talented -

Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials
Provide content that is thematic, broad based, and integrative rather than just single-subject areas
Provide opportunities to generalize, integrate, and apply ideas to content
Encourage students to move through content at their own pace
Provide enrichment activities for content such as critical thinking, problem finding, and problem solving
Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery
Require students to think about topics in more abstract and complex ways
Activity selection should be based on student interests and encourage self directed learning
Align objectives with Bloom's Taxonomy
Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world
Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas

Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.