

**NJ ELA/ESL Curriculum Exemplar**  
Aligned to the CCSS and 2012 WIDA Standards

**Grade Level 5 Unit 3 Overview**

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

**Unit Title:** Unit 3- **Nature, Nurture and Nobility**

**Unit Overview:**

Through the use of various authentic pieces of literature, students will be exposed to rich informational and fictional texts. This exposure will take place via read alouds conducted by the teacher, small group readings and individual reading. Students will engage in a variety of speaking and listening activities giving them the opportunity to develop language and build conceptual knowledge about the four seasons, how they affect people and the changes that occur in life- both now and in the past, particularly the Pre-Columbian Era. Students will relate all life events that occur to characters throughout the novel to their lives, to other texts and to the world. In order to enhance the use of academic vocabulary and provide opportunities to communicate ideas and information on this topic with their peers, students will explore higher order thinking tasks and be supported at their individual language development level, via incorporated scaffolding. This interdisciplinary unit uses literature, informational text, drama, and technology in order for the students to ask and answer questions and confirm their understanding of key ideas in shared oral and written language activities with peers. Important “conversations” within texts are specified in each lesson, as recommended by Lily Wong Fillmore.

Throughout the Unit, questions posed following read alouds might be phrased as follows:

Topic/Main Idea: Summarize what we have read to give the main idea.

Key Ideas/Details: What are the important ideas in this section of the book? Cite the evidence to support this.

Key Vocabulary: What words are important when talking about \_\_\_\_\_? (Native Americans, various seasons, nature, life)

Connections: Does the text we just read remind you of anything else?

**Guiding Questions and Enduring Understandings**

Guiding Questions

- What language do students need in order to demonstrate comprehension and engage in the topics of changes, the four seasons, nature and life during the pre-Columbian era into the time when the early settlers came?
- Listening, speaking, reading, and writing about the four seasons, nature and the pre Columbian era require specific academic language.
- What reading skills are necessary to analyze and evaluate informational and narrative text?
- What reading and writing skills are necessary to summarize informational text?
- What impact did the European settlers have on the Native American Tribes of the United States?

Enduring Understandings

- Listening, speaking, reading, and writing about the four seasons, nature and changes in the pre-Columbian era requires specific academic language.

## NJ ELA/ESL Curriculum Exemplar

Aligned to the CCSS and 2012 WIDA Standards

- Listening requires giving deliberate attention to speakers in order to build on their ideas and respond to their questions.
- Speaking requires the ability to present information in a logical manner, pose questions, and challenge listeners.
- Reading text requires the ability to analyze text by citing the relevant information and summarizing key points and details.
- Writing summaries requires organization, correct spelling, grammar, and punctuation, as well as an understanding of the text.

**Key Vocabulary (aligned to final assessment):** Dream, rap (v), wrap, huddle, brilliant, magical, snowstorm, appear, spring (v), dawn, glint, hum, circle (v)

**Key Language Forms and Conventions:** past, present, future tenses, multiple meaning words, homophones, compound words, transitional phrases, conjunctions, adjectives and adverbs, words patterns (as\_ as\_, like), conjunctions, recognizing definitions of words in the sentences or phrases

**Performance Task:** (Ongoing Project-based Learning Task) Students will conduct collaborative research on Native Americans (choose one particular tribe). Research must include details about the tribe's way of life, food, crafts, games, clothing, religious ceremonies, shelter, money, trade, tools, weapons, etc. Using this information they will write a research paper on Native American Tribes of the United States and also include answers to the following focus question: What impact did the European settlers have on the Native Americans? *<To be introduced at the very first lesson so that students have enough time to choose a tribe and conduct research>*

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

CCSS Assessed in this unit
<b>Reading Literature</b>
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
RL.5.4 Determine the meaning of words or 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.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.
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.
<b>Reading Informational</b>
R.I.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.
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>Reading Foundational</b>
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a Used 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.a Read grade-level text with purpose and understanding
RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Writing</b>
W.5.1.c Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically)
W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely
W.5.3.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.
W.5.9.a Apply <i>grade 5 Reading standards</i> 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

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Language</b>
L.5.1.b Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i> ) verb tenses.
L.5.1.c Use verb tense to convey various times, sequences, states, and conditions
L.5.1.d Recognize and correct inappropriate shifts in verb tense.
L.5.1.e Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).
L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.
L.5.3.a Use knowledge of language and its conventions when writing, speaking, reading and writing. Expand, combine, and reduce sentences for meaning, reader/listener interest and style.
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>Speaking and Listening</b>
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.
<b>WIDA ELD Standards</b>
Standard 1: ELLs communicate for <b>Social and Instructional</b> purposes within the school setting
Standard 2: ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>
Standard 3: ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>
Standard 4: ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Science</b>
Standard 5: ELLs communicate information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>
<b>Interdisciplinary Connections</b>
<b>Science:</b> 5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact.
<b>Social Studies:</b> 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups; 6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere; 6.1.8.B.1b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes; 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period; 6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups; 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation; 6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
<b>Math:</b> 5.MD.A.1 Convert like measurement units within a given measurement system; 5.NF.B.6 Solve real word problems involving multiplication of fractions and mixed numbers.
<b>Music:</b> 1.1.5.B.1 Identify elements in music in response to aural prompts and printed music notational systems.
<b>Technology:</b> 8.1.8.A.1 Create professional documents using advanced features of a word processing program; 8.1.8.A.5 Select and use

## NJ ELA/ESL Curriculum Exemplar

Aligned to the CCSS and 2012 WIDA Standards

appropriate tools and digital resources to accomplish a variety of tasks and to solve problems; 8.1.8.A.3 Create a multimedia presentation including sounds and images.

Central Texts	Lexile Levels	Rationale
<i>The Birchbark House</i> , by Louise Erdrich	970	Some lexile levels will be higher due to the content, which is typically taught in grade 5 social studies. Multiple viewings and readings of texts are necessary. Challenging text should be read with the teacher, and excerpts re-read for close reading examination and understanding.
<i>This Big Sky</i> , by Pat Mora (940)	940	
<i>Heron and the Hummingbird</i> , A Native American Myth (Hitchiti Tribe) retold by S. E. Schlosser	480	
<i>Walking in a Winter Wonderland</i> , song written by Felix Bernard and Richard B. Smith	NA	
Online articles, <a href="http://www.learner.org/interactives/weather/iceandsnow.html">http://www.learner.org/interactives/weather/iceandsnow.html</a> <a href="http://www.northernexpress.com/michigan/article-5543-the-indians-in-winter.html">http://www.northernexpress.com/michigan/article-5543-the-indians-in-winter.html</a>	1090	

Lessons	Title	Overview	Assessment
Lesson 1	“Neebin” (Summer)	The first lesson of the Unit is based on an excerpt from <i>The Birchbark House</i> that depicts a summer in the village where Omakayas lived. Students will make connections between the story, themselves and nature in the summertime.	Respond to a prompt in writing (Narrative)
Lesson 2	Such Seasonal Splendor	The second lesson incorporate a poem called, <i>This Big Sky</i> by Pat Mora. The Autumn season is described in this poem. Students will relate it to the core novel, <i>The Birchbark House</i> .	Narrative Writing Piece presented as a speech
Lesson 3	Life’s Lessons in Nature	The third lesson is about Fairy Tales and Myths and incorporates two stories of this genre; an excerpt from Ch. 9 of <i>The Birchbark House</i> and <i>Heron and the Hummingbird</i> , a Native American Myth. Students will discuss similarities and difference between the two stories and discuss the lesson learned from the story.	Narrative Writing Piece
Lesson 4	Walking in a Winter Wonderland	The fourth lesson is based on a song entitled, “ <i>Winter Wonderland</i> ”. The students will be exposed to the attributes of winter and relate them to what winter was like for the people who lived in the Pre Columbian era.	Write an article (Narrative)
Lesson 5	New Beginnings	New beginnings both emotionally and in the physical world are prominent throughout this unit. In <i>The Birchbark House</i> , nature comes full circle when spring arrives. Students will participate in a Socratic Seminar that	Socratic seminar

## NJ ELA/ESL Curriculum Exemplar

Aligned to the CCSS and 2012 WIDA Standards

		will allow them to discuss the impact European settlers had on Native American Culture.	
Lesson 6	Nobility	Students will be able to make connections and explore how life can change in an instance. Connections between non-fiction texts read and experiences via the realistic fictional novel, <i>The Birchbark House</i> will become clearer as students have the opportunity to summarize conclusions, tying it all together in a research paper.	Research Paper
<p><b>General Differentiation for ELLs:</b>            The following scaffolding may be used within any lesson: Direct instruction about the contrasting letter-sound correspondences, syllabication patterns and morphology between English and their native language, native language (L1) text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text. (Native language should be used for completion of final writing product where a bilingual teacher is available for purposes of acquiring/mastering the skill of writing).</p> <p><b>Curriculum Development Resources</b>            Common Core Standards <a href="http://www.corestandards.org">www.corestandards.org</a>, WIDA Proficiency Standards and Can Do Descriptors, <a href="http://www.wida.us">www.wida.us</a>            NJCCCS Standards <a href="http://www.13.state.nj.us/standards">www.13.state.nj.us/standards</a>, <a href="http://www.13.state.nj.us/NJCCCS/Technologytoolbox">www.13.state.nj.us/NJCCCS/Technologytoolbox</a>, Understanding Language,            Understanding Language <a href="http://www.ell.stanford.edu">www.ell.stanford.edu</a>            EngageNY <a href="http://www.engageny.org">www.engageny.org</a></p>			

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards



**Lesson Plan #1**

**Lesson Overview:** The first lesson of the Unit is based on an excerpt from *The Birchbark House* that depicts a summer in the village where Omakayas lived. Students will make connections between the story, themselves and nature in the summertime.

**Lesson Title:** “Neebin” (Summer)

**Timeframe:** 4-5 days; 90 minutes per period

**Lesson Components**

**Central texts:** The Birchbark House Ch. 1-4 Video: <http://video.nationalgeographic.com/video/kids/history-kids/native-americans-kids/>.

**Interdisciplinary Connections:** Social Studies

**Integration of Technology:** Electronic images for concepts or vocabulary, Smartboard or projector

**Equipment needed:** Computer/iPads with internet access

**WIDA PERFORMANCE INDICATORS**

**Listening and Speaking-** After listening to the read-aloud with visual support and using Cornell note-taking, answer questions orally about the text, using a word wall, sentence starters and working with a partner. **WIDA ELD 2 and 5; CCSS RF5.4.a, SL5.1c; NJCCCS 6.1.8.D.1.a**

**ELP 1-2:** Use L1, visual support, sentence starters (patterned responses) or single words and work with a partner. May refer to Cornell notes taken.

**ELP 3:** Use simple sentences but include content related vocabulary and work with a partner. May refer to a Cornell notes taken.

**ELP 4-5:** Use complete, complex sentences and content related vocabulary. May refer to Cornell notes taken.

**Reading-** Reread a portion of the chapter with a partner and find the main idea. **WIDA ELD 2 and 5; CCSS RF5.4.a, RL5.10, SL5.1c; NJCCCS 6.1.8.D.1.a**

**ELP 1-2:** Use L1 and a graphic organizer to organize thoughts, highlight important parts within the text, work with a partner.

**ELP 3:** Use a graphic organizer to organize thoughts, highlight important parts of the text.

**ELP 4-5:** Highlight important parts of the text.

**Writing-** Respond in writing to the open-ended question about what will happen next in the story. **WIDA ELD 2 and 5; W5.3, W5.4, W5.9a; NJCCCS 6.1.8.D.1.a**

**ELP 1-2:** Use L1, drawings, single words and sentence frames to answer the question. May refer to a model and/or word wall.

**ELP 3:** Use simple sentences and content-vocabulary to answer the question. May refer to a model and/or word wall.

**ELP 4-5:** Use complex sentences and content-vocabulary to answer the question. May refer to a word wall.

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

<b>Goals/Objectives</b> <b>Differentiation by ELP level</b> <b>Instructional Focus/ Strategies</b>	<b>Activate and build background and text dependent questions</b>
<p><b>Key Vocabulary:</b> slumber, abrupt, whirlwind, venison, dusk, solemn <b>L.5.6</b></p> <p><b>Additional vocabulary for levels 1-2:</b> beg, thunder, heap, lightning, reservation, ripe</p> <p><b>Additional vocabulary for levels 3-4:</b> mutter, snuggle, nuzzle, haunch, gurgle</p> <p><b>Key language forms and conventions:</b> Present and past tenses, transition words/phrases, conjunctions, context clues, compound words <b>L5.1.e, L5.2.b, L5.3a</b></p>	
<p><b>Speaking/Listening</b>                      SWBAT discuss important content with teacher and peers <b>SL.5.1</b></p> <p><b>Reading/Writing</b>                      SWBAT demonstrate understanding of new words <b>L.5.5</b>                      SWBAT describe how the graphics or the media in a multimedia presentation help the reader understand more about the meaning, tone and beauty of a text. <b>RL.5.7, W.5.9</b></p> <p><b>Differentiate for ELP 1-2:</b></p> <ul style="list-style-type: none"> <li>• Draw pictures instead of writing/speaking about summer scenes.</li> <li>• Match drawings with new vocabulary that might correspond.</li> <li>• Work in pairs</li> </ul> <p><b>Differentiate for ELP 3-4:</b></p> <ul style="list-style-type: none"> <li>• Write simple sentences instead of complex sentences that demand content vocabulary about summer scenes.</li> <li>• Match simple sentences with new vocabulary that might apply to edit sentences.</li> <li>• Work in pairs</li> </ul> <p><b>Preparing the Learner: Activate Prior Knowledge:</b> Answer questions such as: How do you say summer in your language? Describe what summer was like for you in the country of your birth?</p> <p><b>Building Background:</b> Show students visuals of the various summer scenes that might come from the story (The Birchbark House) and discuss clothing, food, culture, etc. Watch video. Introduce vocabulary and have students complete the Frayer Model graphic organizer before each chapter. Act out vocabulary words to exemplify meaning and always discuss cognates where applicable for all levels.</p>	<p>What is different or the same about your culture and what you see in the pictures?</p> <p>How might you use the vocabulary words to describe or discuss the summer scenes we just saw?</p>



**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and text dependent questions
<p><b>Reading</b>                      SWBAT demonstrate understanding of new words <b>L5.5</b></p> <p><b>Listening/Speaking</b>                      SWBAT orally explain the purpose of reading text to demonstrate understanding <b>RF5.4</b>                      SWBAT discuss important content with teacher and peers <b>SL5.1</b></p> <p><b>Reading/Writing</b>                      SWBAT determine the main idea <b>RL5.10, RF5.4</b>                      Work in small groups of mixed ELP levels  <b>Differentiation for ELP 1-2:</b></p> <ul style="list-style-type: none"> <li>• Have students provide examples/explanations of main idea in native language or by drawing a picture of the message being provided by the author.</li> <li>• Text in L1 if available or adapted/abridged English version</li> </ul> <p><b>Differentiation for ELP 3-4</b></p> <ul style="list-style-type: none"> <li>• Text in adapted/abridged English version</li> <li>• Have students provide examples/explanations of main idea in simple sentences. Revisit afterwards to attempt embedding content vocabulary.</li> </ul> <p><b>Interacting with Text</b>                      Read the Chapters aloud to students. During the read-aloud, students use a graphic organizer (Cornell notes) to record questions they have about the read aloud (on the left) and take notes (on the right) while following along with the reading. Discuss main idea and author’s purpose within each chapter as well as revisiting the text and discussing misunderstandings or questions they have about the reading in small groups.                      Main idea- “Keep it or Junk it”- Students use this strategy to identify key words or concepts in the text.  <a href="https://www.teachingchannel.org/videos/help-students-analyze-text">https://www.teachingchannel.org/videos/help-students-analyze-text</a></p>	<p>What have you learned about the Anishinabe people after reading?</p> <p>Are there any difficult or important words to revisit in depth?</p> <p>What is the author telling the reader in this chapter?</p>

**NJ ELA/ESL Curriculum Exemplar**  
Aligned to the CCSS and 2012 WIDA Standards

<p><b>Listening/Speaking</b> SWBAT discuss important content with teacher and peers. <b>SL5.1</b></p> <p><b>Reading</b> SWBAT decode unfamiliar words by using letter-sound correspondences and patterns <b>RF5.3, RF5.4</b> SWBAT retell events that took place in the story and discuss settings and characters introduced <b>RL5.2, RI5.6, SL5.1</b></p> <p><b>Writing</b> SWBAT use reading strategies to answer questions related to the text in writing <b>RL5.10, W5.3</b> Work in pairs or groups of mixed ELP levels</p> <p><b>Differentiate ELP 1-2:</b></p> <ul style="list-style-type: none"><li>• Use a graphic organizer that includes sentence starters and cloze activities (modeled structure specific to indicated chapters). Ensure there are visuals included on the document as well.</li><li>• Write/speak using L1 and/or drawings</li></ul> <p><b>Differentiate ELP 3-4:</b></p> <ul style="list-style-type: none"><li>• Write/speak using simple sentences with some content vocabulary</li></ul> <p><b>Extending Understanding</b> Class Discussion: Using Reading Strategies- Retell what happened in the story and include sequence of events from the story thus far. Summarize each chapter read. Discuss setting and characters introduced. Discuss situations in the story and pose prompts for students to produce a narrative essay indicating what they think might happen next. Response to text (constructed response): Reread DeyDey’s Ghost Story (excerpt from The Birchbark House) and analyze the children’s response to the story. Write about their response and why they might have reacted this way. Make sure to include an example of dialogue and supporting, sensory details. Cite the text to support your answer. You may use RASC (Restate, Answer, Support, and Connect) to organize your thoughts. Mini-lesson on selecting the most important information from the best resources and create a list of works to reference at the end of the Project-Based Learning research paper.</p>	<p>Who is telling the story in this novel?</p> <p>Is there a message that the author is trying to relay? Which sentence in the text supports your answer?</p> <p>How does the author play with language (literary elements and literary devices) to add to meaning?</p> <p>“The clouds hung thick and heavy as a priest’s black, wool robe.”- What is DeyDey trying to say by this when he is telling the children his story? How does this section fit into the text as a whole?</p>
<p><b>Formative Assessment:</b> Narrative Writing: In the novel, The Birchbark House, Omakayas receives a gift from her father. She was so excited to be receiving a gift, but then she found that it was a hide scraper. How did she feel about this gift? What do you think will happen next in the story with Omakayas and her</p>	

**NJ ELA/ESL Curriculum Exemplar**

Aligned to the CCSS and 2012 WIDA Standards

gift? Respond in writing and use a graphic organizer to organize your thoughts before writing the essay. **WIDA ELD 2 and 5; W5.3, W5.4, W5.9a; NJCCCS 6.1.8.D.1.a**

**ELP 1-2:** Use L1, cloze sentences and/or sentence frames with a word wall, bilingual dictionary and teacher support

**ELP 3-4:** Use content-based vocabulary in simple and/or some complex sentences using a word wall, paragraph template and word wall.

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards



**Lesson Plan #2**

**Lesson Overview:** The second lesson incorporates a poem called, *This Big Sky* by Pat Mora. The Autumn Season is described in this poem. Students will relate it to the core novel, *The Birchbark House*.

**Lesson Title:** Such Seasonal Splendor

**Timeframe:** 4-5 days; 90 minutes per period

**Lesson Components**

**Central texts:** *The Birchbark House* Ch. 5-7; *This Big Sky* by Pat Mora

**Interdisciplinary Connections:** Social Studies

**Integration of Technology:** Electronic images for concepts or vocabulary, Smartboard or projector

**Equipment needed:** Computer/iPads with internet access

**WIDA PERFORMANCE INDICATORS**

**Listening and Speaking-** After listening and watching a video orally discuss questions about the video using a word wall, sentence starters and working in small groups. **WIDA ELD 2 and 5; CCSS SL5.1c; NJCCCS 6.1.8.D.1.a, b, c**

**ELP 1-2:** Use L1, visual support, sentence starters (patterned responses) or single words and work with a partner. May watch the video more than once.

**ELP 3:** Use simple sentences but include content related vocabulary and work in a small group. May watch the video more than once.

**ELP 4-5:** Use complete, complex sentences and content related vocabulary. May watch the video more than once.

**Reading-** Jigsaw read the chapters in the book in small groups or pairs. **WIDA ELD 2 and 5; CCSS RF5.4.a, RL5.10; NJCCCS 6.1.8.D.1.a, b,**

**ELP 1-2:** Use L1 and a graphic organizer to organize thoughts, highlight important parts within the text, work with a partner.

**ELP 3:** Use a graphic organizer to organize thoughts, highlight important parts of the text.

**ELP 4-5:** Highlight important parts of the text.

**Writing-** Write a narrative piece about the Native American experience referenced **WIDA ELD 2 and 5; W5.3; NJCCCS 6.1.8.D.1.a, b, c**

**ELP 1-2:** Use L1, drawings, refer to a model and sentence frames (cloze structure) to answer the prompt. May watch the video again and use word wall.

**ELP 3:** Use simple sentences and content-vocabulary and refer to a model to answer the prompt. May watch the video again and use word wall.

**ELP 4-5:** Use complex sentences and content-vocabulary to answer the prompt. May watch the video again.

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

<b>Goals/Objectives</b> <b>Differentiation by ELP level</b> <b>Instructional Focus/ Strategies</b>	<b>Activate and build background and text dependent questions</b>
<p><b>Key Vocabulary:</b> infinite, voyage, bark (as a noun and a verb), fearful(ly), (un)willing, makazins (moccasins), copper, ravens, haul, greedy, dusk  <b>L5.6</b></p> <p><b>Additional vocabulary for levels 1-2:</b> whispers, pines, memories  <b>Additional vocabulary for levels 3-4:</b> shimmering, venison, ebony</p> <p><b>Key language forms and conventions:</b> Poetry, word patterns, descriptive words, correlative conjunctions, verb tenses <b>L.5.1.e, L5.1.b</b></p>	
<p><b>Reading</b>                  SWBAT demonstrate understanding of new words <b>L5.5</b></p> <p><b>Listening</b>                  SWBAT read or listen to texts at grade 4-5 level <b>RF5.3, RF5.4</b></p> <p><b>Speaking</b> Work in mixed ELP pairs                  SWBAT produce orally or write sentences by combining, expanding, and reducing sentences for meaning <b>W5.4, W5.5, L5.3</b></p> <p><b>Differentiation for ELP 1-2:</b></p> <ul style="list-style-type: none"> <li>• Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall) that might correspond.</li> </ul> <p><b>Differentiation for ELP 3-4:</b></p> <ul style="list-style-type: none"> <li>• Write simple sentences instead of complex sentences that demand content vocabulary about seasonal changes.</li> <li>• Match simple sentences with new vocabulary that might apply to edit sentences.</li> </ul> <p><b>Preparing the Learner</b>  <b>Activate Prior Knowledge</b>                  Think about and discuss the way seasons change in New Jersey. In recent weeks, we discussed what summer is like in the country you were born. Discuss the changes in seasons there as well.</p> <p><b>Build Background</b>                  Use the Adjective Word Wall* to indicate words that describe a season of your choice and how you feel during that season. Quick write: Write about it using these words.</p>	<p>What is different or the same about the changing seasons where you are from?</p> <p>Which is your favorite season in either place?                  How might you use the adjectives to describe or discuss what you feel during that season?</p>

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

<p><b>Reading</b>                  SWBAT determine the theme of a poem from the details in the text <b>RF5.3, RL5.4, RF5.4.b</b>                  SWBAT demonstrate understanding of new words <b>L5.5</b></p> <p><b>Differentiating for ELP 1-2:</b></p> <ul style="list-style-type: none"> <li>• Use L1 support</li> <li>• Reread the poem in pairs or small groups after completing the vocabulary task.</li> </ul> <p><b>Differentiating for ELP 3-4</b></p> <ul style="list-style-type: none"> <li>• Reread the poem independently after completing the vocabulary task.</li> </ul> <p><b>Interacting with Text</b>                  Listen to the poem, <i>This Big Sky</i> by Pat Mora. Discuss vocabulary and descriptive words used. Discuss the elements of poetry.                  Students use context clues to find meaning of new vocabulary words. Copies can be made for the purpose of highlighting text. New words should be added to a personal dictionary (Four Corners/word web) while reading the chapter. Always discuss cognates where applicable for all levels.</p>	<p>What's the author's purpose in using these words? (Visualization)</p> <p>What ideas are conveyed in this poem about Fall?</p>
<p><b>Reading</b>                  SWBAT compare and contrast two or more characters in a story <b>RL5.3, RF5.4</b>  <i>Work in mixed ELP small groups</i></p> <p><b>Differentiation for ELP Levels 1-2:</b></p> <ul style="list-style-type: none"> <li>• Use L1 support</li> <li>• Use Venn diagram and sentence frames</li> </ul> <p><b>Differentiating for ELP Levels 3-4</b></p> <ul style="list-style-type: none"> <li>• Use simple sentences and some with emerging complexity. Use transitional phrases from language function phrase wall</li> </ul> <p>Discuss character traits and complete a chart describing each of the characters in the novel. Compare and contrast two of the characters. Teacher model how to compare and contrast using transitional phrases from the "language function" phrase wall. Complete a second comparison with students. Then have them work in a small group to complete the comparison of the characters using the chart.                  Jigsaw Reading Activity- Chapters 5- 7 of the novel are read in small groups so that students have the opportunity to become experts on a chapter and share with the groups who read other chapters. Each student is responsible for the information gathered in each chapter. Some sections must be re-read.</p>	<p>Who is speaking in the passage? Who seems to be the main audience? Which sentence(s) support your inference?</p> <p>Describe each character. Which phrases from the text best supports your answer? Are there any hard or important words to note and discuss in more depth from this chapter?</p> <p>What seems important in this chapter and why? Cite evidence from the text.</p>

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

<p><b>Reading/Writing</b>                  SWBAT identify and apply context clues to confirm or self-correct word recognition and understanding when necessary <b>RF5.3, RF5.4</b>                  SWBAT sequence events from a story <b>RI 5.6, W5.3c</b></p> <p><b>Extending Understanding</b>                  Sort or Sequence: Students sort or sequence events in The Birchbark House into a timeline. Students should work in small groups to complete a timeline depicting a sequence of events (Chapters 1-7)</p> <p><b>Reading/Writing</b>                  SWBAT compare and contrast two settings, or events in the texts drawing on specific details <b>RL5.3</b></p> <p><b>Differentiation for ELP 1-2</b></p> <ul style="list-style-type: none"> <li>• In addition to the scaffolds under Levels 3-4 (below), use L1 to produce writing and/or draw pictures and label them with words or short phrases/sentences to express their thoughts.</li> <li>• Use cloze activities and model writing to follow in creating original piece of writing.</li> </ul> <p><b>Differentiation for ELP 3-4:</b></p> <ul style="list-style-type: none"> <li>• Use a graphic organizer to compare and contrast.</li> <li>• Refer to a word wall that is organized by the <i>parts of speech or writing</i>. This will enable students to use word walls during writing activities. For example (parts of speech), a student may use the word pretty (adjective); on the WW behind/under/in a pocket labeled “pretty” would be words such as gorgeous, adorable, pleasant, beautiful, or delightful.</li> </ul> <p>Make connections between, The Big Sky and The Birchbark House. Use the scenes depicted in the poem, <i>This Big Sky</i> to begin a discussion about the areas in which the Native Americans lived.</p>	<p>After completing a sequence of events in the novel thus far, answer the following questions:</p> <p>Which phrase from the passage best reinforces how <i>visualization</i> is being used?</p> <p>Which best describes the organization of the novel? (Provide students with choices such as, an analysis, a discussion, a portrait, a warning). Cite evidence to support your answer.</p> <p>Are these two texts connected? If so, how? Compare and contrast them and cite evidence from each.</p>
<p><b>Listening/Speaking/Writing</b>                  SWBAT discuss elements of and write narrative piece, linking what they viewed and are reading about with what they would have done in that situation. <b>W5.3</b></p> <p><b>Differentiation for ELP 1-2:</b></p> <ul style="list-style-type: none"> <li>• Use a timeline graphic organizer and L1 version or adapted/abridged English version of the novel</li> </ul> <p><b>Differentiation for ELP 3-4:</b></p> <ul style="list-style-type: none"> <li>• Use adapted/abridged English version of the novel</li> </ul> <p>Refer back to the video watched last week- <a href="http://video.nationalgeographic.com/video/kids/history-">http://video.nationalgeographic.com/video/kids/history-</a></p>	<p>How might you connect with the</p>

## NJ ELA/ESL Curriculum Exemplar

Aligned to the CCSS and 2012 WIDA Standards

<p><a href="#">kids/native-americans-kids/</a>. Discuss narrative writing and have students express what they gathered from the video and about what happened to the Native Americans and how they were forced to move and stay in restricted areas.</p> <p>Mini-lesson on organizing research, taking important notes and differentiating between valuable resources and resources not to be used.</p>	<p>situation the native Americans were in during that time?</p>
<p><b>Formative Assessment:</b> Narrative Writing Piece: As seen in the video clip viewed last week, the Europeans told the Native Americans that they must move to sections of the land called reservations. Do you think this is fair? Describe the situation and what the Native Americans went through. <i>Directions for Writing:</i> In a narrative essay, explain what happened in the video. How did the Native Americans feel? What did they do? Why did they listen to the Europeans? <b>WIDA ELD 2 and 5; W5.3; NJCCCS 6.1.8.D.1.a, b, c</b></p>	
<p><b>ELP 1-2:</b> Discuss in small groups with L1 support. Write in English and/or L1 with the support of a word wall, bilingual dictionary, visuals, and a template.</p>	<p><b>ELP 3-4:</b> Discuss in mixed ELP levels in small groups. Write using key vocabulary from word wall in simple sentences with some emerging complexity with the support of a dictionary and an outline.</p>



**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards



**Lesson Plan #3**

**Lesson Overview:** The third lesson is about Fairy Tales and Myths and incorporates two stories of this genre; an excerpt from Ch. 9 of *The Birchbark House* and *Heron and the Hummingbird*, a Native American Myth. Students will discuss similarities and difference between the two stories and discuss the lesson learned from the story.

**Lesson Title:** Life's Lessons in Nature

**Timeframe:** 4-5 days; 90 minutes per period

**Lesson Components**

**Central Texts:** *The Birchbark House* Ch. 8-9, *Heron and the Hummingbird*- a Native American Myth

**Interdisciplinary Connections:** Social Studies

**Integration of Technology:** Electronic images for concepts or vocabulary, Smartboard or projector

**Equipment needed:** Computer/iPads with internet access

**WIDA PERFORMANCE INDICATORS**

**Listening and Speaking-** Discuss fiction vs. non-fiction using examples of stories students are familiar with. **WIDA ELD 2 and 5; CCSS RL5.3, SL5.1c; NJCCCS 6.1.8.D.1.a, b, c**

**ELP 1-2:** Use L1, visual support, patterned responses or single words and work with a partner to complete a KWL chart.

**ELP 3:** Use simple sentences but include content related vocabulary and work with a partner to complete a KWL chart.

**ELP 4-5:** Use complete, complex sentences and content related vocabulary to complete a KWL chart.

**Reading-** Read the myth and explore the message the author is trying to relay **WIDA ELD 2 and 5; CCSS RL5.9, RF5.4; NJCCCS 6.1.8.D.1.a, b, c**

**ELP 1-2:** Use L1 and refer to supporting visuals, highlight important parts within the text, work with a partner to read and discuss meaning.

**ELP 3:** Highlight important parts of the text, work with a partner to read and discuss meaning.

**ELP 4-5:** Highlight important parts of the text.

**Writing-** Compose a narrative piece of writing about what will happen in the upcoming chapter, "The Visitor"? **WIDA ELD 2 and 5; W5.3, W5.4 W5.9a; NJCCCS 6.1.8.D.1.a, b, c**

**ELP 1-2:** Use L1, drawings, refer to a model and sentence frames (cloze structure) to answer the prompt. May refer to word wall.

**ELP 3:** Use simple sentences and content-vocabulary and refer to a model to answer the prompt. May refer to word wall.

**ELP 4-5:** Use complex sentences and content-vocabulary to answer the prompt. May refer to word wall.

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text Dependent questions
<p><b>Key Vocabulary:</b> Gleam, intricate, ice chisel, whine, hammock, , zip (v), frustration <b>L5.6</b></p> <p><b>Additional vocabulary for levels 1-2:</b> curious, brilliant, careful(ly), chop, snowball,</p> <p><b>Additional vocabulary for levels 3-4:</b> invigorating, flitting</p> <p><b>Key language forms and conventions:</b> Foreshadowing, inference, fiction vs. non-fiction, myths, fables, folktales, fairytales, personification, comparative phrases, recognizing definitions of words in the sentences or phrases <b>L5.1e</b></p>	
<p><b>Listening/Speaking</b>                      SWBAT compare and contrast stories in the same genre (Myths, fables, etc) in writing or orally <b>RL5.9</b>                      SWBAT read/ listen to texts at grade 4-5 level <b>RF5.3, RF5.4</b>                      SWBAT discuss important content with teacher and peers <b>SL5.1</b>                      Discuss questions in mixed ELP leveled small groups or pairs and allow the use of L1, then discuss in whole group in English (think, pair, share)</p> <p><b>Differentiation for ELP 1-2:</b></p> <ul style="list-style-type: none"> <li>• Use L1 version or adapted/abridged English version of the novel</li> </ul> <p><b>Differentiation for ELP 3-4:</b></p> <ul style="list-style-type: none"> <li>• Use adapted/abridged English version of the novel</li> </ul> <p><b>Preparing the Learner</b>  <b>Activate Prior Knowledge:</b> Have your grandparents, parents or any other member of your family told you stories? Discuss fiction vs. non-fiction. Introduce myths, folktales, fables and fairytales. Ask students to share some of these they might already be familiar with. Complete a K-W-L Chart about myths, folktales, fables and fairytale  <b>Build Background:</b> Preview the two stories and identify cognates (in one color) and other vocabulary (in another color) before reading it together. Highlight and annotate copies of the reading.</p>	<p>Refer to the vocabulary words in context and ask yourself, as it is used in line/paragraph _____, the word _____ most nearly means_____.</p> <p>Which phrase from the text best supports your answer?</p>
<p><b>Reading/Writing</b>                      SWBAT demonstrate understanding of new words <b>L5.5</b>                      SWBAT read to determine the meaning of words and phrases used in a text, including figurative language, metaphors and similes <b>RL5.4, L5.5</b>                      SWBAT decode unfamiliar words using letter-sound correspondences, and patterns <b>RF5.3, RF5.4</b></p>	

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

<p><b>Differentiate for ELP 1-2</b></p> <ul style="list-style-type: none"> <li>• Use L1 and draw pictures</li> <li>• Work in pairs</li> </ul> <p><b>Differentiate for ELP 3-4:</b></p> <ul style="list-style-type: none"> <li>• Write simple sentences</li> <li>• Work in pairs</li> </ul> <p><b>Interacting with Text</b>                  Have students complete the Frayer Model (word web) graphic organizer for key vocabulary before reading each chapter. For vocabulary words that are verbs, they should be acted out to exemplify meaning.</p>	
<p><b>Listening/Speaking/Writing</b>                  SWBAT orally compare and contrast the overall structure of concepts/information in the two texts, (folktale, fairytale, fable, etc) drawing on specific details in the samples read <b>RL5.3</b>                  Work in pairs or mixed ELP level groups</p> <p><b>Differentiate for ELP 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Use a Compare/Contrast T-chart graphic organizer that includes sentence starters and cloze activities (modeled structure specific to indicated chapters).</li> <li>• Ensure there are visuals included on the document as well.</li> <li>• Write/speak using L1 and/or drawings</li> </ul> <p><b>Differentiate for ELP 3 and 4</b></p> <ul style="list-style-type: none"> <li>• Use a Compare/Contrast T-chart graphic organizer</li> <li>• Write/speak using simple sentences with some content vocabulary</li> <li>• Work in pairs or mixed ELP level groups</li> </ul> <p>Read the two myths: Use Compare/Contrast Graphic organizer to discuss similarities and differences between the tale told by Omakayas’ grandmother, Nokomis and the Native American Myth entitled, <i>Heron and the Hummingbird</i>.</p>	<p>Are these two texts connected? If so, how?                  Compare and contrast them and cite evidence from each.                  What is the lesson learned in each of these tales?                  Select a phrase or two that provide support for your conclusion.</p>
<p><b>Writing/Listening/Speaking</b>                  SWBAT discuss questions in order to develop, organize and produce coherent writing that answers the questions <b>SL5.1 W5.4</b>                  SWBAT discuss the myths and explore the message the authors are delivering through this writing.</p>	<p>What is the author trying to say in this myth?                  How do the lessons learned in the stories relate to you?                  How might they relate to another text</p>

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

<p>Brainstorm ideas on how to explain these stories to another person <b>SL5.1 W5.4</b></p> <p>SWBAT discuss the elements of narrative writing. Have students respond through discussions as well as in writing using scaffolding techniques. <b>SL5.1 W5.3</b></p> <p>Discuss the myths and explore the message the authors are delivering through this writing. Brainstorm ideas on how to explain these stories to another person.</p>	<p>read?</p> <p>What does the author show the reader about the setting of the story in these chapters? (the season is changing)</p> <p>How do you know this? Cite evidence from the text.</p> <p>Think about the way Old Tallow looked at Omakayas. What does this mean?</p> <p>What message is the author trying to relay?</p> <p>What exact words lead the reader to this meaning?</p> <p>Why do you think Omakayas felt that Old Tallow would protect her?</p> <p>Is there something missing from this passage that the reader might expect to find?</p> <p>Why might the author have left this out?</p>
<p><b>Listening/Speaking</b></p> <p>SWBAT discuss questions in order to develop, organize and produce coherent writing that answers the questions <b>SL5.1 W5.4</b></p> <p><b>Writing</b></p> <p>SWBAT develop, organize and produce a myth, folktale or fairytale <b>W5.4</b></p> <p>Discuss questions in mixed ELP leveled small groups or pairs and allow the use of L1, then discuss in whole group in English (think, pair, share)</p> <p><b>Differentiation for ELP Levels 1-2</b></p> <ul style="list-style-type: none"> <li>• In addition to the scaffolds under Levels 3-4 (below), use L1 to produce writing and/or draw pictures and short phrases/sentences.</li> <li>• Use cloze activities and model writing to follow in creating original piece of writing.</li> </ul> <p><b>Differentiation for ELP Levels 3-4</b></p> <ul style="list-style-type: none"> <li>• Use a graphic organizer and work with a partner during the prewriting process.</li> <li>• Refer to the Venn Diagram, KWL Chart and features discussed found the sample myths read</li> </ul>	

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

<p><b>Extending Understanding</b>                  Think, Pair, Share: Angeline’s friend’s husband Fishtail was visiting the school in the village to learn a new language.                  In whole group, complete a Venn diagram depicting the similarities and differences between a myth, a folktale, a fairytale, and a fable. Refer back to stories you may have told by the adults in your family or some of the ones we’ve seen in the past few lessons. Classify the story into one of these categories. Use this to fill in the <b>Learned (L section)</b> of the K-W-L chart from the start of this section                  Students will write their own sample of a myth, folktale, fairytale, or fable. They may use ideas from other samples of this genre. When sharing final products, discuss why it is a myth, folktale, fairytale or fable.</p>	<p>Refer to Think, Pair, Share (in the column to the left). Why is this significant?                   How are the chimookomanug (white people/new settlers) affecting the (Anishanabe) native Americans in this book?                  Have you found any similar instances with other tribes you’ve read about?</p>
<p><b>Formative Assessment:</b> Narrative writing: The next chapter (Ch. 10) is called, The Visitor. Who might the visitor be? What do you think will happen when the “the visitor” comes to see Omakayas and her family? Write an essay describing what will happen next. Use evidence from the previous chapter to support your prediction. <b>WIDA ELD 2 and 5; W5.3, W5.4, W5.9a; NJCCCS 6.1.8.D.1.a, b, c</b></p>	
<p><b>ELP 1-2:</b> Discuss predictions in small groups with support in L1. Write prediction in English and/or L1 using a word wall, bilingual dictionary, visuals and a sentence frame. Teacher will provide several sentence strips from the story. Students will choose the sentences that best support their prediction.</p>	<p><b>ELP 3-4:</b> Discuss predictions in mixed ELP levels (3, 4, and native speakers). Write prediction using key vocabulary in simple and some complex sentences with the support of a word wall, dictionary, and sentence starters. Select sentences from the text that support the prediction.</p>

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards



**Lesson Plan #4**

**Lesson Overview:** The fourth lesson is based on a song entitled, “Winter Wonderland”. The students will be exposed to the attributes of winter through the lyrics and relate them to what winter was like for the people who lived in the Pre Columbian era.

**Lesson Title:** Walking in a Winter Wonderland

**Timeframe:** 4-5 days; 90 minutes per period

**Lesson Components**

**Central Texts:** The Birchbark House Ch. 10-11, Lyrics- Winter Wonderland

**Interdisciplinary Connections:** Social Studies, Science

**Integration of Technology:** Electronic images for concepts or vocabulary, Smartboard or projector

**Equipment needed:** Computer/iPads with internet access

**WIDA PERFORMANCE INDICATORS**

**Listening-** Listen to the song Winter Wonderland and categorize words into parts of speech and identify words that relate to winter. **WIDA ELD 2; CCSS L5.5; NJCCCS 1.1.5.B.1**

**ELP 1-2:** While following along with a copy of the lyrics, use highlighters to identify words and use a graphic organizer to categorize words.

**ELP 3:** While following along with a copy of the lyrics, use highlighters to identify and categorize words.

**ELP 4-5:** While following along with a copy of the lyrics identify and categorize words.

**Speaking and Reading-** Students read peer responses to questions from a piece of paper then discuss by elaborating, and seeking clarification (Snowball activity). **WIDA ELD 2 and 5; CCSS RL5.3, SL5.1c; NJCCCS 6.1.8.D.1.a, b, c**

**ELP 1-2:** Use L1, visual support, sentence starters (patterned responses) or single words and work with a partner/team.

**ELP 3:** Use simple sentences but include content related vocabulary and work with a partner/team.

**ELP 4-5:** Use complete, complex sentences and content related vocabulary and work with the team.

**Writing-** Write an article about a famous Native American using notes, vocabulary and discussions from previous lessons. **WIDA ELD 2 and 5; CCSS W5.3; NJCCCS 6.1.8.D.1.a, b, c**

**ELP 1-2:** Use L1, drawings, single words and sentence frames to produce the final draft. May refer to a model and/or word wall.

**ELP 3:** Use simple sentences and content-vocabulary to produce the final draft. May refer to a model and/or word wall.

**ELP 4-5:** Use complex sentences and content-vocabulary to produce the final draft. May refer to a word wall.

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

<b>Goals/Objectives</b> <b>Differentiation by ELP level</b> <b>Instructional Focus/ Strategies</b>	<b>Activate and build background and Text dependent questions</b>
<p><b>Key Vocabulary:</b> vengeance, hunger, drag, surround, glimmer, conspire, glisten, intense <b>L5.6</b>  <b>Additional vocabulary for levels 1-2:</b> fear, content, generous, hollow, strain  <b>Additional vocabulary for levels 3-4:</b> brandish, cached, bannock, crave, scrounge</p> <p><b>Key language forms and conventions</b>                      Present and past tenses, transition words/phrases, words patterns (as_ as_, like), conjunctions, rhyme, comparative phrases, recognizing definitions of words in the sentences or phrase <b>L5.1d, L5.1e, L5.3a</b></p>	
<p><b>Reading/Speaking</b>                      SWBAT compare and contrast settings/events in the story and in real life, drawing on specific details  <b>RL5.3</b></p> <p><b>Listening/Reading/Writing</b>                      SWBAT form and use the perfect verb tenses when writing and speaking <b>L5.1</b>  <b>Differentiate all ELP Levels</b></p> <ul style="list-style-type: none"> <li>Working in small, mixed ELP level groups, refer back to excerpts of the novel where weather is described and highlighted important vocabulary.</li> </ul> <p><b>Preparing the Learner</b>  <b>Activate Prior Knowledge:</b> Watch the video, <i>Weather 101</i> at <a href="http://video.nationalgeographic.com/video/kids/forces-of-nature-kids/weather-101-kids/">http://video.nationalgeographic.com/video/kids/forces-of-nature-kids/weather-101-kids/</a> Discuss the connection between weather, the change of the seasons and the Ojibwa (Abishinabe) people’s way of life. Connect to what students may have learned in science class about the weather. Compare that to what we see here in New Jersey as far as weather and how it affects our daily life. (Text to self)</p> <p><b>Building Background</b>                      Listen to the song Winter Wonderland with a copy of the lyrics in front of students. Use highlighters to categorize words as a grammar lesson- (i.e. identify verbs in one color and nouns in another). Sing along with the song (chorally) as it plays a second time. Extend lesson by discussing verb tenses and changing the verbs identified to various tenses in a chart.</p>	<p>Are there any connections between the video and what we have read in the novel thus far? If so, how? Compare and contrast them and cite evidence from each.</p>
<p><b>Reading</b>                      SWBAT decode unfamiliar multisyllabic words in and out of context, using letter-sound correspondences and patterns <b>RF5.3a</b></p>	

**NJ ELA/ESL Curriculum Exemplar**  
Aligned to the CCSS and 2012 WIDA Standards

SWBAT identify and apply context clues to confirm or self-correct word recognition and understanding when necessary **RF5.4**

**Writing**

SWBAT ask and answer specific questions in writing and by making comments that contribute to a discussion and elaborate on the remarks of others **SL5.1a W5.3**

**Differentiate for ELP Levels 1-2**

- Draw pictures of vocabulary. Match drawings with new vocabulary that might correspond.
- Work in pairs

**Differentiate for ELP Levels 3-4**

- Write simple sentences instead of complex sentences that demand content vocabulary about summer scenes. Match simple sentences with new vocabulary that might apply to edit sentences.
- Work in pairs

**Reading/ Speaking**

SWBAT answer specific questions in writing about the text **SL5.1c**

**Differentiate for ELP Levels 1-2**

- In addition to the scaffolds under Levels 3-4 (below), use L1 to produce writing and/or draw pictures and label them with words or short phrases/sentences to express their thoughts.
- Use cloze activities and model original piece of writing.

**Differentiate with ELP Levels 3-4**

- Refer to a *Writing* word wall that is organized by *topic/theme* or *useful phrases*. This will enable students to use word walls during writing activities. For example, a student could refer to a phrase wall or reference sheet that includes transitional phrases, or other sentence frames, etc.

**Interacting with Text**

Pre-Reading: Predict what will happen to the family during the winter months. Illustrate or write about a possible scene in the upcoming chapters.

Students complete graphic organizer (Four corners) for vocabulary words. Review vocabulary cards (or visual word wall). Teacher must model think-aloud during read-aloud or guided reading sessions.

During reading use a graphic organizer (Cornell notes) to propose questions and take notes as students

Is the author trying to convince readers of something? What? How do I know?

Is there something missing from this passage that I expected to find? Why might the author have left this out?

Is there anything that could have been explained more thoroughly for greater clarity?

Are there any difficult or important words to revisit in more depth? What is the author telling the reader in this chapter? Which phrase from the novel best reinforces how vocabulary word, \_\_\_\_\_



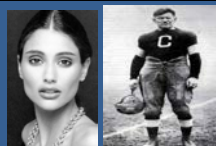
**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

<p>read or follow along during read-alouds. Discuss literary elements within each chapter. Have students provide an example of this in native language.</p> <p>Snowball Activity to answer discussion questions and summaries of each chapter students have read (or listened to).</p> <p><i>*Snowball Activity:</i> Students write a response to a question on a piece of paper then crumple into ball shape. Ask students to say A then B to create teams. Team A should convene into one line and Team B in another line across from the opposing team. Team A throws their “snowball” across to Team B. Team B picks it up, finds the originator, reads the paper back to them, then describes in his or her own words what he or she thinks the originator (from Team A) meant. The students on team A either agree or clarify. Then repeat the process where Team B throws and Team A catches, reads, elaborates, and seeks clarification.</p>	<p>is being used?</p> <p>What would you have done if you were Omakayas after “the visitor” arrived? Why?</p> <p>Discuss the various “moods” the author portrays in these chapters.</p> <p>Which phrase best illustrates the author’s purpose in these chapters?</p>
<p><b>Listening/Speaking</b>                  SWBAT Discuss important content with peers <b>SL5.1</b></p> <p><b>Reading/Writing</b>                  SWBAT demonstrate understanding of new words in written form <b>L5.5</b>                  SWBAT compare and contrast concepts, events and settings in the two texts <b>RL5.3</b>                  SWBAT create writing pieces routinely over extended (time for research, reflection, and revision) <b>W5.10</b>                  Discuss questions in mixed ELP leveled small groups or pairs and allow the use of L1. Then discuss in whole group in English (think, pair, share)</p> <p><b>Differentiate for ELP 1-2</b></p> <ul style="list-style-type: none"> <li>• Use L1 version or adapted/abridged English version of the novel</li> <li>• Have students provide an examples/explanations of main idea in native language or by drawing a picture of the message being provided by the author.</li> <li>• Text in L1 if available or adapted/abridged English version</li> </ul> <p><b>Differentiate for ELP 3-4</b></p> <ul style="list-style-type: none"> <li>• Use adapted/abridged English version of the novel</li> <li>• Text in adapted/abridged English version</li> <li>• Have students provide examples/explanations of main idea in simple sentences. Revisit afterwards to attempt embedding content vocabulary.</li> </ul> <p><b>Extending Understanding</b>                  Think, Pair, Share: Aside from the difficulty of having had “the visitor” come to their village, discuss the</p>	<p>How does the author play with <i>language</i> (tone, voice, word choice, imagery) to add to meaning?</p>

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

<p>hardships the Ojibwa (Anishinabe) people faced due to the weather.</p> <p>Students will continue to research native American tribes and make text-to-text connections with the novel. Students may use the sites below.</p> <p><a href="http://www.learner.org/interactives/weather/iceandsnow.html">http://www.learner.org/interactives/weather/iceandsnow.html</a></p> <p><a href="http://www.northernexpress.com/michigan/article-5543-the-indians-in-winter.html">http://www.northernexpress.com/michigan/article-5543-the-indians-in-winter.html</a></p> <p>Share One, Get One: After the research students have conducted in the past few weeks for the PBL, ask students to find a partner to share one idea and get a new idea. Students should move around the classroom and also view each other as sources of knowledge and record their findings for use in their final products. This activity can be repeated a few times.</p>	<p>Select a few sentences (paragraph and page number) that provide answers to this question.</p> <p>What impact did the European settlers have on the Native American people of the United States? Cite evidence from various sources.</p> <p>What impact did the European settlers have on the Native American people of the United States? Cite evidence from various sources.</p>
<p><b>Formative Assessment:</b> Write an article about a famous Native American. Be sure to include what tribe, location, facts, contributions to society, other important information or life events. <b>WIDA ELD 2 and 5; CCSS W5.3; NJCCCS 6.1.8.D.1.a, b, c</b></p>	
<p><b>ELP 1-2:</b> Discuss in small groups with L1 support. Using several resource books complete the template/outline about a famous Native American. Students may copy information from the text and illustrate their responses. Post on class website</p>	<p><b>ELP 3-4:</b> Pair with a partner and discuss a famous Native American. Research the needed information to write an article answering the Wh-questions about their famous person. Post it on class website.</p>

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards



**Lesson Plan #5**

**Lesson Overview:** New beginnings both emotionally and in the physical world are prominent throughout this unit. In *The Birchbark House*, nature comes full circle when spring arrives. Students will participate in a Socratic Seminar that will allow them to discuss the impact European settlers had on Native American Culture.

**Lesson Title:** New Beginnings

**Timeframe:** 4-5 days; 90 minutes per period

**Lesson Components**

**Central Texts:** The Birchbark House Ch. 12-13

**Interdisciplinary Connections:** Social studies

**Integration of Technology:** Electronic images for concepts or vocabulary, Smartboard or projector

**Equipment needed:** Computer/iPads with internet access

**WIDA Performance Indicators**

**Listening and Speaking-** Participate in a Socratic Seminar discussion about the impact European settlers had on the Native Americans. **WIDA ELD 2 and 5; CCSS SL5.1c (to prepare for W5.3, W5.4 and W5.10), W5.10; NJCCCS 6.1.8.D.1.a, b, c**

**ELP 1-2:** Use L1, visuals, sentence starters (patterned responses) or single words and work with a partner. May refer to notes.

**ELP 3:** Use simple sentences but include content related vocabulary and work with a partner. May refer to notes taken.

**ELP 4-5:** Use complete, complex sentences and content related vocabulary. May refer to notes taken.

**Reading-** Read questions posed and figure out which of the four basic types of question and answer relationships (QAR) the questions represent. **WIDA ELD 2 and 5; CCSS RL5.3, RF5.4, SL5.1c; NJCCCS 6.1.8.D.1.a, b, c**

**ELP 1-2:** Use L1 and visual chart of QAR list, a graphic organizer, and highlight important parts within the text. Work with a partner.

**ELP 3:** Use visual representation of QAR list and highlight important parts of the text. Work with a partner.

**ELP 4-5:** Use QAR list and highlight important parts of the text.

**Writing-** Respond in writing to the open-ended question posed about the impact of European Explorers on the native American culture. **WIDA ELD 2 and 5; CCSS W5.1, W5.5, W5.9; NJCCCS 6.1.8.D.1.a, b, c**

**ELP 1-2:** Use L1, drawings, single words and sentence frames to answer the question. Use a RASC graphic organizer.

**ELP 3:** Use simple sentences and content-vocabulary to answer the question. May use a RASC graphic organizer.

**ELP 4-5:** Use complex sentences and content-vocabulary to answer the question. May use a RASC graphic organizer

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

<b>Goals/Objectives</b> <b>Differentiation by ELP level</b> <b>Instructional Focus/ Strategies</b>	<b>Activate and Build background and Text Dependent questions</b>
<p><b>Key Vocabulary:</b> propose, stem, beam, piercing, disdain, snap, oxygen, pose, mar, maple <b>L5.6</b></p> <p><b>Additional vocabulary for levels 1-2:</b> familiar, protect, sugar, hollow, seed, wondering</p> <p><b>Additional vocabulary for levels 3-4:</b> absorb, crackle, zing, pollination, raggedy</p> <p><b>Key language forms and conventions:</b> Multiple meaning words, question formation, use of inflection, intonation, transitional phrases to link opinions and reasons, recognizing definitions of words in the sentences or phrases, verb tenses, personal pronouns, conjunctions <b>L5.1d, L5.1e, L5.3a, L5.6</b></p>	
<p><b>Listening/Speaking/Reading</b></p> <p>SWBAT Read or listen to texts at grade 4-5 levels <b>RF5.4</b></p> <p>SWBAT use correlative conjunctions when writing and speaking <b>L5.1e</b></p> <p>SWBAT ask and answer specific questions by making comments that contribute to a discussion and elaborate on the remarks of others <b>SL5.1c</b></p> <p><b>Differentiate for ELP levels 1, 2, 3, 4</b></p> <ul style="list-style-type: none"> <li>• Read in pairs (High-Low ELP levels). Discuss in L1. In whole group, as the teacher gives the statements aloud, demonstrate visual support. Use thumbs up, thumbs down method for agree or disagree.</li> </ul> <p><b>Preparing the Learner</b></p> <p><b>Activate Prior Knowledge:</b></p> <p>Anticipation Guide- Before continuing to read the novel, have students listen to several statements about key concepts presented in the text; present them as a series of statements with which the students can choose to agree or disagree.</p> <p><b>Building Background:</b></p> <p>Skimming and Scanning- Before reading have students skim and scan the chapters to be read. Direct students to refer to the list of things they should be reviewing (post or write on board): titles, illustrations or pictures, captions, headings, subheadings, and text.</p> <p>Then complete a graphic organizer with labels such as, “Initial Thoughts, Fast Facts, Vocabulary, and Final Thoughts.” Gather information from students and use it to create a class reference of important</p>	<p>What does the author want the reader to understand?</p> <p>Are there any difficult or important words?</p> <p>What is the first thing that jumps out at the reader? Why?</p>

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

<p>“look fors” or “questions” to consider during their reading.</p> <p><b>Reading</b>                  SWBAT decode unfamiliar words by using letter-sound correspondences, and patterns <b>RF5.3a</b>                  SWBAT identify and apply context clues to confirm or self-correct word recognition and understanding when necessary <b>RF5.4c</b>                  SWBAT develop, organize and produce coherent writing in response to an open ended question <b>W5.4</b></p> <p><b>Levels 1-2</b></p> <ul style="list-style-type: none"> <li>• Draw and label with words or simple sentences (cloze format) while working with a partner</li> <li>• Use a graphic organizer that is prepared by the teacher ahead of time which enables students to categorize the questions first (T provide a sample to follow that is already categorized and completed)</li> </ul> <p><b>Level 3-4</b></p> <ul style="list-style-type: none"> <li>• Write words, phrases and simple sentences while working with a partner</li> <li>• Refer back to the kinds of questions answered in the past. Create more questions like these to share and categorize with peers.</li> </ul> <p><b>Interacting with Text</b>                  QAR- Question/Answer relationships. Students will review questions posed and figure out which basic types of question and answer relationships the questions represent. Use the information below to analyze then answer questions posed about the novel. Use a visual representation of QAR when explaining it.</p> <ul style="list-style-type: none"> <li>• Right There -- In this type of QAR, the answer is found in the text. Also, the words in the question and the words in the answer are usually in the same sentence. The reader can point to the answer.</li> <li>• Think and Search -- In this type of QAR, the answer is found in the text. However, the words in the question and the words in the answer are not found in the same sentence. The reader must put together different parts of the text to get the answer.</li> <li>• Author and Me (or Author and You) -- The answer is not found in the text. The reader has to put together the information the author provides with information the reader already knows to come up with the answer.</li> </ul> <p>Students may use RASC (Restate, Answer, Support, and Connect) to organize thoughts in answering constructed response questions.</p>	<p>Using various vocabulary words answer the following:                  What does the author mean by _____?                  What exact words (page, paragraph, line) lead the reader to this meaning?</p> <p>How does the author play with <i>language</i> (tone, voice, word choice, imagery) to add to meaning?                  Select a few sentences (paragraph and page number) that provide answers to this question.</p> <p>Explain how the character’s feelings about the family members changed. Make sure to include an example of dialogue and supporting, sensory details. Cite the text to support your answer.</p> <p>Prompt: Omakayas dislikes her brother Pinch but adores her brother Neewo. Put yourself in the shoes of Omakayas and explain her feelings toward each brother. Look back in the novel.</p>
---	--

**NJ ELA/ESL Curriculum Exemplar**  
Aligned to the CCSS and 2012 WIDA Standards

<p><b>Writing</b> SWBAT Create writing pieces routinely over extended (time for research, reflection, and revision) <b>W5.10</b></p> <p><b>Listening/Speaking</b> SWBAT Discuss important content with peers <b>SL5.1</b> SWBAT ask and answer specific questions in writing and by making comments that contribute to a discussion and elaborate on the remarks of others <b>SL5.1c</b></p> <p><b>Writing</b> SWBAT write sentences that link opinions and rationale <b>W5.1c</b> Work in mixed ELP level teams during the snowball activity</p> <p><b>Differentiate for ELP Levels 1-2</b></p> <ul style="list-style-type: none"><li>• Use L1 within peer discussions</li><li>• Embed additional grammar lessons where appropriate using thematic materials (in context).</li><li>• Use text in L1 if available or adapted/abridged English version</li><li>• Work in small, mixed ELP level groups</li></ul> <p><b>Differentiate for ELP Levels 3-4</b></p> <ul style="list-style-type: none"><li>• Use text in adapted/abridged English version</li><li>• Work in small, mixed ELP level groups</li></ul> <p><b>Extending Understanding</b> Discuss why Spring is the season of new beginnings. Share One, Get One: After the research students have conducted in the past few weeks for the PBL, ask students to find a partner to share one idea and get a new idea. Students should move around the classroom and also view each other as sources of knowledge and record their findings for use in their final products. This activity can be repeated a few times.</p> <p>Socratic Seminar: Students will participate in a Socratic Seminar that will allow them to discuss the impact European settlers had on Native American Culture. Preparing for this class discussion will assist students in completing their projects. Students will use chosen texts to read and prepare to discuss the question: What impact did European Explorers have on the native American culture?</p>	<p>What impact did the European settlers have on the Native American people of the United States? Cite evidence from various sources.</p> <p>What is the tone of these final chapters? How does the author use word choice, imagery, etc. to demonstrate this? Discuss the novel and compare to the current Native Americans in the United States. Cite evidence from various sources to support your discussion.</p>
--	---

## NJ ELA/ESL Curriculum Exemplar

Aligned to the CCSS and 2012 WIDA Standards

**Formative Assessment:** Socratic Seminar- In your research of the Native American Tribes of the United States, what impact did the European settlers have on them? Provide students with guidance on how to pose questions and make discussion techniques, requirements and etiquette. In order to better prepare students to write about a topic, a Socratic seminar enables them to talk through their thoughts and discuss important content. Students should be provided the opportunity to pose and respond to specific questions by making comments that contribute to a discussion and elaborate on the remarks of others. Socratic Seminar is a perfect way for students to explore linking their opinions and the opinions of others to reasons and expressing them throughout conversation, which later evolves to writing.

**WIDA ELD 2 and 5; CCSS SL5.1c (to prepare for W5.1, W5.3, W5.4 and W5.10), W5.10; NJCCCS 6.1.8.D.1.a, b, c**

**ELP 1-2:** Prepare for the discussion with the support of L1. Use note cards, bilingual dictionary, visuals and an L1 buddy. Provide transitional phrases to build on others' ideas (I agree with \_\_\_\_ because \_\_\_\_). Rehearse comments and answers.

**ELP 3-4:** Prepare for discussion with small groups. Write down ideas and discuss. Use word wall and sentence starters as support. Discuss in complete sentences with emerging complexity.

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards



**Lesson Plan #6**

**Lesson Overview:** Students will be able to make connections and explore how life can change in an instance. Connections between non-fiction texts read and experiences via the realistic fictional novel, *The Birchbark House* will become clearer as students have the opportunity to summarize conclusions, tying it all together in a research paper.

**Lesson Title:** Nobility

**Timeframe:** 4-5 days; 90 minutes per period

**Lesson Components**

**Central Texts:** The Birchbark House Ch. 14

**Interdisciplinary Connections:** Social studies, Math

**Integration of Technology:** Electronic images for concepts or vocabulary, Smartboard or projector

**Equipment needed:** Computer/iPads with internet access

**WIDA PERFORMANCE INDICATORS**

**Listening and Speaking-** After the research students have conducted in the past few weeks for the PBL, ask students to talk with peers to share one idea and get a new idea. **WIDA ELD 2 and 5; CCSS L.5.1, SL5.1c; NJCCCS 6.1.8.D.1.a, b, c**

**ELP 1-2:** Use L1, visual support, sentence starters (patterned responses) or single words and work with a partner. Refer to notes taken.

**ELP 3:** Use simple sentences but include content related vocabulary and work with a partner. Refer to notes taken.

**ELP 4-5:** Use complete, complex sentences and content related vocabulary. Refer to notes taken.

**Reading-** Read chorally with peers in a small group to perform a chapter as a skit (Reader's Theatre). **WIDA ELD 2 and 5; CCSS RF5.4, SL5.1c; NJCCCS 6.1.8.D.1.a, b, c**

**Writing-** Write a research paper on Native Americans. **WIDA ELD 2 and 5; CCSS RL5.3, RF5.3, W5.3, W5.9a, W5.10; NJCCCS 6.1.8.D.1.a, b, c, 8.1.8.A.1**

**ELP 1-2:** Use L1, drawings, single words and sentence frames (cloze structure) to produce the final draft. Must refer to a model and word wall.

**ELP 3:** Use simple sentences and content-vocabulary to produce the final draft. May refer to a model and word wall.

**ELP 4-5:** Use complex sentences and content-vocabulary to produce the final draft. May refer to a model.



**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

Goals/Objectives Differentiation by ELP level Instructional Focus/ Strategies	Activate and build background and Text Dependent questions
<p><b>Key Vocabulary:</b> gathering pretend haunt tumble reservation exaggerate <b>L5.6</b>  <b>Additional vocabulary for ELP Levels 1-2:</b> happiness complete declare provision  <b>Additional vocabulary for ELP Levels 3-4:</b> tuck mirthless unwillingness</p> <p><b>Key language forms and conventions</b>                      Personal pronouns, conjunctions, describing a point of view, correlative conjunctions, transitional phrases to link opinions and reasons, recognizing definitions of words in the sentences or phrases, verb tenses, paragraph formation, punctuation <b>L5.1d, L5.1e, L5.3a</b></p>	
<p><b>Reading/Writing</b>                      SWBAT demonstrate understanding of new words <b>L5.5</b></p> <p><b>Listening/Speaking</b>                      SWBAT use correlative conjunctions when writing and speaking <b>L5.1e</b></p> <p><b>Writing</b>                      SWBAT develop, organize and produce coherent writing in outline form <b>W5.4</b></p> <p><b>Differentiation for ELP Levels 1-2</b></p> <ul style="list-style-type: none"> <li>• Use vocabulary words in simple sentences (cloze format, sentence frames) while working with a partner</li> <li>• Use a graphic organizer in outline format (T provide a sample to follow; a part of the outline that is already completed)</li> </ul> <p><b>Differentiation for Level 3-4</b></p> <ul style="list-style-type: none"> <li>• Write words, phrases and simple sentences while working with a partner</li> <li>• Use a graphic organizer in outline format</li> </ul>	<p>What impact did the European settlers have on the Native American people of the US?</p> <p>Discuss the novel and the real-life Native American people of the United States. Cite evidence from various</p>
<p><b>Preparing the Learner</b>  <i>Activate Prior Knowledge:</i> 3-2-1 Admit Slips- Students are asked to jot down 3 things they have questions about with regard to the completion of their research papers, 2 things they were surprised to find after having completed the research and 1 they are excited or confident about. Discuss in whole group. This serves as an introductory piece for the actual steps toward finalizing the paper.</p>	
<p><b>Building Background</b>                      Mini-Lesson on Prewriting- Refer back to the notes that have been collected and review all of the</p>	

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

<p>information collected that supports the tribe chosen. Teacher models how to complete (a portion of) an outline. Students create an outline of the information to be used in the final research paper. Peer to peer edit outlines created.</p>	<p>sources to support your discussion/content in your outline.</p>
<p><b>Reading/listening</b>                  SWBAT decode (listen to others decode) unfamiliar words using letter-sound correspondences, and patterns <b>RF5.3a</b>                  SWBAT identify and apply context clues to confirm or self-correct word recognition and understanding when necessary <b>RF5.4c</b>                  SWBAT read (listen to others read) to analyze multiple accounts of the same event or topic <b>RI5.6</b></p> <p><b>Writing</b>                  SWBAT write to use commas that separate an introductory element from the rest of the sentence <b>L5.2b</b>                  SWBAT create writing pieces routinely over extended (time for research, reflection, and revision) <b>W5.10</b>                  Work in mixed ELP level small groups</p> <p><b>Differentiate for ELP Levels 1-2</b></p> <ul style="list-style-type: none"> <li>• Embed additional grammar lessons where appropriate using thematic materials (in context).</li> <li>• Have students provide an examples/explanations of main idea in native language or by drawing a picture of the message being provided by the author.</li> <li>• Text in L1 if available or adapted/abridged English version</li> </ul> <p><b>Differentiate for ELP Levels 3-4</b></p> <ul style="list-style-type: none"> <li>• Text in adapted/abridged English version</li> <li>• Have students provide an examples/explanations of main idea in simple sentences. Revisit afterwards to attempt embedding content vocabulary.</li> </ul> <p><b>Interacting with Text</b>                  Read the Chapters aloud to students. During the read-aloud, students use a graphic organizer (Cornell notes) to record questions they have about the read aloud (on the left) and take notes (on the right) while following along with the reading. Reader’s Theatre- Teacher provides students with the last Chapter of the book in a skit format. Students perform the closing of the novel and discuss questions afterwards.</p> <p>Research Paper Rough Draft- create the first draft of the report, organizing ideas and recording them                  Research Paper Revise and Edit- First, organize information better if needed, then check and edit</p>	<p>Are there any difficult or important words to revisit in depth?</p> <p>What is the author telling the reader in this chapter?</p> <p>What is the author trying to tell the reader? How is this relayed in the text?</p> <p>Is there a message or main idea? What in the text leads the reader to this conclusion?</p> <p>Old Tallow said, “Now the circle that began when I found you is complete.” How does this sentence/passage fit into the text as a whole?</p>

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

<p>spelling, grammar, punctuation (including use of quotation marks), capitalization, and subject/verb agreement.                  Research Paper Review- peer review, self assessment, and teacher conferencing using rubric as a reference                  Research Paper Publishing- Students share out what they have produced and celebrate their hard work. Students may include illustrations or electronic visuals of the tribe they researched.</p>	
<p><b>Reading</b>                  SWBAT read to analyze multiple accounts of the same event or topic <b>RI5.6</b>                  Work in mixed ELP level during discussion  <b>Differentiate for ELP Levels 1-2</b></p> <ul style="list-style-type: none"> <li>• Use a completed sample of the cloze activity to follow as a model. Work in pairs.</li> <li>• Use the cloze activity and gallery walk to assist in answering discussion questions.</li> </ul> <p><b>Differentiate for ELP Levels 3-4</b></p> <ul style="list-style-type: none"> <li>• Use the cloze activity and gallery walk to assist in answering discussion questions.</li> </ul> <p><b>Extending Understanding</b>                  Refer to a map to see where Omakayas and her family lived. Where did the tribe you researched live? Take a look at the scale on the map to figure out how far they were from each other. Use proportions to figure out the distance in both systems of measurement (Metric System- Kilometers and US Customary System- miles)</p> <p>Display the students’ work from the entire unit and conduct a gallery walk. Have students complete the following cloze activity about their peers’ work.                  I learned from ____ that ____.                  I found out from ____ that ____.                  ____ said (mentioned) that ____.                  My partner, ____ told me (said that) ____.</p>	<p>Do you think the Omakayas would interact with the tribe you researched?</p> <p>What do you know from the text that makes you think that?”</p> <p>What have you learned about the Native Americans during this unit?</p> <p>What seems important about the texts we’ve read? Why?</p>
<p><b>Formative Assessment:</b>                  Research Paper- In your research of the Native American Tribes of the United States, what impact did the European settlers have on them? The research paper task serves the purpose of exposing students to the attributes of collecting information and summarizing it into a conclusion found from the research (gr. 5 standard); Scaffolds MUST be implemented for various ELP levels; final products may look very different depending on the level of the student. <b>WIDA ELD 2 and 5; CCSS RL5.3, RF5.3, W5.3, W5.9a, W5.10; NJCCCS 6.1.8.D.1.a, b, c, 8.1.8.A.1</b>                  Students will accompany the final draft of the research paper with one of the following:</p>	

## NJ ELA/ESL Curriculum Exemplar

Aligned to the CCSS and 2012 WIDA Standards

PowerPoint presentation that includes visuals of the tribe chosen to research.	Televised news report about the tribe being given in the present time	A timeline that depicts the events that took place during the tribe's existence	Dress up as a member of the tribe researched and give an oral presentation about the tribe and its people
--	---	---	---

**NJ ELA/ESL Curriculum Exemplar**  
 Aligned to the CCSS and 2012 WIDA Standards

**GRADE FIVE UNIT 3 AT A GLANCE**

<b>Key Concepts and Vocab</b>	<b>Content objectives</b>	<b>Language Objectives</b>	<b>Vocab tasks</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening/speaking</b>	<b>Grammar focus</b>	<b>Student learning strategies</b>
Build knowledge about how seasons affect people and the changes that occur in life-both now and in the past.  <b>Vocabulary:</b> Dream, rap (v), wrap, huddle, brilliant, magical, snowstorm, appear, spring (v), dawn, glint, hum, circle (v)	Cite specific textual evidence to support predictions, comparisons, and analysis.  Make inferences.	Determine the meaning of words and phrases as they are used in a text.  How does the author play with <i>language</i> (tone, voice, word choice, imagery) to add to meaning?	Frayer template  Act it out  Work with a partner  Word wall  Support in L1  Reader's Theater	Compare and contrast characters, settings, story elements and genres.	Write a narrative.  Complete a research paper	Engage effectively in a range of collaborative discussions  Make oral presentations	Present, future tenses, multiple meaning words, homophones, compound words, transitional phrases, conjunctions, adjectives and adverbs, words patterns (as_ as_, like)	"Keep it or junk it"  Using graphic organizer  Cognates  Cornell notes  RASC