

**Warren Township Schools**  
**Fifth Grade**  
**ESL Instructional Framework**

Subject: ELL	Grade: 5	Unit: 1 Crossing Between Cultures	Timeframe: September
Concepts:		Skills / Understandings:	
<p><b>The Big Question:</b> How can where you are change who you are?  <b>Concepts:</b> Benefits and Challenges of Immigration; Adjusting To a New Culture</p>		<p><b>Listening and Speaking:</b> Listen to and learn from others, stay on topic; interview  <b>Reading:</b> Plan and monitor, character development, narrator, compare and contrast, point of view, literary language, captions, labels, map, read with expression, accuracy, and rate  <b>Writing:</b> Paragraph response, personal narrative, sentences, Writer’s Craft: diary entry, dialogue, paragraph, and journal entry  <b>Language Function:</b> Ask for and give information, give detailed information, ask and answer questions, make and respond to questions, subject-verb agreement  <b>Grammar:</b> Complete subject and predicate, simple subject and predicate, complete sentences; compound subjects, compound predicates</p>	
WIDA ELD Standards:			
<p>WIDA ELD Standard 1: Social Language and the Language of Instruction  WIDA ELD Standard 2: The Language of Language Arts  WIDA ELD Standard 5: The Language of Social Studies</p>			
Enduring Student Understandings:		Student Vocabulary:	
<p>Students will use and reuse the English language to develop skills within the four domains of listening, speaking, reading, and writing.</p>		<p><b>Social Studies Vocabulary:</b> country, culture, education, employment, immigration, custom, ethnic, citizenship, origin, foreign  <b>Academic Vocabulary:</b> opportunity, transition, refuge, symbol, translate, adapt, society, challenge, identity, diversity  <b>Basic Vocabulary:</b> aunt, niece, cousin, family, father, daughter, grandfather, granddaughter, grandmother, grandson, mother, son, sister, brother, uncle, nephew; Greetings and Goodbyes: hi, hey, hello, hi there, good morning, bye, see you later, good-bye, have a nice day</p>	
Emphasized Cross Cutting Practices:		Assessment:	
<p>RL.5.1,2,6,10  RI.5.1,2,3,4,6,10  RF.5.3,4  W.5.1,2,3,4,5,6,7,8,10  SL.5.1,2,4,5,6  L.5.1,2,3,4,5,6</p>		<p>Oral Language Rubrics, Vocabulary Tests, Reading Tests, Writing Rubrics for narrative paragraph, Writing Project: Personal Narrative</p>	
Resources/Materials:			
<p>Reach Level D Unit 1  Spectrum Grade 5 Reading; Spectrum Grade 5 Language Arts; Spectrum Grade 5 Writing</p>			
<p><b>Technology, Differentiation and Assessment Strategies:</b>  <a href="https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit">https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit</a></p>			

**Warren Township Schools  
Fifth Grade  
ESL Instructional Framework**

Subject: ELL	Grade: 5	Unit: 2 Catching the Light	Timeframe: October
<b>Concepts:</b>		<b>Skills / Understandings:</b>	
<p><b>The Big Question:</b> What is the power of the sun?  <b>Concepts:</b> The Importance of the Sun; The Sun As Energy</p>		<p><b>Listening and Speaking:</b> Give instructions; listen, take, and make notes  <b>Reading:</b> Ask questions, character, point of view, compare myths, goal and outcome, summarizing, phrasing, accuracy, rate, and intonation  <b>Writing:</b> Paragraph response, character description, myth, Writer’s Craft: Vivid Words, journal entry, questions, and procedural text  <b>Language Function:</b> Give and carry out commands; give, restate, and follow directions; verify and confirm information  <b>Grammar:</b> Different kinds of sentences, questions with yes/no and answers with do/does; compound and complex sentences</p>	
<b>WIDA ELD Standards:</b>			
<p>WIDA ELD Standard 1: Social Language and the Language of Instruction  WIDA ELD Standard 2: The Language of Language Arts  WIDA ELD Standard 4: The Language of Science</p>			
<b>Enduring Student Understandings:</b>	<b>Student Vocabulary:</b>		
Students will use and reuse the English language to develop skills within the four domains of listening, speaking, reading, and writing.	<p><b>Science Vocabulary:</b> absorb, reflect, transmit, heat, thermal, circuit, electrical, volt, conduct, insulate, watt, current, solar  <b>Academic Vocabulary:</b> event, assume, theory, explanation, power, alternate, energy, obstacle, decrease, rely  <b>Basic Vocabulary:</b> Times and Days of the Week: morning, afternoon, night, noon, evening, day, board, computer, table, bookcase, desk, teacher, chair, map, clock, student</p>		
<b>Emphasized Cross Cutting Practices:</b>	<b>Assessment:</b>		
<p>RL.5.2,3,6,7,9,10  RI.5.1,2,3,7,9,10  RF.5.3,4  W.5.1,2,3,4,5,7,8,10  SL.5.1,2,4,5,6  L.5.1,2,3,4,6</p>	Oral Language Rubrics, Vocabulary Tests, Reading Tests, Writing Rubrics for Writing Project: Myth		
<b>Resources/Materials:</b>			
<p>Reach Level D Unit 2  Spectrum Grade 5 Reading; Spectrum Grade 5 Language Arts; Spectrum Grade 5 Writing</p>			
<p><b>Technology, Differentiation and Assessment Strategies:</b>  <a href="https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit">https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit</a></p>			

**Warren Township Schools**  
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Subject: ELL	Grade: 5	Unit: 3 Nature's Network	Timeframe: November / December
Concepts:		Skills / Understandings:	
<p><b>The Big Question:</b> What is nature's network?</p> <p><b>Concepts:</b> Relationships in Nature; Interactions in the Ocean</p>		<p><b>Listening and Speaking:</b> Summarize spoken messages; listen for the main idea; panel discussion</p> <p><b>Reading:</b> Determine importance, plot setting, main idea, details, interview, charts and tables, expression, accuracy, rate, and intonation</p> <p><b>Writing:</b> Personal narrative, Writer's Craft: Precise Words, paragraph, paragraph response, main idea and details, summarize, and interview</p> <p><b>Language Function:</b> Tell an original story and summarize; engage in conversation and retell a story</p> <p><b>Grammar:</b> Nouns and articles a, an, the, plural nouns with -s and -es and plural nouns (y to i +es, f to v+es); count and noncount nouns, irregular plural nouns, more plural nouns</p>	
WIDA ELD Standards:			
<p>WIDA ELD Standard 1: Social Language and the Language of Instruction</p> <p>WIDA ELD Standard 2: The Language of Language Arts</p> <p>WIDA ELD Standard 4: The Language of Science</p>			
Enduring Student Understandings:	Student Vocabulary:		
Students will use and reuse the English language to develop skills within the four domains of listening, speaking, reading, and writing.	<p><b>Science Vocabulary:</b> carnivore, food chain, consumer, herbivore, producer, omnivore, chlorophyll, magnify, microscope, nutrients, photosynthesis</p> <p><b>Academic Vocabulary:</b> cooperate, partnership, transfer, essential, store, classify, observe, specialize, investigate, propose</p> <p><b>Basic Vocabulary:</b> Food: apple, banana, orange, beans, bread, cheese, tomato, corn, rice, lettuce, milk, onion; Technology: camera, cell phone, computer, copier, DVD player, laptop, music player, speakers, television, video camera</p>		
Emphasized Cross Cutting Practices:	Assessment:		
<p>RL.5.1,2,3</p> <p>RI.5.1,2,3,5,10</p> <p>RF.5.3,4</p> <p>W.5.1,2,3,4,5,6,7,8,10</p> <p>SL.5.1,2,3,4,6</p> <p>L.5.1,2,3,4,5,6</p>	<p>Oral Language Rubrics, Vocabulary Tests, Reading Tests, Writing Rubrics for Writing Project: Interview</p>		
Resources/Materials:			
<p>Reach Level D Unit 3</p> <p><i>Spectrum</i> Grade 5 Reading; <i>Spectrum</i> Grade 5 Language Arts; <i>Spectrum</i> Grade 5 Writing</p>			

**Technology, Differentiation and Assessment Strategies:**[https://docs.google.com/document/d/1aFoyiTqbg1diHO\\_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit](https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit)

**Warren Township Schools**  
**Fifth Grade**  
**ESL Instructional Framework**

Subject: ELL	Grade: 5	Unit: 4 Justice	Timeframe: January
<b>Concepts:</b>		<b>Skills / Understandings:</b>	
<b>The Big Question:</b> What is justice? <b>Concepts:</b> Slavery and Other Injustices; Fighting for Justice		<b>Listening and Speaking:</b> Use gestures and expressions; interpret a speaker's message; narrative presentation <b>Reading:</b> Make inferences, theme, characters, setting, figurative language, sequence, point of view, literary language, phrasing, accuracy, rate, and expression <b>Writing:</b> Personal narrative, Writer's Craft: Mood, letter, review response, logical summary paragraph, sentences, paragraph, journal entry, and research report. <b>Language Function:</b> Justify, express certainty, probability, and possibility, negotiate <b>Grammar:</b> Present tense action verbs, action verbs present progressive; verbs: /are/is/ have/ has and forms of be and have	
<b>WIDA ELD Standards:</b>			
WIDA ELD Standard 1: Social Language and the Language of Instruction WIDA ELD Standard 2: The Language of Language Arts WIDA ELD Standard 5: The Language of Social Studies			
<b>Enduring Student Understandings:</b>	<b>Student Vocabulary:</b>		
Students will use and reuse the English language to develop skills within the four domains of listening, speaking, reading, and writing.	<b>Social Studies Vocabulary:</b> abolish, emancipate, escape, law, plantation, slavery, conditions, labor, protest, demands, nonviolence, strike <b>Academic Vocabulary:</b> equality, freedom, distinguish, risk, route, barriers, conflicts, demonstrate, oppose, require <b>Basic Vocabulary:</b> Signs and Safety: signs for bathroom, bus stop, crossing, stop, railroad crossing, speed limit, exit, hospital, crossing light, traffic light; Community Places and Workers: bank, fire station, community youth center, dentist's office, gas station, hospital, police station, post office, restaurant, supermarket		
<b>Emphasized Cross Cutting Practices:</b>	<b>Assessment:</b>		
RL.5.2,3,4,6 RI.5.1,2,3,5,6,10 RF.5.3,4 W.5.1,2,3,4,5,6,7,8,9,10 SL.5.1,2,3,4,6 L.5.1,2,3,4,5,6	Oral Language Rubrics, Vocabulary Tests, Reading Tests, Writing Rubrics for Writing Project: Research Report		
<b>Resources/Materials:</b>			
<i>Reach</i> Level D Unit 4 <i>Spectrum</i> Grade 5 Reading; <i>Spectrum</i> Grade 5 Language Arts; <i>Spectrum</i> Grade 5 Writing			

**Technology, Differentiation and Assessment Strategies:**[https://docs.google.com/document/d/1aFoyiTqbg1diHO\\_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit](https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit)

**Warren Township Schools  
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ESL Instructional Framework**

Subject: ELL	Grade: 5	Unit: 5 Every Drop	Timeframe: February
Concepts:		Skills / Understandings:	
<p><b>The Big Question:</b> Why is water so important?</p> <p><b>Concepts:</b> The Water Cycle; How We Get Water</p>		<p><b>Listening and Speaking:</b> Clarify and support ideas; listen for important details</p> <p><b>Reading:</b> Make connections, main idea and details, characters and details, characters' functions, expression, rate, accuracy, and phrasing</p> <p><b>Writing:</b> writing fluency, personal narrative, Writer's Craft: Strong Beginning, letter to author, main idea and details paragraph, summary</p> <p><b>Language Function:</b> Define, explain, express needs and wants; clarify, ask for, and give advice</p> <p><b>Grammar:</b> Adjectives and comparative adjectives; singular and plural possessives, possessive nouns, and possessive nouns and adjectives</p>	
WIDA ELD Standards:			
<p>WIDA ELD Standard 1: Social Language and the Language of Instruction</p> <p>WIDA ELD Standard 2: The Language of Language Arts</p> <p>WIDA ELD Standard 4: The Language of Science</p>			
Enduring Student Understandings:		Student Vocabulary:	
<p>Students will use and reuse the English language to develop skills within the four domains of listening, speaking, reading, and writing.</p>		<p><b>Science Vocabulary:</b> atmosphere, condensation, evaporation, freshwater, precipitation, runoff, water cycle, watershed, aquifer, canal, channel, climate, course, gourd, region</p> <p><b>Academic Vocabulary:</b> access, consequences, conservation, deplete, shortage, acquire, capacity, scarcity, availability, distribution</p> <p><b>Basic Vocabulary:</b> cloudy, rainy, foggy, snowy, sunny, Seasons, Months, and Activities: winter/activity sled down the hill, spring/activity plant seeds, summer/activity swim in a lake, and fall/activity rake leaves</p>	
Emphasized Cross Cutting Practices:		Assessment:	
<p>RL.5.1,2,6,9,10</p> <p>RI.5.1,2,3,8,10</p> <p>RF.5.3,4</p> <p>W.5.1,2,3,4,5,6,7,8,9,10</p> <p>SL.5.1,2,4,5,6</p> <p>L.5.1,2,3,5,6</p>		<p>Oral Language Rubrics, Vocabulary Tests, Reading Tests, Writing Rubrics for Writing Project: Magazine Article</p>	
Resources/Materials:			
<p>Reach Level D Unit 5</p> <p>Spectrum Grade 5 Reading; Spectrum Grade 5 Language Arts; Spectrum Grade 5 Writing</p>			

**Technology, Differentiation and Assessment Strategies:**[https://docs.google.com/document/d/1aFoyiTqbg1diHO\\_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit](https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit)

**Warren Township Schools**  
**Fifth Grade**  
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Subject: ELL	Grade: 5	Unit: 6 The Wild West	Timeframe: March / April
<b>Concepts:</b>		<b>Skills / Understandings:</b>	
<p><b>The Big Question:</b> What does it take to settle a new land?</p> <p><b>Concepts:</b> Westward Expansion; Boom Town to Ghost Town</p>		<p><b>Listening and Speaking:</b> Listen actively</p> <p><b>Reading:</b> Visualize, cause and effect, timeline and maps, logical order, author's purpose, intonation, accuracy, rate, and expression</p> <p><b>Writing:</b> Letter, essay, conversation, paragraph, summary, narrative poem, and journal entry; Writer's Craft: Captions; Writer's Craft: Dialogue</p> <p><b>Language Function:</b> Describe experiences and express feelings, express opinions, agree and disagree</p> <p><b>Grammar:</b> Subject/object pronouns, reflexive pronouns, pronoun agreement, singular and plural possessive pronouns, demonstratives and indefinite pronouns, different kinds of pronouns</p>	
<b>WIDA ELD Standards:</b>			
<p>WIDA ELD Standard 1: Social Language and the Language of Instruction</p> <p>WIDA ELD Standard 2: The Language of Language Arts</p> <p>WIDA ELD Standard 5: The Language of Social Studies</p>			
<b>Enduring Student Understandings:</b>		<b>Student Vocabulary:</b>	
<p>Students will use and reuse the English language to develop skills within the four domains of listening, speaking, reading, and writing.</p>		<p><b>Social Studies Vocabulary:</b> construction, ranching, settler, gold rush, reservation, claim, investor, boomtown, limited resources, ghost town, mining</p> <p><b>Academic Vocabulary:</b> establish, expansion, explore, frontier, individual, development, discovery, economy, population, speculate</p> <p><b>Basic Vocabulary:</b> Money: bills, dollar, five dollars, ten dollars, twenty dollars, coins, penny, nickel, dime, quarter, letter, envelope, stamp, Money: bills, dollar, five dollars, ten dollars, twenty dollars, coins, penny, nickel, dime, quarter</p>	
<b>Emphasized Cross Cutting Practices:</b>		<b>Assessment:</b>	
<p>RL.5.1,2,3,5,9,10</p> <p>RI.5.1,2,3,5,8,10</p> <p>RF.5.3,4</p> <p>W.5.1,2,3,4,5,6,7,8,10</p> <p>SL.5.1,2,4,5,6</p> <p>L.5.1,2,3,4,5,6</p>		<p>Oral Language Rubrics, Vocabulary Tests, Reading Tests, Writing Rubrics for Writing Project: Narrative Poem</p>	
<b>Resources/Materials:</b>			

Reach Level D Unit 6  
 Spectrum Grade 5 Reading; Spectrum Grade 5 Language Arts; Spectrum Grade 5 Writing

**Technology, Differentiation and Assessment Strategies:**

[https://docs.google.com/document/d/1aFoyiTqbg1diHO\\_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit](https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit)

**Warren Township Schools  
 Fifth Grade  
 ESL Instructional Framework**

Subject: ELL	Grade: 5	Unit: 7 Talking About Trash	Timeframe: May
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<b>Concepts:</b>	<b>Skills / Understandings:</b>
<p><b>The Big Question?</b> Why should we care about garbage?</p> <p><b>Concepts:</b> Where Garbage Comes From; How We Can Reuse Garbage</p>	<p><b>Listening and Speaking:</b> Present in sequence; listen for implicit ideas</p> <p><b>Reading:</b> Synthesis, bar graphs, fact and opinion, intonation, accuracy, and rate, point of view, goal and outcome and poetic elements</p> <p><b>Writing:</b> Persuasive essay, advertisement, persuasive paragraph, journal entry; Writer’s Craft: Similes</p> <p><b>Language Function:</b> Persuade and express intentions; make comparisons and elaborate</p> <p><b>Grammar:</b> Adverbs that compare action; prepositions, prepositional phrases, prepositional phrases in sentences</p>

**WIDA ELD Standards:**

WIDA ELD Standard 1: Social Language and the Language of Instruction  
 WIDA ELD Standard 2: The Language of Language Arts  
 WIDA ELD Standard 4: The Language of Science

<b>Enduring Student Understandings:</b>	<b>Student Vocabulary:</b>
Students will use and reuse the English language to develop skills within the four domains of listening, speaking, reading, and writing.	<p><b>Science Vocabulary:</b> plastic, pollution, recycle, reduce, renewable, reuse, biodegradable, generate, transform, dispose, landfill</p> <p><b>Academic Vocabulary:</b> argument, debate, solution, balance, evidence, affect, benefit, responsibility, behavior, effect</p> <p><b>Basic Vocabulary:</b> Clothing: belt buckle, dress, jacket, collar, zipper, jeans, pants, pocket shirt, shoes, skirt, socks, sweater button, bookstore, clothing store, flower shop, fruit stand, hair salon, hardware store, laundromat, movie theater, pharmacy, shoe store</p>

<b>Emphasized Cross Cutting Practices:</b>	<b>Assessment:</b>
<p>RL.5.1,2,3,6,10                  RI.5.1,2,3,5,7,8,10                  RF.5.3,4                  W.5.1,2,3,4,5,6,8,9,10                  SL.5.1,2,3,4,6                  L.5.1,2,3,4,5,6</p>	Oral Language Rubrics, Vocabulary Tests, Reading Tests, Writing Rubrics for Writing Project: Persuasive Essay

**Resources/Materials:**

Reach Level D Unit 7  
 Spectrum Grade 5 Reading; Spectrum Grade 5 Language Arts; Spectrum Grade 5 Writing

**Technology, Differentiation and Assessment Strategies:**

[https://docs.google.com/document/d/1aFoyiTqbg1diHO\\_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit](https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit)

**Warren Township Schools  
Fifth Grade  
ESL Instructional Framework**

Subject: ELL	Grade: 5	Unit: 8 One Idea	Timeframe: June
<b>Concepts:</b>		<b>Skills / Understandings:</b>	
<p><b>The Big Question:</b> How can one idea change your future?  <b>Concepts:</b> How a Business Works; How We Get and Use Money</p>		<p><b>Listening and Speaking:</b> Adjust language to purpose; listen critically  <b>Reading:</b> Choose reading strategies, steps in a process, illustrations, procedural text, chronological text structure, phrasing, accuracy, and rate, elements of fiction, point of view, problem and solution  <b>Writing:</b> Advertisement, letter to the author, problem-solution essay, summary, writing influence, favorable essay, narrative paragraph, and journal entry; Writer’s Craft: Organize Idea, Writer’s Craft: Varied Sentences  <b>Language Function:</b> Express ideas and engage in discussion; restate an idea, evaluate  <b>Grammar:</b> past-tense verbs and present perfect tense; past progressive, present/past perfect tense, and future tense verbs</p>	
<b>WIDA ELD Standards:</b>			
<p>WIDA ELD Standard 1: Social Language and the Language of Instruction  WIDA ELD Standard 2: The Language of Language Arts  WIDA ELD Standard 5: The Language of Social Studies</p>			
<b>Enduring Student Understandings:</b>		<b>Student Vocabulary:</b>	
<p>Students will use and reuse the English language to develop skills within the four domains of listening, speaking, reading, and writing.</p>		<p><b>Social Studies Vocabulary:</b> business, earnings, expenses, goods, income, profit, services, barrow, debt, credit, loan, entrepreneur  <b>Academic Vocabulary:</b> analyze, apply, cost, supply, value, advantage, influence, determine, organization, favorable  <b>Basic Vocabulary:</b> Making Things: greeting card, measure the paper, cut the paper, get the markers, glue on a picture, write a message, put the card inside, write the address, mail the car; School Places: auditorium, cafeteria, classroom, counselor’s office, gym, hallway, library, main office, nurse’s office, parking lot</p>	
<b>Emphasized Cross Cutting Practices:</b>		<b>Assessment:</b>	
<p>RL.5.2,3,10  RI.5.1,2,3,5,9,10  RF.5.3.4  W.5.1,2,3,4,5,7,8,9,10  SL.5.1,2,4,5  L.5.1,2,3,4,5,6</p>		<p>Oral Language Rubrics, Vocabulary Tests, Reading Tests, Writing Rubrics for Writing Project: Procedure</p>	



**Resources/Materials:**

*Reach* Level D Unit 8

*Spectrum* Grade 5 Reading; *Spectrum* Grade 5 Language Arts; *Spectrum* Grade 5 Writing

**Technology, Differentiation and Assessment Strategies:**

[https://docs.google.com/document/d/1aFoyiTqbg1diHO\\_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit](https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsQeywUkD8W5MOUtIW2bs/edit)