



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

<b>Course Title:</b>	<b>English as a Second Language</b>
<b>Grade Level(s):</b>	6 <sup>th</sup> Grade ESL

<b>Duration:</b>	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>		<i>Marking Period:</i>	
<b>Course Description:</b>	<p>The English as a Second Language program is designed to improve the receptive and expressive English communication skills of the English learners of Washington Township High School. Since we welcome students from a wide variety of nations with varying degrees of English proficiency instruction is individualized and always encompasses aural comprehension, verbal communication, reading, writing and American culture. The English as a Second Language 6th Grade Course of Study was developed as a resource to meet the individual needs of the ELs in all four-language domains with a foundation in the content areas. It is a comprehensive standards-based English as a Second Language curriculum that balances the language of Social and Instructional Language, the language of Language Arts and Literacy, the language of Science, and the language of Social Studies. 21<sup>st</sup> Century skills and Web 2.0 tools are incorporated to ensure greater engagement of the students with the reading selections and activities. Drawing from a bank of informational texts, as well as classic and contemporary literature, students will acquire a wealth of new vocabulary through key words, academic words, and literary words. Explicit instruction in reading strategies will foster reading comprehension skills. Attention to grammar points and the writing process complete the plan and the comprehensive scope of the integrated curriculum. Student progress will be monitored through teacher observation, written assessments, student portfolios and a wide variety of projects and writing tasks evaluated according to individual rubrics. The curriculum is aligned to the NJSLs for 6th Grade and the WIDA proficiency guidelines.</p> <p>All ESL students will:</p> <ul style="list-style-type: none"><li>▪ <b>Listen</b> and gain meaning from spoken English from a variety of sources including but not limited to the teacher, classmates, guest speakers, audio recordings, audiovisual presentations, and songs.</li><li>▪ <b>Speak</b> to express their opinion, share information, question and discuss in person and in recorded situations.</li><li>▪ <b>Read</b> and gain meaning from all types of written English including but not limited to fiction, nonfiction, essays, poetry, newspaper and magazine articles, editorials, short stories, novels, resource materials and Internet articles.</li><li>▪ <b>Write</b> to express their opinion, share information, persuade, question and record their memories and thoughts via handwriting and word processing on the computer.</li></ul>					
<b>Grading Procedures:</b>	<ul style="list-style-type: none"><li>▪ English Learners (EL) have special language acquisition needs which must be addressed through core content instruction as well as instruction in the English as a Second Language (ESL) classroom. To facilitate academic success and development of positive self worth, English Learners shall be entitled to modifications in content and grading as outlined in the following guidelines and in coordination among the English Learner's ESL teacher and his regular classroom teacher(s).</li><li>- Upon an EL's entry into the Washington Township Public Schools, the student will immediately be assessed by the appropriate ESL teacher, who will employ the World Class Instructional Design and Assessment – WIDA Model). Based on the student's</li></ul>					

performance on the WIDA Model), as well as the student's academic performance, reading level in English, NJ State Assessment and/or standardized test results in English, teacher recommendation, and interview with one of our English as a Second Language (ESL) teachers, the student's eligibility to receive instruction in our district's English Language Learner (ELL) program will be determined. The goal of the ESL program is to help children learn English and meet age-appropriate academic standards.

- Based on the student's WIDA Model score as well as his/her previous school record, length of time in the United States, and family dynamics, the ESL teacher, the school principal (or his designee) and, if applicable, the student's guidance counselor, will confer with the student's parent(s) to determine the appropriate grade placement and course schedule. In regard to grade placement, it is also imperative that the calendar year of the EL entrant's previous school be considered, since not all school's follow a September to June calendar. In addition, within the first month of arrival or school year, the content teachers, ESL teacher, guidance counselor and CST member (if applicable) will meet to review the education plan of the EL and the WIDA proficiency levels along with the Can Do descriptors and necessary modifications. (Appendix A)
- Based on the student's performance on the WIDA Model, the ESL teacher will develop a list of instructional accommodations for implementation by the EL's regular education teacher(s). The ESL teacher will communicate this information in writing and also through an initial meeting with the EL's regular education teacher(s) and guidance counselor.
- Recognizing that English Learners are continually developing English proficiency, ESL students may be considered for enrichment if their academic performance indicates successful participation.
- So that we may best address the individual needs of each English Learner, the practices outlined above are intentionally flexible, with the ultimate goals being facilitation of the English Learner's positive self-worth and promotion of English language development as well as understanding of specific subject matter content.
- It is very likely that a student may need modified grading for CORE subjects, such as language arts, math, science, technology education, health or social studies, but not for others, such as art, music or physical education depending on the required reading and writing activities as outlined by the NJSLS.
- At least once per marking period, the EL's regular education teacher(s) and his ESL teacher shall communicate in writing (and as much as practicable, in person) in regard to the student's progress toward English language proficiency and understanding of core subject content. Based on those assessments, the teachers may alter the modifications applicable to the specific EL student.
- Along with the issuance of a traditional school-issued report card, each EL and his parent(s) shall have complete access to ESL grades on PowerSchool to view student progress in the ESL classroom.
- If an EL is capable of earning a "C" or better on our traditional grading scales with prescribed ESL modifications, then the earned letter grade(s) should be issued to the EL. Otherwise, an EL should be issued a passing grade of "P" (instead of a "D") if he demonstrates basic understanding of the subject matter, even if his ability to express his understanding in clear and accurate English is limited. If the student's limited English proficiency prevents even basic understanding of subject matter, then the student shall be issued a grade of "LB," representing "language barrier."
- While a grade of "LB" (Language barrier) may be issued during any quarter, it may only be used as a final grade at the elementary and middle school levels.

	<ul style="list-style-type: none"> <li>- Whenever an EL's regular education classroom progress is congruent with his level of English language proficiency, he may not be issued a failing grade. In other words, if an EL is sincerely trying his best, then he should not be issued a failing grade.</li> <li>- At the same time, an EL who intentionally puts forth no effort may be issued a grade of "F," but only after consultation among the student's ESL and regular education teacher(s) as well as his parent, the school principal (or his designee) and, if applicable the student's guidance counselor. Documentation must be provided that lack of language proficiency is not the cause of the EL's academic failure. In effect, an EL should not be issued a failing grade solely on the basis of lack of language proficiency.</li> <li>- In general, an EL's promotion from one grade to the next shall be contingent upon the same promotion guidelines set for by the Board of Education for promotion of regular education students. However, the EL's building principal, ESL teacher, and guidance counselor, if applicable, will also confer with the student's parent(s) to review and consider the student's academic progress and level of language acquisition over the course of the school year.</li> </ul>
<b>Primary Resources:</b>	<ul style="list-style-type: none"> <li>• Inside, Level A- Cengage National Geographic Series and all digital resources</li> <li>• Online Resources</li> <li>• iXL</li> <li>• StudySync</li> <li>• Sadlier</li> </ul>

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

<b>Designed by:</b>	Kayla Berry
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<b>Under the Direction of:</b>	Rosemarie Armstrong, Supervisor of World Languages and ESL, K-12
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**Written:** \_\_\_\_\_ Summer 2020

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

**Unit 1 Title: Personal Identity- Narrative Writing- Class Novel****Unit Description:**

Students will be able to explain what is involved in personal identity. They will read various autobiographical and biographical texts to determine components of personal identity. Students will also use what they learn from identifying a personal identity to determine their own personal identity. They will use their personal identity to create a personal narrative based on their experiences.

By the end of this unit, students will be able to determine a theme or central idea of a text; analyze its development over the course of the text, and use text support to evaluate characterization, theme, point of view, and plot development. Students will use these skills to produce clear and coherent narratives, developing real or imagined experiences and/or events while using effective techniques, relevant descriptive details, and well-structured event sequences.

This unit seeks to emphasize the importance of the ability to tell one's own story and hear and honor the stories of others. The students will recognize the vast similarities across societies and cultures and the importance they hold in validating shared experiences. Students will also hear the personal stories of individuals, understanding the defining and transformative effect their own experiences have had on them and their worldview. The students will explore the mode of narrative writing. The students will write their own narrative, choosing to focus on a large or small moment in their own lives or continuing the narrative of an individual read in class. In addition, students will learn, recall, and apply new vocabulary using various activities to practice and reinforce skills and strategies. Throughout this unit, independent reading will be encouraged to allow students to build reading stamina, practice grade level skills and strategies, and develop interest and enthusiasm for reading.

INSIDE: The INSIDE units chosen for this unit aim to connect personal identity with where we live. Students will explore how our home plays a crucial role in our identity. Students will also discuss language and how we learn language.

**Unit Duration: 1<sup>st</sup> Marking Period (9 weeks-45 days)****Desired Results****Student Learning Objectives & Standard(s):**

<https://www.state.nj.us/education/modelcurriculum/ela/6u1.pdf>

<b>INSIDE Level A</b>	<b>NJ SLS Standards</b>	<b>WIDA Standards</b>
Unit 1- Finding Your Own Place	RL.6.1 RL.6.2 RL.6.4 RL.6.6 RI.6.1 RI.6.2 RI.6.4 RI.6.6 RI.6.10 L.6.1 L.6.2 L.6.3.a L.6.4.a;c;d L.6.6 SL.6.1;b;c;d SL.6.5 W.6.2 W.6.3.d W.6.9 W.6.10	WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 3- Natural Forces	RI.6.1 RI.6.2	WIDA ELP Standard 1 WIDA ELP Standard 2

	RI.6.4 RI.6.5 RI.6.6 RI.6.10 L.6.1.a;c;d L.6.2.b L.6.3 L.6.4.b L.6.5 L.6.6 SL6.1;b SL.6.4 SL.6.5 W.6.3;a;d W.6.4 W.6.5 W.6.10	
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### **Language Objectives:**

<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/6u1.pdf>

Listening Skills	Speaking Skills	Reading Skills	Writing Skills
<ul style="list-style-type: none"> <li>- Listening and responding to discussion within the classroom</li> <li>- Adhering to teacher directions</li> <li>- Using podcasts as a source of information</li> </ul>	<ul style="list-style-type: none"> <li>- Making connections to text</li> <li>- Explaining point of view</li> <li>- Explaining ideas</li> <li>- Identifying with a speaker's claim or argument</li> <li>- Using pronouns in the proper case and gender</li> </ul>	<ul style="list-style-type: none"> <li>- Making inferences</li> <li>- Closely reading</li> <li>- Determining theme</li> <li>- Summarizing texts</li> <li>- Identify plot and characters</li> <li>- Distinguishing between essential and nonessential elements of a text</li> <li>- Determining figurative, connotative, and technical meanings of words in a text</li> </ul>	<ul style="list-style-type: none"> <li>- Citing textual evidence</li> <li>- Making connections to text</li> <li>- Write a coherent narrative that uses transition words and a variety of sentence structures</li> <li>- Using appropriate tone when writing</li> <li>- Compiling references</li> <li>- Writing narrative journal entries</li> <li>- Writing pronouns in the proper case and gender</li> <li>- Write using proper punctuations and conventions of standard English</li> </ul>

### **WIDA Can-Do Descriptors:**

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf>

### **Essential Questions/Critical Understandings:**

- What makes up who we are?
- What is personal identity? How is it influenced by our past experiences?
- How does telling our story help others to better understand different cultures?
- How do our families influence our personal identity?
- How do friends play a role in our personal identity?
- How does our home affect personal identity?
- How do we learn and use language?

### **Essential Skills:**

- Identify short story structure and literary elements
- Use context clues to determine meaning
- Use textual evidence
- Make personal connections to the text
- Use personal pronouns correctly
- Use subject pronouns correctly
- Express opinions
- Summarize and retell stories
- Write a narrative using first-person
- Compare and contrast experiences
- Identify causes and effects



## Learning/Instructional Strategies

Using this curriculum guide as a foundation, the ESL teacher, in the role of decision maker, selects the specific method or technique best suited to reach a particular objective. The teacher uses an eclectic approach, drawing upon his or her experience and knowledge of teaching and learning while responding to the English proficiency level of each student and his/her immediate social and academic needs. ESL teachers are sensitive to the differences between what the students are taught and what the students bring to class, so lessons and teaching methods are student-centered, based on each student's individual English language needs. Instruction of ELs may include any or all of the following:

### **Sheltered English Instruction (SEI):**

"Sheltered English Instruction (SEI) is a planning process that helps teachers provide English learners with grade-level content instruction by adapting lesson activities to the English proficiency level of individual students" (NJDOE). Through the use of SEI, English learners can be integrated into classrooms with their English-speaking peers and work toward meeting expectations outlined in the New Jersey Student Learning Standards and Next Generation Science Standards.

SEI promotes the use of clear, direct, and easy-to-understand language and a wide range of scaffolding strategies to communicate understanding of content in mathematics, science, social studies, and language arts to students. SEI activities require teachers to analyze lesson content to determine the academic language that must be taught to make content accessible for ELs. SEI methods require teachers to build background knowledge, connect new content to students' prior knowledge, provide time for interaction and collaboration among students, integrate explicit language and vocabulary instruction relevant to content learning, and emphasize the use of many types of instructional strategies including cooperative learning, differentiated instruction, and thematic study.

### **The GO TO Strategies Matrix:**

[http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01\\_GO%20TO%20Matrix.pdf](http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01_GO%20TO%20Matrix.pdf)

**The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12**

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> <li>Use physical gestures to accompany oral directives.</li> <li>Modify <b>*Teacher Talk</b>.</li> <li>Label visuals and objects with target vocabulary.</li> <li>Introduce <b>Cognates</b> to aid comprehension.</li> <li>Ask for <b>Signal Responses</b> to check comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Give two step <b>Contextualized</b> directions.</li> <li>Restate/rephrase and use <b>*Patterned Oral Language</b> routines.</li> <li>Model <b>Academic Language</b> and vocabulary.</li> <li>Ask for <b>Total Physical Responses</b> from students.</li> </ul>	<ul style="list-style-type: none"> <li>Provide graphics or objects to sequence steps in a process.</li> <li><b>Check Comprehension</b> of all students frequently.</li> <li>Use <b>*Wait Time</b>.</li> <li>Provide <b>Anticipation Guides</b> for previewing content reading.</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast relationships from auditory information using a <b>Venn Diagram</b>.</li> <li>Require students to restate and rephrase from auditory input as in <b>*Paraphrase Passport</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Outline lectures on the SmartBoard.</li> <li>Use <b>*Video Observation Guides</b>.</li> <li>Confirm students' prior knowledge of content topics.</li> <li>Extend content vocabulary with multiple examples and non-examples.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>Provide wall charts with illustrated academic vocabulary.</li> <li>Ask simple WH (who, what, when, where), yes-no or either-or questions.</li> <li>Elicit <b>*Choral Responses</b>.</li> <li>Encourage participation in group chants, poems, and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>10-2</b> structures.</li> <li>Assign roles in group work.</li> <li>Use <b>Clock Buddies</b>.</li> <li>Use <b>Numbered Heads Together</b>.</li> <li>Use <b>*Think-Pair-Share-Squared</b>.</li> <li>Develop <b>Key Sentence Frames</b> for pair interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide <b>Graphic Organizers</b> or notes to scaffold oral retelling.</li> <li><b>Prompt</b> for academic language output.</li> <li>Use <b>*Think-Pair-Share</b>.</li> <li><b>Repeat and Expand</b> student responses in a <b>*Collaborative Dialogue</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Require full sentence responses by asking open ended questions.</li> <li>Use <b>Varied Presentation Formats</b> such as role plays.</li> <li><b>* Scaffold</b> oral reports with note cards and provide time for prior practice.</li> <li>Use <b>Reader's Theatre</b> to scaffold oral language growth.</li> </ul>	<ul style="list-style-type: none"> <li><b>* Structure</b> debates requiring various points of view with graphic organizers and/or outlines.</li> <li>Require the use of academic language.</li> <li>Require oral reporting for summarizing group work.</li> <li>Include oral presentations in the content classroom.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>Preview the text content with pictures, demos, charts, or experiences.</li> <li>Pair students to read one text together.</li> <li>Preview text with a <b>Picture Walk</b>.</li> <li>Use <b>Choral Reading</b>.</li> <li>Use <b>*Teacher Read Alouds</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>Card Sorts</b>.</li> <li>Use <b>K-W-L</b> charts before reading.</li> <li>Use the <b>Language Experience Approach</b>.</li> <li>Provide a list of important concepts on a graphic organizer.</li> <li>Use <b>*Shared Reading</b> and/or simplify the text.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a content vocabulary <b>Word Bank</b> with non-linguistic representations.</li> <li>Teach skimming for specific information.</li> <li>Use <b>Teach the Text Backwards</b>.</li> <li>Use <b>4 to 1</b> for main ideas from text.</li> <li>Use <b>*Guided Reading</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Model the creation of a <b>Story Map</b> from a narrative.</li> <li>Provide <b>Question Answer Relationship</b> questions for student pairs to research.</li> <li>Use <b>Directed Reading Thinking Activity</b>.</li> <li>Use <b>Cornell Notes</b>.</li> <li>Use <b>*Jigsaw Reading</b> to scaffold independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>Require computer and library research.</li> <li>Ask students to analyze text structure and select an appropriate <b>Graphic Organizer</b> for summarizing.</li> <li>Use <b>*Reciprocal Teaching</b> to scaffold independent reading.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Require students to label visuals and/or create language balloons.</li> <li>Require vocabulary notebooks with L1 translations or non-linguistic representations.</li> <li>Provide <b>*Key Sentence Frames</b> with word and picture banks.</li> </ul>	<ul style="list-style-type: none"> <li>Teach note taking on a <b>Graphic Organizer</b>.</li> <li>Use a <b>Roving Chart</b> in small group work.</li> <li>Use <b>Interactive Journals</b>.</li> <li>Use <b>*Think-Write-Pair-Share</b>.</li> <li>Provide <b>Cloze</b> sentences with a <b>Word Bank</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Require <b>Learning Logs</b> for summaries of learning.</li> <li>Use <b>Text to Graphics and Back Again</b>.</li> <li>Teach <b>Signal Words</b> (comparison, chronology, cause-effect, and listing) for academic writing.</li> <li>Provide <b>*Cloze</b> paragraphs with a <b>*Word Bank</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide <b>Rubrics</b> and exemplars to scaffold writing assignments.</li> <li>Teach and utilize the writing process.</li> <li>Provide an outline for the standard five-paragraph essay.</li> <li>Provide <b>*Report Frames</b> for independent, structured, content writing.</li> </ul>	<ul style="list-style-type: none"> <li>Require academic writing and the use of target academic vocabulary.</li> <li><b>*Teach</b> the process of writing a research paper.</li> <li>Address students' cultures in differing genres of writing.</li> <li>Hold frequent writing conferences with teacher and peers.</li> </ul>

\*Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

**Scaffolds Support (WIDA)**

<b><i>Sensory</i></b>	<b><i>Graphic</i></b>
<ul style="list-style-type: none"><li>• Real life objects (Realia)/ concrete objects/ physical models</li><li>• Manipulative (measurement tools, models, scientific instruments, etc.)</li><li>• Pictures/ photos</li><li>• Visual representations (illustrations, drawings, diagrams, etc.)/ cartoons</li><li>• Videos/ broadcasts/ audio books</li><li>• Newspapers/ magazines</li><li>• Gestures/ physical movement</li><li>• Music/ songs/ chants</li><li>• Posters/ display</li></ul>	<ul style="list-style-type: none"><li>• Charts/ tables</li><li>• Graphs</li><li>• Timelines</li><li>• Number lines</li><li>• Graphic organizers</li><li>• Graphing paper</li><li>• Maps</li><li>• Rubrics</li><li>• Study guides/ guided notes</li></ul>
<b><i>Interactive</i></b>	<b><i>Verbal and Textual</i></b>
<ul style="list-style-type: none"><li>• Whole group</li><li>• Small group</li><li>• Partner (turn-&amp;-talk)</li><li>• Cooperative groups (think-write-pair-share)</li><li>• Triads</li><li>• Interactive websites/ software</li><li>• Mentor/ coach</li><li>• L1 (home or first language)</li><li>• Word-to-word dictionary/ picture dictionary</li><li>• Jigsaw activities</li></ul>	<ul style="list-style-type: none"><li>• Labeling</li><li>• Teacher modeling/ monitoring</li><li>• Repetition</li><li>• Paraphrasing/ summarizing</li><li>• Guiding, clarifying, probing questions</li><li>• Leveled questions (five Ws)</li><li>• Questioning prompts/ cues</li><li>• Word banks/ phrase banks/ word walls</li><li>• Sentence starters/ sentence frames/ discussion frames/ formulaic expressions</li><li>• Cloze paragraphs/ sentences</li><li>• Talk moves (structured academic conversations: re-voicing/ clarifying, restating, reasoning, adding on, wait time)</li><li>• Wait time</li></ul>

**Cooperative Learning:**

Cooperative learning activities give students opportunities to work in groups and share their knowledge. These learning activities are characterized by three components: positive interdependence, individual accountability, and face-to-face interaction. Cooperative learning helps ELs develop social and oral language skills. It motivates ELs to learn English, which helps them become an integral part of the class community, and it has the ability to help students become more confident in social situations.

**Differentiated Instruction:**

The ESL curriculum strives to implement differentiated instruction in order to meet the WIDA standards. Students must have access to a variety of scaffolded and leveled materials that enable them to learn the same topics being taught in the mainstream classroom. Texts, computer resources and assessments are modified as needed.

**Social Emotional Learning:**

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. ESL teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



## New Jersey Social and Emotional Learning Competencies and Sub-Competencies



### Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



### Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



### Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



### Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



### Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

\*Adopted by the New Jersey State Board of Education in August 2017

### Thematic Approach:

ESL teachers include topics or themes in their lesson planning that incorporate the WIDA standards. Topic or theme-related language and concepts may be spiraled over a period of time, ensuring their conceptualization. Students are continually expected to communicate in all four language domains: listening, speaking, reading and writing.

### Reader's Workshop for ELs:

Reader's workshop blends whole group instruction, small needs-based groups, and individual conferring to guide students through the application of basic reading comprehension strategies. Teachers of ELs are familiar with the reader's and writer's workshop. Although setting up a reader's workshop classroom in the ESL classroom may not be feasible, ESL teachers can adapt some of the best practices present within the workshop framework.

These strategies are as follows:

- Determining what is Important - Identifying themes and diminishing focus on less important ideas or pieces of information (i.e., ten minute mini-lesson focused on one specific topic or strategy).
- Immediate Application – Provide time for students to independently apply the skill of focus from the mini-lesson, at which time the ESL teacher can float among students and provide guidance as needed.
- Small Group Instruction – While students work independently, the teacher can work with a small group to re-teach a skill, pre-teach something, reinforce a previous concept, or accelerate learning for students ready to move ahead.
- Immediate Targeted Feedback – As students work independently or in small groups, the ESL teacher can provide praise, redirection, or feedback immediately.



Academic Vocabulary	Vocabulary for Vocabulary Strategies	Grammar
<ul style="list-style-type: none"> <li>• compare</li> <li>• context</li> <li>• create</li> <li>• define</li> <li>• report</li> <li>• summarize</li> <li>• evaluate</li> <li>• analyze</li> <li>• compare</li> <li>• explain</li> <li>• topic</li> <li>• purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Context clues</li> <li>• Word families</li> <li>• Latin and root words</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Thesaurus</li> <li>• Dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Kinds of sentences: questions and statements</li> <li>• Sentences with am, is, and are</li> <li>• expressing ideas and feelings</li> <li>• mechanics and proofreading</li> <li>• using subject pronouns</li> <li>• using adjectives to describe</li> </ul>

### **Unit-Based Vocabulary:**

<ul style="list-style-type: none"> <li>• angry</li> <li>• immigrant</li> <li>• ordinary</li> <li>• change</li> <li>• learn</li> <li>• strange</li> <li>• curious</li> <li>• leave</li> <li>• adjust</li> <li>• different</li> <li>• understand</li> <li>• population</li> <li>• neighborhood</li> <li>• agree</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate</li> <li>• opportunity</li> <li>• value</li> <li>• culture</li> <li>• relative</li> <li>• active</li> <li>• force</li> <li>• dangerous</li> <li>• surface</li> <li>• erupt</li> <li>• volcano</li> <li>• strange</li> <li>• community</li> <li>• familiar</li> </ul>	<ul style="list-style-type: none"> <li>• layer</li> <li>• warning</li> <li>• evacuate</li> <li>• hurricane</li> <li>• severe</li> <li>• fortunate</li> <li>• levee</li> <li>• untouched</li> <li>• future</li> <li>• necessity</li> <li>• tradition</li> <li>• native</li> <li>• festival</li> </ul>
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### **Content Area Vocabulary:**

<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Answer</li> <li>• Complete</li> <li>• Describe</li> <li>• Evaluate</li> <li>• Examine</li> </ul>	<ul style="list-style-type: none"> <li>• Explain</li> <li>• Find</li> <li>• Graph</li> <li>• Investigate</li> <li>• Mark</li> <li>• Observe</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Resolve</li> <li>• Ruler</li> <li>• Solve</li> <li>• Study</li> <li>• Survey</li> </ul>
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Scaffolding	
<b>WIDA Can-Dos by MODE:</b>	<ul style="list-style-type: none"> <li>• <a href="https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf">https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf</a></li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/6u1.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/6u1.pdf</a></li> </ul>
<b>Level 2 Beginning</b>	<ul style="list-style-type: none"> <li>• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</li> </ul>
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</li> </ul>

## Assessment/Performance Tasks

### **Performance Tasks:**

- **WRITING TASK:** Students will write their own personal narrative—this will be both a summative and formative assessment as students will use the writer's process to complete this task.
- **CULMINATING PROJECT:** Students will create a multimedia presentation about their personal identify and the factors that make them who they are. (International Night Project)

### **Other Evidence:**

- **Informal Checks/ for Understanding:** Accuracy and thoroughness of student notes, study guides, and graphic organizers will demonstrate informal evidence of concept processing.
- **Formative Assessment:** Lesson closure will be used to monitor levels of understanding. Student interactive rubrics, reading, and writing conferences will serve as formative assessments.
- **Teacher Observation/ Student Discussion:** Teacher observation of class discussions will serve as informal evidence of concept processing and the sophistication of skill development.
- **Teacher Created Quiz/Test:** Formally measured evidence of outcomes and overall progress towards the New Jersey Student Learning Standards will be established via teacher-created quizzes and unit assessments.
- **Writing Prompts/Journal Entries:** Students will produce a series of analytical draft pieces in which they compare and contrast multiple texts and/or varying sources on the basis of teacher provided and/or self-guided prompts.
- **Teacher Created Project:** Culminating project.
- **Homework**
- **Classwork**

### **Entry Criteria for the ESL Program:**

Eligibility for ESL program is based on the results of the following measures:

- WIDA Measure of Developing English Language (WIDA MODEL) assessments are approved by the New Jersey Department of Education and can be administered to screen students who enter the district whose first language is other than English. Students whose score falls below the competent and fluent levels will be placed in an ESL class.
- ACCESS 2.0 test results from the previous school year
- Content area teacher recommendations
- Content area performance and grades
- ESL teacher recommendations
- Participation in an ESL program in another school district
- Arrival to the United States from a country where Standard English is not the first language Monitor Criteria for the ESL Program Students who meet the criteria for exit from the ESL program are placed on a monitor status for a minimum of two years and offered support with content area classes.
- ESL teachers work with content area teachers to ensure a successful transition from the ESL program. In the event that a teacher wants to recommend re-entry into ESL, that request must be submitted to the district

ESL supervisor for review. Re-entry into ESL can only be granted by the county superintendent.

### **Exit Criteria for the ESL Program:**

- Students enrolled in the ESL Program will be tested annually with the ACCESS 2.0 language proficiency assessment to determine their level of English language proficiency.
- The district goal, as determined by the State, is for all students to show growth of at least one proficiency level.

- Students who score at or above 4.5 are evaluated for exit from the ESL program.
- Furthermore, the WIDA MODEL assessments are used as one criterion upon which a student's exit from the program is based.
- Other criteria are student report cards, scores on the district provided assessments (i.e., STAR, iXL, SUCCESS, ELA benchmark, ACCESS, and teacher recommendation).

#### **State Required Assessment:**

- ESL State Assessment: ACCESS- ACCESS for ELLs scores have many potential uses, from determining student placement to guiding the creation of new curricula. Test scores work best as a way to aid decision-making, in cases such as:
  - Establishing when multilingual learners have attained English language proficiency according to state criteria
  - Making decisions about program entry and exit
  - Informing classroom instruction and assessment
  - Which domains teachers could focus on
  - What the WIDA ELD Standards say about students' current proficiency levels
  - How teachers can scaffold using the next level up
  - Monitoring student progress by comparing current scores to previous scores

#### **District Required Assessments:**

- STAR
- IXL
- SUCCESS
- ELA benchmark

#### **Link to NJ Literacy Assessment:**

<https://www.nj.gov/education/modelcurriculum/ela/6u1.shtml>

Username: Model

Password: Curriculum

#### **Unit 1 ELA Assessment:**

<https://www.nj.gov/education/modelcurriculum/assessment/pw/ela/6u1.pdf>

#### **Text/Resources:**

- Inside, Level A- Cengage National Geographic Series and all digital resources
- Fundamentals Vol.1 & 2/ Inside the U.S.A. (newcomer units)
- Online Resources
- iXL
- StudySync
- Sadlier

#### **Inside Unit 1 Texts:**

- *Growing Together* by Carmen Agra Deedy
- *When I Grow Up* by Janet S. Wong
- *Kids Like Me* adapted from a book by Judith M. Bloom & Terru Lapinsky
- *Familiar Places* by Elizabeth Boylan
- *Call Me Maria* by Judith Ortiz Cofer
- Extended Reading:
  - *Domitila* by Jewell Reinhart Coburn
  - *Novio Boy* by Gary Soto
  - *Pearl Harbor is Burning!* by Kathleen V. Kudlinski
  - *Communities Across America Today* by Sarah Glasscock

#### **Inside Unit 5 Texts:**

- *Volcano!* by Beth Geiger
- *Fleeing Katrina* by Samantha Perez
- *Earthquake* by Milly Lee
- *How Crisis Mapping Saved Lives in Haiti* by Patrick Meier
- Extended Reading:
  - *Hercules* by Paul Storrie & Steve Kurth

- *Tornado* by Betsy Byars
- *Bearston* by Will Hobbs
- *Introduction to Energy* by Glen Phelan

**Core Texts from ELA Curriculum:**

- *A Long Walk to Water* by Linda Sue Clark
- *Fever 1973* by Laurie Halse Anderson
- *Freedom Walkers* by Russell Freedman
- *Flipped* by Wendelin Van Draanen
- *Wonder* by R.J. Palacio

## Interdisciplinary Connections

**Mathematics:**

Numerical data such as graphs and sequential information provide an opportunity for cross-curricular study. WIDA English Language Proficiency Standard 3- English language learners communicate information, ideas and concepts for academic success in the content area of Mathematics.

**Social Studies:**

Many of the books within the classroom collection are historical fiction novels, which provide for the opportunity of cross-curricular study.

WIDA English Language Proficiency Standard 5 – English language learners communicate information, ideas and concepts for academic success in the content area of Social Studies.

**Science:**

Informational reading connected to science content will be made available to help students build background knowledge in specific units (e.g., Survival)

WIDA English Language Proficiency Standard 4 – English language learners communicate information, ideas and concepts for academic success in the content area of Science.

**ELA:**

This curriculum is designed to supplement and work in partnership with the ELA curriculum.

WIDA English Language Proficiency Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

**ELA Instructional Units:** <https://www.nj.gov/education/cccs/instructionalunits/ela/>

## Unit Modifications for Special Population Students

Student assignment in ESL-English classes will be based upon the number of years of middle school English or ESL completed, so the English Language Proficiency levels of students in any class may vary

The Units of Study are organized by theme, so the texts read within each theme can be differentiated by reading level.

Differentiation in materials, assignments, and assessments can be provided (e.g., 99 Ideas and Activities for Teaching English Learners with the SIOP Model)

<b>Advanced Learners</b>	Gifted and Talented EL Guidance link: <a href="https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf">https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf</a>
<b>Struggling Learners</b>	Tiered Systems of Support link: <a href="https://www.state.nj.us/education/njtss/">https://www.state.nj.us/education/njtss/</a>
<b>English Language Learners</b>	This entire curriculum is designed for ELLs. Also, review FABRIC <a href="https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a>  English Language Learner Toolkit: <a href="https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELLsToolkit_508C.pdf">https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELLsToolkit_508C.pdf</a>
<b>Special Needs Learners</b>	ELLs with Special and Diverse Needs Link: <a href="https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm">https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm</a>
<b>Learners with an IEP</b>	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing



	<p>field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

### Unit Modifications for Newcomers

#### Unit 1 – Narrative (Inside the U.S.A) Newcomer Supplemental Support

##### Vocabulary

1	2	3
Good Morning	A book	What time is it?
Hello	A calculator	Do you have the time?
Hey	An eraser	What time do you have?
Hi	A notebook	Can you please tell me the time?
Hi there	A pair of scissors	
Bye	A pen	Morning
Good-Bye	A pencil	Noon
Have a nice day	A piece of paper	Afternoon
See you later	A ruler	Evening
See you soon	A stapler	Night
I am from		
Now I live in	Black	What day is it?
My name is	Blue	What day is tomorrow?
	Brown	What day was yesterday?
	Green	Monday
	Orange	Tuesday
	Pink	Wednesday
	Purple	Thursday
	Red	Friday
	White	Saturday
	Yellow	Sunday
	Big	
	Little	Science class
	Long	Social Studies class/
	short	History class
		Math class
		Language Arts class

		Physical Education class (P.E) ESL class Library Lunch Who is not at school?	
<b><u>Language Functions</u></b>			
Give personal information			
Make Introductions			
Give information			
Ask and answer questions			
<b><u>Grammar</u></b>			
Sentence Capitalization			
Sentence punctuation			
Capitalize the pronoun I			
Capitalize Proper Nouns: City, State, and Country names			
<b><u>Unit 1 Project</u></b>			
Create an All about me multimedia project			

Career Readiness, Life Literacies, and Key Skills Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

### **Mission**

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

### **Vision**

An education in career readiness, life literacies, and key skills fosters a population that: • Continually self-reflects and seeks to improve the essential life and career practices that lead to success; • Uses effective communication and collaboration skills and resources to interact with a global society; • Possesses financial literacy and responsibility at home and in the broader community; • Plans, executes, and alters career goals in response to changing societal and economic conditions; and • Seeks to attain skill and content mastery to achieve success in a chosen career path.

### **Indicators:**

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

[Review the following standards for expectations by grade 8:](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf)

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

### **Indicators:**

Computers or iPads can be integral in providing ELs with valuable language experiences as they learn a new language. ESL teachers should offer English learners a language-rich environment in which students are constantly engaged in language activities. The computer or iPad can act as a tool to increase verbal exchanges, develop content area vocabulary and improve reading and writing skills. Students should be exposed to language learning software and websites, which may be utilized at home and in school. Interactive whiteboards can also play a major part of hands-on interactive ESL instruction. Interactive whiteboards provide students with visual support that all ESL students need. In addition, they provide a way for teachers to anonymously survey students' understanding of the material being taught.

### **Technology Connections**

- E-textbooks (Classlink)
- Collections (Houghton Mifflin Harcourt)
- Inside (National Geographic Cengage Learning, 2014)
- Microsoft Office, One Note, Schoology, FlipGrid and One Drive will be used to assign tasks, submit work, and provide feedback
- Microsoft Apps will be used to promote collaboration through technology
- Websites
- Online resources will be used to supplement curricular materials.
- Ted Talks will be provided when relevant to curriculum content.
- Immersive Reader will be used to help students build academic vocabulary knowledge.

**Unit 2 Title:** Empathy & Understanding-Literary Analysis/Informational Writing

This unit will continue to encourage students to understand and appreciate the experiences of others and the extent to which those experiences have shaped and defined them in their home countries as well as here in America. They will explore the potential damage to individuals and society when those perspectives are ignored. Students will complete research in conjunction with the units from Inside in regard to water and climate change. In addition, students will learn, recall, and apply new vocabulary using various activities to practice and reinforce skills and strategies.

Unit 2 will also focus on exploration of multi-genre texts including fiction, biographies, narrative non-fiction, articles, primary documents such as journals, and other non-fiction texts. At the end of this unit, students will be able to analyze how specific texts and/or excerpts relate to each other. Students will be able to cite textual evidence that supports the analysis of a text including carefully selected evidence and clear methods of elaboration to support a claim. Students will use these skills to produce literary analyses and informative writing pieces.

INSIDE: The INSIDE units chosen for this unit aim to connect informational writing with how we use the Earth's resources. Students will explore how global warming has affected the Earth's resources. Students will also discuss how climate change affects us.

**Unit Duration: 2nd Marking Period (9 weeks-45 days)****Desired Results****Student Learning Objectives & Standard(s):**

<https://www.state.nj.us/education/modelcurriculum/ela/6u2.pdf>

INSIDE Level A	NJ SLS Standards	WIDA Standards
Unit 2- Water for Life	RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.7 RL.6.9 RL.6.10 RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.7 RI.6.10 L.6.1 L.6.2.b L.6.4.a;c L.6.5.a;b;c L.6.6 SL.6.1.a SL.6.2 SL.6.3 SL.6.5 W.6.3.d W.6.9 W.6.10	WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 4
Unit 5- The Drive to Discover	L.6.1 L.6.2.b L.6.4 L.6.4.b L.6.6 RI.6.1 RI.6.2 RI.6.4 Ri.6.4.b RI.6.5 RI.6.7 RI.6.9 RI.6.10 RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.9 RL.6.10 SL.6.1 SL.6.1.b;c SL.6.2 W.6.3.d W.6.9 W.6.10	WIDA ELP Standard 1 WIDA ELP Standard 2
<b>Language Objectives:</b> <a href="https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/6u2.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/6u2.pdf</a>		
Listening Skills	Speaking Skills	Reading Skills Writing Skills



<ul style="list-style-type: none"> <li>- Listening and responding to discussion within the classroom</li> <li>- Adhering to teacher directions</li> <li>- Using podcasts as a source of information</li> <li>- Listen to the ideas of others to respond</li> </ul>	<ul style="list-style-type: none"> <li>- Making connections to text</li> <li>- Explaining point of view</li> <li>- Explaining ideas</li> <li>- Identifying with a speaker's claim or argument</li> <li>- Using pronouns in the proper case and gender</li> <li>- Orally identify supportive textual evidence and infer details</li> <li>- Orally explain and summarize central ideas and key details</li> </ul>	<ul style="list-style-type: none"> <li>- Making inferences</li> <li>- Closely reading</li> <li>- Determining theme</li> <li>- Summarizing texts</li> <li>- Identify plot and characters</li> <li>- Distinguishing between essential and nonessential elements of a text</li> <li>- Determining figurative, connotative, and technical meanings of words in a text</li> <li>- Analyze how key individuals, events, or ideas are developed in the text</li> </ul>	<ul style="list-style-type: none"> <li>- Citing textual evidence</li> <li>- Making connections to text</li> <li>- Write a coherent informative essay that uses transition words and a variety of sentence structures</li> <li>- Using appropriate tone when writing</li> <li>- Compiling references</li> <li>- Writing informative journal entries</li> <li>- Writing pronouns in the proper case and gender</li> <li>- Write using proper punctuations and conventions of standard English</li> </ul>
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### **WIDA Can-Do Descriptors:**

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf>

### **Essential Questions/Critical Understandings:**

- How do we depend on Earth's resources?
- How does climate change affect people?
- What difficulties do people have when moving from one country to another?
- How do different types of texts relate to each other?
- What can we do to show others we care/support them?
- Why is having empathy important?

### **Essential Skills:**

- Identify antonyms and synonyms
- Categorize words
- Express needs and wants
- Elaborate on ideas
- Write sentences using subject-verb agreement
- Analyze plot
- Analyze main ideas and details
- Identify climate change and its effects
- Use textual evidence
- Research and report information on climate change
- Determine theme, main ideas, and details
- Ask for and give information
- Use past tense verbs (regular & irregular)
- Use future tense verbs

## **Learning/Instructional Strategies**

Using this curriculum guide as a foundation, the ESL teacher, in the role of decision maker, selects the specific method or technique best suited to reach a particular objective. The teacher uses an eclectic approach, drawing upon his or her experience and knowledge of teaching and learning while responding to the English proficiency level of each student and his/her immediate social and academic needs. ESL teachers are sensitive to the differences between what the students are taught and what the students bring to class, so lessons and teaching methods are student-centered, based on each student's individual English language needs. Instruction of ELs may include any or all of the following:

### **Sheltered English Instruction (SEI):**

"Sheltered English Instruction (SEI) is a planning process that helps teachers provide English learners with grade-level content instruction by adapting lesson activities to the English proficiency level of individual students" (NJDOE). Through the use of SEI, English learners can be integrated into classrooms with their English-speaking peers and work toward meeting expectations outlined in the New Jersey Student Learning Standards and Next Generation Science Standards.

SEI promotes the use of clear, direct, and easy-to-understand language and a wide range of scaffolding strategies to communicate understanding of content in mathematics, science, social studies, and language arts to students. SEI activities require teachers to analyze lesson content to determine the academic language that

must be taught to make content accessible for ELs. SEI methods require teachers to build background knowledge, connect new content to students' prior knowledge, provide time for interaction and collaboration among students, integrate explicit language and vocabulary instruction relevant to content learning, and emphasize the use of many types of instructional strategies including cooperative learning, differentiated instruction, and thematic study.

### The GO TO Strategies Matrix:

[http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01\\_GO%20TO%20Matrix.pdf](http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01_GO%20TO%20Matrix.pdf)

**The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12**

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> <li>Use physical gestures to accompany oral directives.</li> <li>Modify <b>*Teacher Talk</b>.</li> <li>Label visuals and objects with target vocabulary.</li> <li>Introduce <b>Cognates</b> to aid comprehension.</li> <li>Ask for <b>Signal Responses</b> to check comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Give two step <b>Contextualized</b> directions.</li> <li>Restate/rephrase and use <b>*Patterned Oral Language</b> routines.</li> <li>Model <b>Academic Language</b> and vocabulary.</li> <li>Ask for <b>Total Physical Responses</b> from students.</li> </ul>	<ul style="list-style-type: none"> <li>Provide graphics or objects to sequence steps in a process.</li> <li><b>Check Comprehension</b> of all students frequently.</li> <li>Use <b>*Wait Time</b>.</li> <li>Provide <b>Anticipation Guides</b> for previewing content reading.</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast relationships from auditory information using a <b>Venn Diagram</b>.</li> <li>Require students to restate and rephrase from auditory input as in <b>*Paraphrase Passport</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Outline lectures on the SmartBoard.</li> <li>Use <b>*Video Observation Guides</b>.</li> <li>Confirm students' prior knowledge of content topics.</li> <li>Extend content vocabulary with multiple examples and non-examples.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>Provide wall charts with illustrated academic vocabulary.</li> <li>Ask simple WH (who, what, when, where), yes-no or either-or questions.</li> <li>Elicit <b>*Choral Responses</b>.</li> <li>Encourage participation in group chants, poems, and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>10-2</b> structures.</li> <li>Assign roles in group work.</li> <li>Use <b>Clock Buddies</b>.</li> <li>Use <b>Numbered Heads Together</b>.</li> <li>Use <b>*Think-Pair-Share-Squared</b>.</li> <li>Develop <b>Key Sentence Frames</b> for pair interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide <b>Graphic Organizers</b> or notes to scaffold oral retelling.</li> <li><b>Prompt</b> for academic language output.</li> <li>Use <b>Think-Pair-Share</b>.</li> <li><b>Repeat and Expand</b> student responses in a <b>*Collaborative Dialogue</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Require full sentence responses by asking open ended questions.</li> <li>Use <b>Varied Presentation Formats</b> such as role plays.</li> <li><b>* Scaffold</b> oral reports with note cards and provide time for prior practice.</li> <li>Use <b>Reader's Theatre</b> to scaffold oral language growth.</li> </ul>	<ul style="list-style-type: none"> <li><b>* Structure</b> debates requiring various points of view with graphic organizers and/or outlines.</li> <li>Require the use of academic language.</li> <li>Require oral reporting for summarizing group work.</li> <li>Include oral presentations in the content classroom.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>Preview the text content with pictures, demos, charts, or experiences.</li> <li>Pair students to read one text together.</li> <li>Preview text with a <b>Picture Walk</b>.</li> <li>Use <b>Choral Reading</b>.</li> <li>Use <b>*Teacher Read Alouds</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>Card Sorts</b>.</li> <li>Use <b>K-W-L</b> charts before reading.</li> <li>Use the <b>Language Experience Approach</b>.</li> <li>Provide a list of important concepts on a graphic organizer.</li> <li>Use <b>*Shared Reading</b> and/or simplify the text.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a content vocabulary <b>Word Bank</b> with non-linguistic representations.</li> <li>Teach skimming for specific information.</li> <li>Use <b>Teach the Text Backwards</b>.</li> <li>Use <b>4 to 1</b> for main ideas from text.</li> <li>Use <b>*Guided Reading</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Model the creation of a <b>Story Map</b> from a narrative.</li> <li>Provide <b>Question Answer Relationship</b> questions for student pairs to research.</li> <li>Use <b>Directed Reading Thinking Activity</b>.</li> <li>Use <b>Cornell Notes</b>.</li> <li>Use <b>*Jigsaw Reading</b> to scaffold independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>Require computer and library research.</li> <li>Ask students to analyze text structure and select an appropriate <b>Graphic Organizer</b> for summarizing.</li> <li>Use <b>*Reciprocal Teaching</b> to scaffold independent reading.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Require students to label visuals and/or create language balloons.</li> <li>Require vocabulary notebooks with L1 translations or non-linguistic representations.</li> <li>Provide <b>*Key Sentence Frames</b> with word and picture banks.</li> </ul>	<ul style="list-style-type: none"> <li>Teach note taking on a <b>Graphic Organizer</b>.</li> <li>Use a <b>Roaming Chart</b> in small group work.</li> <li>Use <b>Interactive Journals</b>.</li> <li>Use <b>*Think-Write-Pair-Share</b>.</li> <li>Provide <b>Cloze</b> sentences with a <b>Word Bank</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Require <b>Learning Logs</b> for summaries of learning.</li> <li>Use <b>Text to Graphics and Back Again</b>.</li> <li>Teach <b>Signal Words</b> (comparison, chronology, cause-effect, and listing) for academic writing.</li> <li>Provide <b>*Cloze</b> paragraphs with a <b>*Word Bank</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide <b>Rubrics</b> and exemplars to scaffold writing assignments.</li> <li>Teach and utilize the writing process.</li> <li>Provide an outline for the standard five-paragraph essay.</li> <li>Provide <b>*Report Frames</b> for independent, structured, content writing.</li> </ul>	<ul style="list-style-type: none"> <li>Require academic writing and the use of target academic vocabulary.</li> <li><b>*Teach</b> the process of writing a research paper.</li> <li>Address students' cultures in differing genres of writing.</li> <li>Hold frequent writing conferences with teacher and peers.</li> </ul>

\*Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

Levine, L. N., Lukens, L. & Smallwood, B. A., (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

### Scaffolds Support (WIDA)

<b>Sensory</b>	<b>Graphic</b>
<ul style="list-style-type: none"> <li>Real life objects (Realia)/ concrete objects/ physical models</li> <li>Manipulative (measurement tools, models, scientific instruments, etc.)</li> <li>Pictures/ photos</li> <li>Visual representations (illustrations, drawings, diagrams, etc.)/ cartoons</li> <li>Videos/ broadcasts/ audio books</li> <li>Newspapers/ magazines</li> <li>Gestures/ physical movement</li> <li>Music/ songs/ chants</li> <li>Posters/ display</li> </ul>	<ul style="list-style-type: none"> <li>Charts/ tables</li> <li>Graphs</li> <li>Timelines</li> <li>Number lines</li> <li>Graphic organizers</li> <li>Graphing paper</li> <li>Maps</li> <li>Rubrics</li> <li>Study guides/ guided notes</li> </ul>
<b>Interactive</b>	<b>Verbal and Textual</b>
<ul style="list-style-type: none"> <li>Whole group</li> <li>Small group</li> <li>Partner (turn-&amp;-talk)</li> <li>Cooperative groups (think-write-pair-share)</li> </ul>	<ul style="list-style-type: none"> <li>Labeling</li> <li>Teacher modeling/ monitoring</li> <li>Repetition</li> <li>Paraphrasing/ summarizing</li> </ul>

- Triads
- Interactive websites/ software
- Mentor/ coach
- L1 (home or first language)
- Word-to-word dictionary/ picture dictionary
- Jigsaw activities

- Guiding, clarifying, probing questions
- Leveled questions (five Ws)
- Questioning prompts/ cues
- Word banks/ phrase banks/ word walls
- Sentence starters/ sentence frames/ discussion frames/ formulaic expressions
- Cloze paragraphs/ sentences
- Talk moves (structured academic conversations: re-voicing/ clarifying, restating, reasoning, adding on, wait time)
- Wait time

### **Cooperative Learning:**

Cooperative learning activities give students opportunities to work in groups and share their knowledge. These learning activities are characterized by three components: positive interdependence, individual accountability, and face-to-face interaction. Cooperative learning helps ELs develop social and oral language skills. It motivates ELs to learn English, which helps them become an integral part of the class community, and it has the ability to help students become more confident in social situations.

### **Differentiated Instruction:**

The ESL curriculum strives to implement differentiated instruction in order to meet the WIDA standards. Students must have access to a variety of scaffolded and leveled materials that enable them to learn the same topics being taught in the mainstream classroom. Texts, computer resources and assessments are modified as needed.

### **Social Emotional Learning:**

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. ESL teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



## New Jersey Social and Emotional Learning Competencies and Sub-Competencies



### Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



### Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



### Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



### Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



### Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

\*Adopted by the New Jersey State Board of Education in August 2017

### Thematic Approach:

ESL teachers include topics or themes in their lesson planning that incorporate the WIDA standards. Topic or theme-related language and concepts may be spiraled over a period of time, ensuring their conceptualization. Students are continually expected to communicate in all four language domains: listening, speaking, reading and writing.

### Reader's Workshop for ELs:

Reader's workshop blends whole group instruction, small needs-based groups, and individual conferring to guide students through the application of basic reading comprehension strategies. Teachers of ELs are familiar with the reader's and writer's workshop. Although setting up a reader's workshop classroom in the ESL classroom may not be feasible, ESL teachers can adapt some of the best practices present within the workshop framework.

These strategies are as follows:

- Determining what is Important - Identifying themes and diminishing focus on less important ideas or pieces of information (i.e., ten minute mini-lesson focused on one specific topic or strategy).
- Immediate Application – Provide time for students to independently apply the skill of focus from the mini-lesson, at which time the ESL teacher can float among students and provide guidance as needed.
- Small Group Instruction – While students work independently, the teacher can work with a small group to re-teach a skill, pre-teach something, reinforce a previous concept, or accelerate learning for students ready to move ahead.
- Immediate Targeted Feedback – As students work independently or in small groups, the ESL teacher can provide praise, redirection, or feedback immediately.

Academic Vocabulary	Vocabulary for Vocabulary Strategies	Grammar
<ul style="list-style-type: none"> <li>category</li> <li>compare</li> <li>relate</li> <li>resource</li> <li>series</li> <li>specific</li> <li>support</li> <li>topic</li> <li>discover</li> <li>fact</li> <li>organize</li> <li>record</li> <li>sequence</li> <li>similar</li> <li>theme</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes</li> <li>Suffixes</li> <li>Context clues</li> <li>Word families</li> <li>Latin and root words</li> <li>Synonyms</li> <li>Antonyms</li> <li>Thesaurus</li> <li>Dictionary</li> <li>Category</li> </ul>	<ul style="list-style-type: none"> <li>using/identifying nouns</li> <li>using complete sentences</li> <li>subject-verb agreement</li> <li>plural nouns</li> <li>subjects and predicates</li> <li>forms of have</li> <li>forms of do</li> <li>action verbs</li> <li>past tense verbs (irregular and regular)</li> <li>future tense verbs</li> </ul>

### **Unit-Based Vocabulary:**

<ul style="list-style-type: none"> <li>alive</li> <li>amount</li> <li>arrive</li> <li>available</li> <li>crop</li> <li>depend</li> <li>electricity</li> <li>flow</li> <li>generate</li> <li>globe</li> <li>goods</li> <li>material</li> <li>perfect</li> <li>plan</li> <li>power</li> <li>problem</li> </ul>	<ul style="list-style-type: none"> <li>rainfall</li> <li>safely</li> <li>secret</li> <li>statue</li> <li>treat</li> <li>village</li> <li>worry</li> <li>alarm</li> <li>ancient</li> <li>archaeologist</li> <li>artifact</li> <li>beautiful</li> <li>bury</li> <li>civilization</li> <li>clue</li> <li>discover</li> </ul>	<ul style="list-style-type: none"> <li>explorer</li> <li>famous</li> <li>forest</li> <li>forget</li> <li>locate</li> <li>loss</li> <li>ocean</li> <li>passenger</li> <li>pyramid</li> <li>remember</li> <li>search</li> <li>skeleton</li> <li>tomb</li> <li>treasure</li> <li>wreck</li> </ul>
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### **Content Area Vocabulary:**

<ul style="list-style-type: none"> <li>Analyze</li> <li>Answer</li> <li>Complete</li> <li>Describe</li> <li>Evaluate</li> <li>Examine</li> </ul>	<ul style="list-style-type: none"> <li>Explain</li> <li>Find</li> <li>Graph</li> <li>Investigate</li> <li>Mark</li> <li>Observe</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> <li>Resolve</li> <li>Ruler</li> <li>Solve</li> <li>Study</li> <li>Survey</li> </ul>
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## Scaffolding

<b>WIDA Can-Dos by MODE:</b>	<ul style="list-style-type: none"> <li>• <a href="https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf">https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf</a></li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/6u2.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/6u2.pdf</a></li> </ul>
<b>Level 2 Beginning</b>	<ul style="list-style-type: none"> <li>• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</li> </ul>
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</li> </ul>

## Assessment/Performance Tasks

### **Performance Tasks:**

- **WRITING TASK:** Students will write an informational essay using the writer's process about climate change.
- **CULMINATING PROJECT:** Students will create a multimedia presentation that compares various literary texts as a literary analysis. Students will make connections across various types of text to demonstrate understanding of different text types. Students will compare texts related to climate change.

### **Other Evidence:**

- **Informal Checks/ for Understanding:** Accuracy and thoroughness of student notes, study guides, and graphic organizers will demonstrate informal evidence of concept processing.
- **Formative Assessment:** Lesson closure will be used to monitor levels of understanding. Student interactive rubrics, reading, and writing conferences will serve as formative assessments.
- **Teacher Observation/ Student Discussion:** Teacher observation of class discussions will serve as informal evidence of concept processing and the sophistication of skill development.
- **Teacher Created Quiz/Test:** Formally measured evidence of outcomes and overall progress towards the New Jersey Student Learning Standards will be established via teacher-created quizzes and unit assessments.
- **Writing Prompts/Journal Entries:** Students will produce a series of analytical draft pieces in which they compare and contrast multiple texts and/or varying sources on the basis of teacher provided and/or self-guided prompts.
- **Teacher Created Project:** Culminating project.
- **Homework**
- **Classwork**

### **Entry Criteria for the ESL Program:**

Eligibility for ESL program is based on the results of the following measures:

- WIDA Measure of Developing English Language (WIDA MODEL) assessments are approved by the New Jersey Department of Education and can be administered to screen students who enter the district whose first language is other than English. Students whose score falls below the competent and fluent levels will be placed in an ESL class.
- ACCESS 2.0 test results from the previous school year
- Content area teacher recommendations
- Content area performance and grades
- ESL teacher recommendations
- Participation in an ESL program in another school district
- Arrival to the United States from a country where Standard English is not the first language Monitor Criteria for the ESL Program Students who meet the criteria for exit from the ESL program are placed on a monitor status for a minimum of two years and offered support with content area classes.
- ESL teachers work with content area teachers to ensure a successful transition from the ESL program. In the event that a teacher wants to recommend re-entry into ESL, that request must be submitted to the district

ESL supervisor for review. Re-entry into ESL can only be granted by the county superintendent.

### **Exit Criteria for the ESL Program:**

- Students enrolled in the ESL Program will be tested annually with the ACCESS 2.0 language proficiency assessment to determine their level of English language proficiency.
- The district goal, as determined by the State, is for all students to show growth of at least one proficiency level.

- Students who score at or above 4.5 are evaluated for exit from the ESL program.
- Furthermore, the WIDA MODEL assessments are used as one criterion upon which a student's exit from the program is based.
- Other criteria are student report cards, scores on the district provided assessments (i.e., STAR, iXL, SUCCESS, ELA benchmark, ACCESS, and teacher recommendation).

#### **State Required Assessment:**

- ESL State Assessment: ACCESS- ACCESS for ELLs scores have many potential uses, from determining student placement to guiding the creation of new curricula. Test scores work best as a way to aid decision-making, in cases such as:
  - Establishing when multilingual learners have attained English language proficiency according to state criteria
  - Making decisions about program entry and exit
  - Informing classroom instruction and assessment
  - Which domains teachers could focus on
  - What the WIDA ELD Standards say about students' current proficiency levels
  - How teachers can scaffold using the next level up
  - Monitoring student progress by comparing current scores to previous scores

#### **District Required Assessments:**

- STAR
- IXL
- SUCCESS
- ELA benchmark

#### **Link to NJ Literacy Assessment:**

<https://www.nj.gov/education/modelcurriculum/ela/6u2.shtml>

Username: Model

Password: Curriculum

#### **Unit 2 ELA Assessment:**

<https://www.nj.gov/education/modelcurriculum/assessment/pw/ela/6u2.pdf>

#### **Text/Resources:**

- Inside, Level A- Cengage National Geographic Series and all digital resources
- Fundamentals Vol.1 & 2/ Inside the U.S.A. (newcomer units)
- Online Resources
- iXL
- StudySync
- Sadlier

#### **Inside Unit 2 Texts:**

- *The Secret Water* by Daphne Liu
- *How Do We Use Water?* by Beth Geiger
- *Water at Work* by Beth Geiger
- *Irrigation Pumps Can Save Poor Farmers* by Sandra Postel
- Extended Reading:
  - *20,000 Leagues Under the Sea* by Judith Conaway
  - *Knights of the Round Table* adapted by Gwen Gross
  - *The Dragon Prince* by Laurence Yep
  - *Deserts* by Mary Tull

#### **Inside Unit 5 Texts:**

- *Return to Titanic* by Susan E. Goodman
- *The Forgotten Treasure* an adaptation of a Nigerian folk tale
- *Mysteries of the Ancient Past* by Reyna Eisenstark
- *The Power of Mysteries* by Alan Lightman
- Extended Reading:
  - *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, adapted by Kate McMullen
  - *Can You Feel the Thunder?* by Lynn E. McElfresh

- *Breaking Through* by Francisco Jimenez
- *Earth, Sun, Moon* by Glen Phelan

**Independent Reading Book Ideas for Students (Lexile Level):**

- *Climate Change* by Lisa Owings (660L)
- *Climate Change in Infographics* by Renae Gilles (670L)
- *Climate Change* by Eve Hartman & Wendy Meshbesher (920L)
- *Climate Change* by National Geographic Learning (960L-1070L)
- *The Impact of Climate Change* by Linda Hoyt (1110L)
- *Experiments with Weather and Climate* by John Bassett (750L)
- *Living in a Warmer World* by Jim Ollhoff (980L)

## Interdisciplinary Connections

**Mathematics:**

Numerical data such as graphs and sequential information provide an opportunity for cross-curricular study. WIDA English Language Proficiency Standard 3- English language learners communicate information, ideas and concepts for academic success in the content area of Mathematics.

**Social Studies:**

Many of the books within the classroom collection are historical fiction novels, which provide for the opportunity of cross-curricular study.

WIDA English Language Proficiency Standard 5 – English language learners communicate information, ideas and concepts for academic success in the content area of Social Studies.

**Science:**

Informational reading connected to science content will be made available to help students build background knowledge in specific units (e.g., Survival)

WIDA English Language Proficiency Standard 4 – English language learners communicate information, ideas and concepts for academic success in the content area of Science.

**ELA:**

This curriculum is designed to supplement and work in partnership with the ELA curriculum.

WIDA English Language Proficiency Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

**ELA Instructional Units:** <https://www.nj.gov/education/cccs/instructionalunits/ela/>

## Unit Modifications for Special Population Students

Student assignment in ESL-English classes will be based upon the number of years of middle school English or ESL completed, so the English Language Proficiency levels of students in any class may vary	
The Units of Study are organized by theme, so the texts read within each theme can be differentiated by reading level.	
Differentiation in materials, assignments, and assessments can be provided (e.g., 99 Ideas and Activities for Teaching English Learners with the SIOP Model)	
<b>Advanced Learners</b>	<p>Gifted and Talented EL Guidance link:  <a href="https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf">https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf</a></p>
<b>Struggling Learners</b>	<p>Tiered Systems of Support link:  <a href="https://www.state.nj.us/education/njtss/">https://www.state.nj.us/education/njtss/</a></p>
<b>English Language Learners</b>	<p>This entire curriculum is designed for ELLs. Also, review FABRIC  <a href="https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a></p> <p>English Language Learner Toolkit:  <a href="https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELLsToolkit_508C.pdf">https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELLsToolkit_508C.pdf</a></p>
<b>Special Needs Learners</b>	<p>ELLs with Special and Diverse Needs Link:  <a href="https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm">https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm</a></p>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Unit Modifications for Newcomers

Unit 2- Informational (Inside the U.S.A) Newcomer Supplemental Support  
**Vocabulary**

7
Young Tall Long Big Dark Curly



Old  
Short  
Little  
Light  
Straight

I am  
You are  
He is  
She is  
We are  
They are

What do you like?

I like  
You like  
He likes  
She likes  
That  
Has  
Both  
Like  
Get  
Good  
Don't  
He  
Book  
Old  
We  
Picture

### **Language Function**

Describe yourself  
Describe other people  
Express Feelings  
Discuss information learned

### **Grammar**

Sentences and commands  
End punctuation: Period and Question Mark

### **Unit 2 Project**

Create an informational multimedia project

Career Readiness, Life Literacies, and Key Skills Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

### **Mission**

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

### **Vision**

An education in career readiness, life literacies, and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- Uses effective communication and collaboration skills and resources to interact with a global society;
- Possesses financial literacy and responsibility at home and in the broader community;
- Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

### **Indicators:**

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

[Review the following standards for expectations by grade 8:](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf)

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

### **Indicators:**

Computers or iPads can be integral in providing ELs with valuable language experiences as they learn a new language. ESL teachers should offer English learners a language-rich environment in which students are constantly engaged in language activities. The computer or iPad can act as a tool to increase verbal exchanges, develop content area vocabulary and improve reading and writing skills. Students should be exposed to language learning software and websites, which may be utilized at home and in school. Interactive whiteboards can also play a major part of hands-on interactive ESL instruction. Interactive whiteboards provide students with visual support that all ESL students need. In addition, they provide a way for teachers to anonymously survey students' understanding of the material being taught.

### **Technology Connections**

- E-textbooks (Classlink)
- Collections (Houghton Mifflin Harcourt)
- Inside (National Geographic Cengage Learning, 2014)
- Microsoft Office, One Note, Schoology, FlipGrid and One Drive will be used to assign tasks, submit work, and provide feedback
- Microsoft Apps will be used to promote collaboration through technology
- Websites
- Online resources will be used to supplement curricular materials.
- Ted Talks will be provided when relevant to curriculum content.
- Immersive Reader will be used to help students build academic vocabulary knowledge.

**Unit 3 Title:** Harmony & Revolution-Argumentative Writing

This unit seeks to explore consequences of the actions both on individuals and larger society. Students will, through core texts, experience conflict with family expectations, religious restrictions, political structures, and gender stereotypes. In order to develop the craft of argumentation, students will learn strategies for argumentative writing informed by their own investigations into these themes. In addition, students will learn, recall, and apply new vocabulary using various activities to practice and reinforce skills and strategies. Throughout this unit, independent reading will be encouraged to allow students to build reading stamina, practice grade level skills and strategies, and develop interest and enthusiasm for reading.

Unit 3 will focus on strengthening students' ability to analyze non-fiction texts. Students will cite textual evidence to write an argumentative essay. Students will carefully analyze texts that explore current and high-interest topics. Students will develop a deep understanding of the central elements included in a strong argumentative essay (i.e. claim, the use of supportive evidence, reasoning techniques, and counterclaim establishment). After developing a strong foundation in the characteristics of argumentative writing, students will construct a finalized argumentative essay to support claims with transitions, clear reasoning, and relevant evidence from multiple, credible sources.

INSIDE: The INSIDE units selected for this unit aim to connect the idea of freedom with argumentative writing. Students will explore which freedoms they deem to be important and write an argumentative text regarding what freedom means to them.

**Unit Duration:** 3rd Marking Period (9 weeks-45 days)**Desired Results****Student Learning Objectives & Standard(s):**

<https://www.state.nj.us/education/modelcurriculum/ela/6u3.pdf>

<b>INSIDE Level A</b>	<b>NJ SLS Standards</b>	<b>WIDA Standards</b>
Unit 6- Struggle for Freedom	L.6.1;a;b;c;d L.6.3 L.6.4;a L.6.6 RI.6.1 RI.6.2	WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5

	RI.6.4 RI.6.5 RI.6.6 RI.6.7 RI.6.10 RL.6.1 RL.6.2 RL.6.4 RL.6.5 RL.6.7 RL.6.10 SL.6.1;a;d SL.6.2 SL.6.4 W.6.3.d W.6.9 W.6.10	
Unit 7- Star Power	L.6.1;a;e L.6.2 L.6.3.a L.6.4;a;c;d L.6.5;a L.6.6 RI.6.1 RI.6.2 RI.6.4 RI.6.6 RI.6.7 RI.6.8 RI.6.10 RL.6.1 RL.6.2 RL.6.4 RL.6.6 RL.6.10	WIDA ELP Standard 1 WIDA ELP Standard 2

**Language Objectives:**

<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/6u3.pdf>

Listening Skills	Speaking Skills	Reading Skills	Writing Skills
<ul style="list-style-type: none"> <li>- Listening and responding to discussion within the classroom</li> <li>- Adhering to teacher directions</li> <li>- Using podcasts as a source of information</li> <li>- Listen to the ideas of others to respond</li> </ul>	<ul style="list-style-type: none"> <li>- Making connections to text</li> <li>- Explaining point of view</li> <li>- Explaining ideas</li> <li>- Identifying with a speaker's claim or argument</li> <li>- Using pronouns in the proper case and gender</li> <li>- Orally identify supportive textual evidence and infer details</li> <li>- Orally explain and summarize central ideas and key details</li> </ul>	<ul style="list-style-type: none"> <li>- Making inferences</li> <li>- Closely reading</li> <li>- Determining theme</li> <li>- Summarizing texts</li> <li>- Identify plot and characters</li> <li>- Distinguishing between essential and nonessential elements of a text</li> <li>- Determining figurative, connotative, and technical meanings of words in a text</li> <li>- Analyze how key individuals, events, or ideas are developed in the text</li> </ul>	<ul style="list-style-type: none"> <li>- Citing textual evidence</li> <li>- Making connections to text</li> <li>- Write a coherent informative essay that uses transition words and a variety of sentence structures</li> <li>- Using appropriate tone when writing</li> <li>- Compiling references</li> <li>- Writing informative journal entries</li> <li>- Writing pronouns in the proper case and gender</li> <li>- Write using proper punctuations and</li> </ul>

			conventions of standard English
<b>WIDA Can-Do Descriptors:</b> <a href="https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf">https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf</a>			
<b>Essential Questions/Critical Understandings:</b> <ul style="list-style-type: none"><li>• How far should people go for the sake of freedom?</li><li>• How do skillful writers compose arguments that support claims with clear reasons and relevant evidence?</li><li>• How do skillful readers integrate information presented in different media formats to develop a coherent understanding of a topic?</li><li>• What does freedom mean to me?</li><li>• What freedoms are worth fighting for and why?</li><li>• How do you determine the main ideas and details of a text?</li></ul>		<b>Essential Skills:</b> <ul style="list-style-type: none"><li>• Analyze characters' viewpoints</li><li>• Analyze author's purpose</li><li>• Analyze argument and evidence</li><li>• Identify and use:<ul style="list-style-type: none"><li>○ complex and compound sentences</li><li>○ subject and predicate pronouns</li><li>○ subject and predicate nouns</li><li>○ reflexive and intensive pronouns</li><li>○ possessive nouns</li><li>○ adjectives</li><li>○ prepositions and prepositional phrases</li></ul></li><li>• Engage in debate-like discussion</li><li>• Summarize texts</li><li>• Compare and contrast various texts and information</li><li>• Express opinions</li><li>• Use persuasive writing to complete an argumentative essay</li></ul>	
<b>Learning/Instructional Strategies</b>			
<p>Using this curriculum guide as a foundation, the ESL teacher, in the role of decision maker, selects the specific method or technique best suited to reach a particular objective. The teacher uses an eclectic approach, drawing upon his or her experience and knowledge of teaching and learning while responding to the English proficiency level of each student and his/her immediate social and academic needs. ESL teachers are sensitive to the differences between what the students are taught and what the students bring to class, so lessons and teaching methods are student-centered, based on each student's individual English language needs. Instruction of ELs may include any or all of the following:</p> <p><b>Sheltered English Instruction (SEI):</b></p> <p>"Sheltered English Instruction (SEI) is a planning process that helps teachers provide English learners with grade-level content instruction by adapting lesson activities to the English proficiency level of individual students" (NJDOE). Through the use of SEI, English learners can be integrated into classrooms with their English-speaking peers and work toward meeting expectations outlined in the New Jersey Student Learning Standards and Next Generation Science Standards.</p> <p>SEI promotes the use of clear, direct, and easy-to-understand language and a wide range of scaffolding strategies to communicate understanding of content in mathematics, science, social studies, and language arts to students. SEI activities require teachers to analyze lesson content to determine the academic language that must be taught to make content accessible for ELs. SEI methods require teachers to build background knowledge, connect new content to students' prior knowledge, provide time for interaction and collaboration among students, integrate explicit language and vocabulary instruction relevant to content learning, and emphasize the use of many types of instructional strategies including cooperative learning, differentiated instruction, and thematic study.</p> <p><b>The GO TO Strategies Matrix:</b> <a href="http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01_GO%20TO%20Matrix.pdf">http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01_GO%20TO%20Matrix.pdf</a></p>			

**The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12**

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> <li>Use physical gestures to accompany oral directives.</li> <li>Modify <b>*Teacher Talk</b>.</li> <li>Label visuals and objects with target vocabulary.</li> <li>Introduce <b>Cognates</b> to aid comprehension.</li> <li>Ask for <b>Signal Responses</b> to check comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Give two step <b>Contextualized</b> directions.</li> <li>Restate/rephrase and use <b>*Patterned Oral Language</b> routines.</li> <li><b>Model Academic Language</b> and vocabulary.</li> <li>Ask for <b>Total Physical Responses</b> from students.</li> </ul>	<ul style="list-style-type: none"> <li>Provide graphics or objects to sequence steps in a process.</li> <li><b>Check Comprehension</b> of all students frequently.</li> <li>Use <b>*Wait Time</b>.</li> <li>Provide <b>Anticipation Guides</b> for previewing content reading.</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast relationships from auditory information using a <b>Venn Diagram</b>.</li> <li>Require students to restate and rephrase from auditory input as in <b>*Paraphrase Passport</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Outline lectures on the SmartBoard.</li> <li>Use <b>*Video Observation Guides</b>.</li> <li>Confirm students' prior knowledge of content topics.</li> <li>Extend content vocabulary with multiple examples and non-examples.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>Provide wall charts with illustrated academic vocabulary.</li> <li>Ask simple WH (who, what, when, where), yes-no or either-or questions.</li> <li>Elicit <b>*Choral Responses</b>.</li> <li>Encourage participation in group chants, poems, and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>10-2</b> structures.</li> <li>Assign roles in group work.</li> <li>Use <b>Clock Buddies</b>.</li> <li>Use <b>Numbered Heads Together</b>.</li> <li>Use <b>*Think-Pair-Share-Squared</b>.</li> <li>Develop <b>Key Sentence Frames</b> for pair interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide <b>Graphic Organizers</b> or notes to scaffold oral retelling.</li> <li><b>Prompt</b> for academic language output.</li> <li>Use <b>*Think-Pair-Share</b>.</li> <li><b>Repeat and Expand</b> student responses in a <b>*Collaborative Dialogue</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Require full sentence responses by asking open ended questions.</li> <li>Use <b>Varied Presentation Formats</b> such as role plays.</li> <li><b>* Scaffold oral reports with note cards and provide time for prior practice.</b></li> <li>Use <b>Reader's Theatre</b> to scaffold oral language growth.</li> </ul>	<ul style="list-style-type: none"> <li><b>* Structure debates requiring various points of view with graphic organizers and/or outlines.</b></li> <li>Require the use of academic language.</li> <li>Require oral reporting for summarizing group work.</li> <li>Include oral presentations in the content classroom.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>Preview the text content with pictures, demos, charts, or experiences.</li> <li>Pair students to read one text together.</li> <li>Preview text with a <b>Picture Walk</b>.</li> <li>Use <b>Choral Reading</b>.</li> <li>Use <b>*Teacher Read Alouds</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>Card Sorts</b>.</li> <li>Use <b>K-W-L</b> charts before reading.</li> <li>Use the <b>Language Experience Approach</b>.</li> <li>Provide a list of important concepts on a graphic organizer.</li> <li>Use <b>*Shared Reading</b> and/or simplify the text.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a content vocabulary <b>Word Bank</b> with non-linguistic representations.</li> <li>Teach skimming for specific information.</li> <li>Use <b>Teach the Text Backwards</b>.</li> <li>Use <b>4 to 1</b> for main ideas from text.</li> <li>Use <b>*Guided Reading</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Model the creation of a <b>Story Map</b> from a narrative.</li> <li>Provide <b>Question Answer Relationship</b> questions for student pairs to research.</li> <li>Use <b>Directed Reading Thinking Activity</b>.</li> <li>Use <b>Cornell Notes</b>.</li> <li>Use <b>*Jigsaw Reading</b> to scaffold independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>Require computer and library research.</li> <li>Ask students to analyze text structure and select an appropriate <b>Graphic Organizer</b> for summarizing.</li> <li>Use <b>*Reciprocal Teaching</b> to scaffold independent reading.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Require students to label visuals and/or create language balloons.</li> <li>Require vocabulary notebooks with L1 translations or non-linguistic representations.</li> <li>Provide <b>*Key Sentence Frames</b> with word and picture banks.</li> </ul>	<ul style="list-style-type: none"> <li>Teach note taking on a <b>Graphic Organizer</b>.</li> <li>Use a <b>Roving Chart</b> in small group work.</li> <li>Use <b>Interactive Journals</b>.</li> <li>Use <b>*Think-Write-Pair-Share</b>.</li> <li>Provide <b>Cloze</b> sentences with a <b>Word Bank</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Require <b>Learning Logs</b> for summaries of learning.</li> <li>Use <b>Text to Graphics and Back Again</b>.</li> <li>Teach <b>Signal Words</b> (comparison, chronology, cause -effect, and listing) for academic writing.</li> <li>Provide <b>*Cloze</b> paragraphs with a <b>*Word Bank</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide <b>Rubrics</b> and exemplars to scaffold writing assignments.</li> <li>Teach and utilize the writing process.</li> <li>Provide an outline for the standard five-paragraph essay.</li> <li>Provide <b>*Report Frames</b> for independent, structured, content writing.</li> </ul>	<ul style="list-style-type: none"> <li>Require academic writing and the use of target academic vocabulary.</li> <li><b>*Teach</b> the process of writing a research paper.</li> <li>Address students' cultures in differing genres of writing.</li> <li>Hold frequent writing conferences with teacher and peers.</li> </ul>

\*Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

Levine, L. N., Lukens, L. & Smallwood, B. A., (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

## Scaffolds Support (WIDA)

<b>Sensory</b>	<b>Graphic</b>
<ul style="list-style-type: none"> <li>Real life objects (Realia)/ concrete objects/ physical models</li> <li>Manipulative (measurement tools, models, scientific instruments, etc.)</li> <li>Pictures/ photos</li> <li>Visual representations (illustrations, drawings, diagrams, etc.)/ cartoons</li> <li>Videos/ broadcasts/ audio books</li> <li>Newspapers/ magazines</li> <li>Gestures/ physical movement</li> <li>Music/ songs/ chants</li> <li>Posters/ display</li> </ul>	<ul style="list-style-type: none"> <li>Charts/ tables</li> <li>Graphs</li> <li>Timelines</li> <li>Number lines</li> <li>Graphic organizers</li> <li>Graphing paper</li> <li>Maps</li> <li>Rubrics</li> <li>Study guides/ guided notes</li> </ul>
<b>Interactive</b>	<b>Verbal and Textual</b>
<ul style="list-style-type: none"> <li>Whole group</li> <li>Small group</li> <li>Partner (turn-&amp;-talk)</li> <li>Cooperative groups (think-write-pair-share)</li> <li>Triads</li> <li>Interactive websites/ software</li> <li>Mentor/ coach</li> <li>L1 (home or first language)</li> <li>Word-to-word dictionary/ picture dictionary</li> <li>Jigsaw activities</li> </ul>	<ul style="list-style-type: none"> <li>Labeling</li> <li>Teacher modeling/ monitoring</li> <li>Repetition</li> <li>Paraphrasing/ summarizing</li> <li>Guiding, clarifying, probing questions</li> <li>Leveled questions (five Ws)</li> <li>Questioning prompts/ cues</li> <li>Word banks/ phrase banks/ word walls</li> <li>Sentence starters/ sentence frames/ discussion frames/ formulaic expressions</li> <li>Cloze paragraphs/ sentences</li> </ul>



- Talk moves (structured academic conversations: re-voicing/ clarifying, restating, reasoning, adding on, wait time)
- Wait time

### **Cooperative Learning:**

Cooperative learning activities give students opportunities to work in groups and share their knowledge. These learning activities are characterized by three components: positive interdependence, individual accountability, and face-to-face interaction. Cooperative learning helps ELs develop social and oral language skills. It motivates ELs to learn English, which helps them become an integral part of the class community, and it has the ability to help students become more confident in social situations.

### **Differentiated Instruction:**

The ESL curriculum strives to implement differentiated instruction in order to meet the WIDA standards. Students must have access to a variety of scaffolded and leveled materials that enable them to learn the same topics being taught in the mainstream classroom. Texts, computer resources and assessments are modified as needed.

### **Social Emotional Learning:**

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. ESL teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



## **New Jersey Social and Emotional Learning Competencies and Sub-Competencies**



### **Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



### **Social Awareness**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



### **Responsible Decision-Making**

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

\*Adopted by the New Jersey State Board of Education in August 2017

### **Thematic Approach:**

ESL teachers include topics or themes in their lesson planning that incorporate the WIDA standards. Topic or theme-related language and concepts may be spiraled over a period of time, ensuring their conceptualization. Students are continually expected to communicate in all four language domains: listening, speaking, reading and writing.

### **Reader's Workshop for ELs:**

Reader's workshop blends whole group instruction, small needs-based groups, and individual conferring to guide students through the application of basic reading comprehension strategies. Teachers of ELs are familiar with the reader's and writer's workshop. Although setting up a reader's workshop classroom in the ESL classroom may not be feasible, ESL teachers can adapt some of the best practices present within the workshop framework.

These strategies are as follows:

- Determining what is Important - Identifying themes and diminishing focus on less important ideas or pieces of information (i.e., ten minute mini-lesson focused on one specific topic or strategy).
- Immediate Application – Provide time for students to independently apply the skill of focus from the mini-lesson, at which time the ESL teacher can float among students and provide guidance as needed.
- Small Group Instruction – While students work independently, the teacher can work with a small group to re-teach a skill, pre-teach something, reinforce a previous concept, or accelerate learning for students ready to move ahead.
- Immediate Targeted Feedback – As students work independently or in small groups, the ESL teacher can provide praise, redirection, or feedback immediately.

<b>Academic Vocabulary</b>	<b>Vocabulary for Vocabulary Strategies</b>	<b>Grammar</b>
<ul style="list-style-type: none"> <li>• arrange</li> <li>• context</li> <li>• demonstrate</li> <li>• explain</li> <li>• fact</li> <li>• freedom</li> <li>• interpret</li> <li>• topic</li> <li>• analyze</li> <li>• appropriate</li> <li>• compare</li> <li>• discuss</li> <li>• element</li> <li>• evaluate</li> <li>• fact</li> <li>• locate</li> <li>• space</li> <li>• style</li> </ul>	<ul style="list-style-type: none"> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Context clues</li> <li>• Word families</li> <li>• Latin and root words</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Thesaurus</li> <li>• Dictionary</li> <li>• Category</li> </ul>	<ul style="list-style-type: none"> <li>• using/identifying nouns and pronouns in the subject and predicate</li> <li>• using reflexive/intensive pronouns</li> <li>• using/identifying possessive nouns</li> <li>• using/identifying possessive adjective and pronouns</li> <li>• using prepositions and prepositional phrases</li> </ul>

### **Unit-Based Vocabulary:**

<ul style="list-style-type: none"> <li>• arrest</li> <li>• assist</li> <li>• capture</li> <li>• dictator</li> <li>• escape</li> <li>• freedom</li> <li>• government</li> <li>• hopeful</li> </ul>	<ul style="list-style-type: none"> <li>• rescue</li> <li>• responsibility</li> <li>• reward</li> <li>• right</li> <li>• slave</li> <li>• system</li> <li>• travel</li> <li>• violent</li> </ul>	<ul style="list-style-type: none"> <li>• pollution</li> <li>• protect</li> <li>• reduce</li> <li>• release</li> <li>• remain</li> <li>• roam</li> <li>• scatter</li> <li>• space</li> </ul>
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<ul style="list-style-type: none"> <li>• journal</li> <li>• law</li> <li>• leader</li> <li>• opinion</li> <li>• organize</li> <li>• politics</li> <li>• protest</li> <li>• public</li> </ul>	<ul style="list-style-type: none"> <li>• advice</li> <li>• benefit</li> <li>• continue</li> <li>• distance</li> <li>• environment</li> <li>• hunter</li> <li>• migrate</li> <li>• orbit</li> </ul>	<ul style="list-style-type: none"> <li>• tale</li> <li>• telescope</li> <li>• temperature</li> <li>• track</li> <li>• unit</li> <li>• universe</li> <li>• vary</li> <li>• wasted</li> </ul>
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**Content Area Vocabulary:**

<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Answer</li> <li>• Complete</li> <li>• Describe</li> <li>• Evaluate</li> <li>• Examine</li> </ul>	<ul style="list-style-type: none"> <li>• Explain</li> <li>• Find</li> <li>• Graph</li> <li>• Investigate</li> <li>• Mark</li> <li>• Observe</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Resolve</li> <li>• Ruler</li> <li>• Solve</li> <li>• Study</li> <li>• Survey</li> </ul>
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Scaffolding	
<b>WIDA Can-Dos by MODE:</b>	<ul style="list-style-type: none"> <li>• <a href="https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf">https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf</a></li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/6u3.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/6u3.pdf</a></li> </ul>
<b>Level 2 Beginning</b>	<ul style="list-style-type: none"> <li>• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</li> </ul>
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</li> </ul>

## Assessment/Performance Tasks

### **Performance Tasks:**

- **WRITING TASK:** Students will write an argumentative essay using the writer's process in which they use evidence, counterclaim, and their own thesis statement. They will write about freedom and why it's important.
- **CULMINATING PROJECT:** Students will create a multimedia presentation in which they argue for a freedom, right, or initiative that would benefit ESL students. They will use what they have learned about argumentative writing to create a persuasive presentation about something that could change to make their acquisition of the English language or acculturation easier.

### **Other Evidence:**

- **Informal Checks/ for Understanding:** Accuracy and thoroughness of student notes, study guides, and graphic organizers will demonstrate informal evidence of concept processing.
- **Formative Assessment:** Lesson closure will be used to monitor levels of understanding. Student interactive rubrics, reading, and writing conferences will serve as formative assessments.
- **Teacher Observation/ Student Discussion:** Teacher observation of class discussions will serve as informal evidence of concept processing and the sophistication of skill development.
- **Teacher Created Quiz/Test:** Formally measured evidence of outcomes and overall progress towards the New Jersey Student Learning Standards will be established via teacher-created quizzes and unit assessments.
- **Writing Prompts/Journal Entries:** Students will produce a series of analytical draft pieces in which they compare and contrast multiple texts and/or varying sources on the basis of teacher provided and/or self-guided prompts.
- **Teacher Created Project:** Culminating project.
- **Homework**
- **Classwork**

### **Entry Criteria for the ESL Program:**

Eligibility for ESL program is based on the results of the following measures:

- WIDA Measure of Developing English Language (WIDA MODEL) assessments are approved by the New Jersey Department of Education and can be administered to screen students who enter the district whose first language is other than English. Students whose score falls below the competent and fluent levels will be placed in an ESL class.
- ACCESS 2.0 test results from the previous school year
- Content area teacher recommendations
- Content area performance and grades
- ESL teacher recommendations
- Participation in an ESL program in another school district
- Arrival to the United States from a country where Standard English is not the first language Monitor Criteria for the ESL Program Students who meet the criteria for exit from the ESL program are placed on a monitor status for a minimum of two years and offered support with content area classes.
- ESL teachers work with content area teachers to ensure a successful transition from the ESL program. In the event that a teacher wants to recommend re-entry into ESL, that request must be submitted to the district

ESL supervisor for review. Re-entry into ESL can only be granted by the county superintendent.

### **Exit Criteria for the ESL Program:**

- Students enrolled in the ESL Program will be tested annually with the ACCESS 2.0 language proficiency assessment to determine their level of English language proficiency.
- The district goal, as determined by the State, is for all students to show growth of at least one proficiency level.

- Students who score at or above 4.5 are evaluated for exit from the ESL program.
- Furthermore, the WIDA MODEL assessments are used as one criterion upon which a student's exit from the program is based.
- Other criteria are student report cards, scores on the district provided assessments (i.e., STAR, iXL, SUCCESS, ELA benchmark, ACCESS, and teacher recommendation).

#### **State Required Assessment:**

- ESL State Assessment: ACCESS- ACCESS for ELLs scores have many potential uses, from determining student placement to guiding the creation of new curricula. Test scores work best as a way to aid decision-making, in cases such as:
  - Establishing when multilingual learners have attained English language proficiency according to state criteria
  - Making decisions about program entry and exit
  - Informing classroom instruction and assessment
  - Which domains teachers could focus on
  - What the WIDA ELD Standards say about students' current proficiency levels
  - How teachers can scaffold using the next level up
  - Monitoring student progress by comparing current scores to previous scores

#### **District Required Assessments:**

- STAR
- IXL
- SUCCESS
- ELA benchmark

#### **Link to NJ Literacy Assessment:**

<https://www.nj.gov/education/modelcurriculum/ela/6u3.shtml>

Username: Model

Password: Curriculum

#### **Unit 3 ELA Assessment:**

<https://www.nj.gov/education/modelcurriculum/assessment/pw/ela/6u3.pdf>

#### **Text/Resources:**

- Inside, Level A- Cengage National Geographic Series and all digital resources
- Fundamentals Vol.1 & 2/ Inside the U.S.A. (newcomer units)
- Online Resources
- iXL
- StudySync
- Sadlier

#### **Inside Unit 6 Texts:**

- *Escaping to Freedom* by Daniel Schulman
- *Brave Butterflies* by Susan Blackaby
- *Seeking Freedom* by Daniel Schulman
- *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry
- Extended Reading:
  - *The Time Machine* by H.G. Wells, adapted by Les Martin
  - *Letters from Rifka* by Karen Hesse
  - *Franklin D. Roosevelt* by Laura Hamilton Waxman
  - *The Anti-Slavery Movement* by Ann M. Rossi

#### **Inside Unit 7 Texts:**

- *The Earth Under Sky Bear's Feet* by Joseph Bruchac
- *A Universe of Stars* by Ellen Fried
- *Not-So-Starry Nights* by Sharon Guynup
- *John F. Kennedy's Speech on Going to the Moon* by John F. Kennedy
- Extended Reading:
  - *The War of the Worlds* by H.G. Wells, adapted by Mary Ann Evans
  - *Stargirl* by Jerry Spinelli



- *The Man Who Went to the Far Side of the Moon* by Bea Uusma Schyffert
- *Missions in Space* by Stephen Currie

#### **Independent Reading Book Ideas for Students (Lexile Level):**

- *Chasing Freedom* by Nikki Grimes (960L)
- *Freedom of Speech* by Jenny Mason (1110L)
- *North to Freedom* by Anne S. Holm (890L)
- *Freedom Stone* by Jeffrey Kluger (1030L)
- *Freedom Riders* by Ann Bausum (1090L)
- *Freedom Heroines* by Frieda Wishinsky (970L)

### **Interdisciplinary Connections**

#### **Mathematics:**

Numerical data such as graphs and sequential information provide an opportunity for cross-curricular study. WIDA English Language Proficiency Standard 3- English language learners communicate information, ideas and concepts for academic success in the content area of Mathematics.

#### **Social Studies:**

Many of the books within the classroom collection are historical fiction novels, which provide for the opportunity of cross-curricular study.

WIDA English Language Proficiency Standard 5 – English language learners communicate information, ideas and concepts for academic success in the content area of Social Studies.

#### **Science:**

Informational reading connected to science content will be made available to help students build background knowledge in specific units (e.g., Survival)

WIDA English Language Proficiency Standard 4 – English language learners communicate information, ideas and concepts for academic success in the content area of Science.

#### **ELA:**

This curriculum is designed to supplement and work in partnership with the ELA curriculum.

WIDA English Language Proficiency Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

**ELA Instructional Units:** <https://www.nj.gov/education/cccs/instructionalunits/ela/>

### **Unit Modifications for Special Population Students**

Student assignment in ESL-English classes will be based upon the number of years of middle school English or ESL completed, so the English Language Proficiency levels of students in any class may vary

The Units of Study are organized by theme, so the texts read within each theme can be differentiated by reading level.

Differentiation in materials, assignments, and assessments can be provided (e.g., 99 Ideas and Activities for Teaching English Learners with the SIOP Model)

<b>Advanced Learners</b>	Gifted and Talented EL Guidance link. <a href="https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf">https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf</a>
<b>Struggling Learners</b>	Tiered Systems of Support link: <a href="https://www.state.nj.us/education/njtss/">https://www.state.nj.us/education/njtss/</a>
<b>English Language Learners</b>	This entire curriculum is designed for ELLs. Also, review FABRIC <a href="https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a>  English Language Learner Toolkit: <a href="https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELLsToolkit_508C.pdf">https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELLsToolkit_508C.pdf</a>
<b>Special Needs Learners</b>	ELLs with Special and Diverse Needs Link: <a href="https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm">https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm</a>



<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Unit Modifications for Newcomers

### Unit 3– Argumentative (Inside the U.S.A) Newcomer Supplemental Support

#### Vocabulary

5

Do you like \_\_\_\_?  
 Yes, I like \_\_\_\_  
 No, I do not like \_\_\_\_.  
 What do you like?  
 I like \_\_\_\_.  
 I do not like \_\_\_\_.

What is that?  
 What are these?  
 What are those?  
 This is \_\_\_\_.  
 That is \_\_\_\_.  
 There are \_\_\_\_.  
 This is \_\_\_\_.  
 Those are \_\_\_\_.

#### Language Function

Express likes and dislikes  
 Give information  
 Give commands  
 Follow commands

#### Grammar

Plurals  
 Sentence structure  
 Nouns and adjectives  
 End punctuation: Period, Exclamation, Question Mark

### **Unit 3 Project**

Complete multimedia Argumentative piece

## **Integration of 21<sup>st</sup> Century Skills**

### **Indicators:**

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

[Review the following standards for expectations by grade 8:](https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf)

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

### **indicators:**

Computers or iPads can be integral in providing ELs with valuable language experiences as they learn a new language. ESL teachers should offer English learners a language-rich environment in which students are constantly engaged in language activities. The computer or iPad can act as a tool to increase verbal exchanges, develop content area vocabulary and improve reading and writing skills. Students should be exposed to language learning software and websites, which may be utilized at home and in school. Interactive whiteboards can also play a major part of hands-on interactive ESL instruction. Interactive whiteboards provide students with visual support that all ESL students need. In addition, they provide a way for teachers to anonymously survey students' understanding of the material being taught.

### **Technology Connections**

- E-textbooks (Classlink)
- Collections (Houghton Mifflin Harcourt)
- Inside (National Geographic Cengage Learning, 2014)
- Microsoft Office, One Note, Schoology, FlipGrid and One Drive will be used to assign tasks, submit work, and provide feedback
- Microsoft Apps will be used to promote collaboration through technology
- Websites
- Online resources will be used to supplement curricular materials.
- Ted Talks will be provided when relevant to curriculum content.
- Immersive Reader will be used to help students build academic vocabulary knowledge.

**Unit 4 Title: Education & Growth- Book Club Novel Choice**

This unit seeks to build understanding about the transformational potential of education, both formal and informal in America, and the strong connection learning can have on personal and moral growth. Students will learn strategies to help them read core texts that trace the development of a young person, considering the societal factors of the time period and today that influence that growth. Next, students will learn skills to develop a literary analysis with appropriate textual evidence as modelled in a mentor text. In addition, students will learn, recall, and apply new vocabulary using various activities to practice and reinforce skills and strategies. Throughout this unit, independent reading will be encouraged to allow students to build reading stamina, practice grade level skills and strategies, and develop interest and enthusiasm for reading.

In this culminating unit, students will demonstrate mastery of grade-level standards through the selection of independent reading novels and collaborative conversations. A key component of this unit is student voice and choice. The demonstration of mastery can take on many forms including, but not limited to multimedia presentations, essays, pamphlets, artistic representations, games, or other authentic products.

INSIDE: The INSIDE units selected for this unit aim to connect literary analysis by reading various texts. Students will explore various genres through the reading of “creepy classics”. Students will also explore various text types through art pieces. Students will be able to discuss how art is a way to express our ideas. Additionally, students will use discussion etiquette in the form of a book club.

**Unit Duration: 4th Marking Period (9 weeks-45 days)****Desired Results****Student Learning Objectives & Standard(s):**<https://www.state.nj.us/education/modelcurriculum/ela/6u4.pdf>

<b>INSIDE Level A</b>	<b>NJ SLS Standards</b>	<b>WIDA Standards</b>
Unit 4- Creepy Classics	L.6.1 L.6.2.a L.6.3.a L.6.4;b L.6.6 RI.6.1 RI.6.3 RI.6.4	WIDA ELP Standard 1 WIDA ELP Standard 2

	RI.6.7 RI.6.10 RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.6 RL.6.7 RL.6.9 RL.6.10 SL.6.1;c;d SL.6.2 W.6.3.d W.6.9 W.6.10	
Unit 8- Art & Soul	L.6.1;e L.6.2;a L.6.3.a L.6.4 L.6.5;a;c L.6.6 RI.6.1 RI.6.2 RI.6.4 RI.6.6 RI.6.7 RI.6.10 RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.7 RL.6.9 RL.6.10 W.6.3.d W.6.9 W.6.10	WIDA ELP Standard 1 WIDA ELP Standard 2

**Language Objectives:**

<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/6u4.pdf>

Listening Skills	Speaking Skills	Reading Skills	Writing Skills
<ul style="list-style-type: none"> <li>- Listening and responding to discussion within the classroom</li> <li>- Adhering to teacher directions</li> <li>- Using podcasts as a source of information</li> <li>- Listen to the ideas of others to respond</li> </ul>	<ul style="list-style-type: none"> <li>- Making connections to text</li> <li>- Explaining point of view</li> <li>- Explaining ideas</li> <li>- Identifying with a speaker's claim or argument</li> <li>- Using pronouns in the proper case and gender</li> <li>- Orally identify supportive textual evidence and infer details</li> <li>- Orally explain and summarize central ideas and key details</li> </ul>	<ul style="list-style-type: none"> <li>- Making inferences</li> <li>- Closely reading</li> <li>- Determining theme</li> <li>- Summarizing texts</li> <li>- Identify plot and characters</li> <li>- Distinguishing between essential and nonessential elements of a text</li> <li>- Determining figurative, connotative, and technical meanings of words in a text</li> <li>- Analyze how key individuals, events, or</li> </ul>	<ul style="list-style-type: none"> <li>- Citing textual evidence</li> <li>- Making connections to text</li> <li>- Using appropriate tone when writing</li> <li>- Compiling references</li> <li>- Writing persuasive journal entries</li> <li>- Writing pronouns in the proper case and gender</li> <li>- Write using proper punctuations and conventions of standard English</li> <li>- Conduct short research projects to answer a</li> </ul>

		ideas are developed in the text - Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot	question, drawing on several sources and refocusing the inquiry when appropriate
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### **WIDA Can-Do Descriptors:**

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf>

### **Essential Questions/Critical Understandings:**

- How can a powerful character inspire a range of reactions?
- How do different types of books relate to each other?
- How do author's viewpoints influence the way we understand a text?
- How do character's viewpoints impact the story?
- What is the best way to have an effective discussion?
- How do others' ideas influence our own?
- Why is education important?
- How does education effect our lives?

### **Essential Skills:**

- Identify cause and effect
- Analyze characters' viewpoints
- Analyze author's viewpoints
- Analyze argument and evidence
- Identify and use:
  - adverbs (comparison)
  - adjectives (predicate, indefinite, comparative, superlative, irregular)
  - appositives
- Summarize texts
- Compare and contrast various texts and information
- Express opinions
- Discuss and listen to others' ideas

## **Learning/Instructional Strategies**

Using this curriculum guide as a foundation, the ESL teacher, in the role of decision maker, selects the specific method or technique best suited to reach a particular objective. The teacher uses an eclectic approach, drawing upon his or her experience and knowledge of teaching and learning while responding to the English proficiency level of each student and his/her immediate social and academic needs. ESL teachers are sensitive to the differences between what the students are taught and what the students bring to class, so lessons and teaching methods are student-centered, based on each student's individual English language needs. Instruction of ELs may include any or all of the following:

### **Sheltered English Instruction (SEI):**

"Sheltered English Instruction (SEI) is a planning process that helps teachers provide English learners with grade-level content instruction by adapting lesson activities to the English proficiency level of individual students" (NJDOE). Through the use of SEI, English learners can be integrated into classrooms with their English-speaking peers and work toward meeting expectations outlined in the New Jersey Student Learning Standards and Next Generation Science Standards.

SEI promotes the use of clear, direct, and easy-to-understand language and a wide range of scaffolding strategies to communicate understanding of content in mathematics, science, social studies, and language arts to students. SEI activities require teachers to analyze lesson content to determine the academic language that must be taught to make content accessible for ELs. SEI methods require teachers to build background knowledge, connect new content to students' prior knowledge, provide time for interaction and collaboration among students, integrate explicit language and vocabulary instruction relevant to content learning, and emphasize the use of many types of instructional strategies including cooperative learning, differentiated instruction, and thematic study.

### **The GO TO Strategies Matrix:**

[http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01\\_GO%20TO%20Matrix.pdf](http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01_GO%20TO%20Matrix.pdf)

**The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12**

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> <li>• Use physical gestures to accompany oral directives.</li> <li>• Modify <b>*Teacher Talk</b>.</li> <li>• Label visuals and objects with target vocabulary.</li> <li>• Introduce <b>Cognates</b> to aid comprehension.</li> <li>• Ask for <b>Signal Responses</b> to check comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Give two step <b>Contextualized</b> directions.</li> <li>• Restate/rephrase and use <b>*Patterned Oral Language</b> routines.</li> <li>• <b>Model Academic Language</b> and vocabulary.</li> <li>• Ask for <b>Total Physical Responses</b> from students.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide graphics or objects to sequence steps in a process.</li> <li>• <b>Check Comprehension</b> of all students frequently.</li> <li>• Use <b>*Wait Time</b>.</li> <li>• Provide <b>Anticipation Guides</b> for previewing content reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare/contrast relationships from auditory information using a <b>Venn Diagram</b>.</li> <li>• Require students to restate and rephrase from auditory input as in <b>*Paraphrase Passport</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Outline lectures on the SmartBoard.</li> <li>• Use <b>*Video Observation Guides</b>.</li> <li>• Confirm students' prior knowledge of content topics.</li> <li>• Extend content vocabulary with multiple examples and non-examples.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• Provide wall charts with illustrated academic vocabulary.</li> <li>• Ask simple WH (who, what, when, where), yes-no or either-or questions.</li> <li>• Elicit <b>*Choral Responses</b>.</li> <li>• Encourage participation in group chants, poems, and songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>10-2</b> structures.</li> <li>• Assign roles in group work.</li> <li>• Use <b>Clock Buddies</b>.</li> <li>• Use <b>Numbered Heads Together</b>.</li> <li>• Use <b>*Think-Pair-Share-Squared</b>.</li> <li>• Develop <b>Key Sentence Frames</b> for pair interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide <b>Graphic Organizers</b> or notes to scaffold oral retelling.</li> <li>• <b>Prompt</b> for academic language output.</li> <li>• Use <b>Think-Pair-Share</b>.</li> <li>• <b>Repeat and Expand</b> student responses in a <b>*Collaborative Dialogue</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Require full sentence responses by asking open ended questions.</li> <li>• Use <b>Varied Presentation Formats</b> such as role plays.</li> <li>• <b>* Scaffold</b> oral reports with note cards and provide time for prior practice.</li> <li>• Use <b>Reader's Theatre</b> to scaffold oral language growth.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>* Structure</b> debates requiring various points of view with graphic organizers and/or outlines.</li> <li>• Require the use of academic language.</li> <li>• Require oral reporting for summarizing group work.</li> <li>• Include oral presentations in the content classroom.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Preview the text content with pictures, demos, charts, or experiences.</li> <li>• Pair students to read one text together.</li> <li>• Preview text with a <b>Picture Walk</b>.</li> <li>• Use <b>Choral Reading</b>.</li> <li>• Use <b>*Teacher Read Alouds</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>Card Sorts</b>.</li> <li>• Use <b>K-W-L</b> charts before reading.</li> <li>• Use the <b>Language Experience Approach</b>.</li> <li>• Provide a list of important concepts on a graphic organizer.</li> <li>• Use <b>*Shared Reading</b> and/or simplify the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a content vocabulary <b>Word Bank</b> with non-linguistic representations.</li> <li>• Teach skimming for specific information.</li> <li>• Use <b>Teach the Text Backwards</b>.</li> <li>• Use <b>4 to 1</b> for main ideas from text.</li> <li>• Use <b>*Guided Reading</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Model the creation of a <b>Story Map</b> from a narrative.</li> <li>• Provide <b>Question Answer Relationship</b> questions for student pairs to research.</li> <li>• Use <b>Directed Reading Thinking Activity</b>.</li> <li>• Use <b>Cornell Notes</b>.</li> <li>• Use <b>*Jigsaw Reading</b> to scaffold independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Require computer and library research.</li> <li>• Ask students to analyze text structure and select an appropriate <b>Graphic Organizer</b> for summarizing.</li> <li>• Use <b>*Reciprocal Teaching</b> to scaffold independent reading.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Require students to label visuals and/or create language balloons.</li> <li>• Require vocabulary notebooks with L1 translations or non-linguistic representations.</li> <li>• Provide <b>*Key Sentence Frames</b> with word and picture banks.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach note taking on a <b>Graphic Organizer</b>.</li> <li>• Use a <b>Roving Chart</b> in small group work.</li> <li>• Use <b>Interactive Journals</b>.</li> <li>• Use <b>*Think-Write-Pair-Share</b>.</li> <li>• Provide <b>Cloze</b> sentences with a <b>Word Bank</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Require <b>Learning Logs</b> for summaries of learning.</li> <li>• Use <b>Text to Graphics and Back Again</b>.</li> <li>• Teach <b>Signal Words</b> (comparison, chronology, cause-effect, and listing) for academic writing.</li> <li>• Provide <b>*Cloze</b> paragraphs with a <b>*Word Bank</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide <b>Rubrics</b> and exemplars to scaffold writing assignments.</li> <li>• Teach and utilize the writing process.</li> <li>• Provide an outline for the standard five-paragraph essay.</li> <li>• Provide <b>*Report Frames</b> for independent, structured, content writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Require academic writing and the use of target academic vocabulary.</li> <li>• <b>*Teach</b> the process of writing a research paper.</li> <li>• Address students' cultures in differing genres of writing.</li> <li>• Hold frequent writing conferences with teacher and peers.</li> </ul>

\*Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

Levine, L. N., Lukens, L. & Smallwood, B. A., (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

## Scaffolds Support (WIDA)

<b>Sensory</b>	<b>Graphic</b>
<ul style="list-style-type: none"> <li>• Real life objects (Realia)/ concrete objects/ physical models</li> <li>• Manipulative (measurement tools, models, scientific instruments, etc.)</li> <li>• Pictures/ photos</li> <li>• Visual representations (illustrations, drawings, diagrams, etc.)/ cartoons</li> <li>• Videos/ broadcasts/ audio books</li> <li>• Newspapers/ magazines</li> <li>• Gestures/ physical movement</li> <li>• Music/ songs/ chants</li> <li>• Posters/ display</li> </ul>	<ul style="list-style-type: none"> <li>• Charts/ tables</li> <li>• Graphs</li> <li>• Timelines</li> <li>• Number lines</li> <li>• Graphic organizers</li> <li>• Graphing paper</li> <li>• Maps</li> <li>• Rubrics</li> <li>• Study guides/ guided notes</li> </ul>
<b>Interactive</b>	<b>Verbal and Textual</b>
<ul style="list-style-type: none"> <li>• Whole group</li> <li>• Small group</li> <li>• Partner (turn-&amp;-talk)</li> <li>• Cooperative groups (think-write-pair-share)</li> <li>• Triads</li> <li>• Interactive websites/ software</li> <li>• Mentor/ coach</li> <li>• L1 (home or first language)</li> <li>• Word-to-word dictionary/ picture dictionary</li> <li>• Jigsaw activities</li> </ul>	<ul style="list-style-type: none"> <li>• Labeling</li> <li>• Teacher modeling/ monitoring</li> <li>• Repetition</li> <li>• Paraphrasing/ summarizing</li> <li>• Guiding, clarifying, probing questions</li> <li>• Leveled questions (five Ws)</li> <li>• Questioning prompts/ cues</li> <li>• Word banks/ phrase banks/ word walls</li> <li>• Sentence starters/ sentence frames/ discussion frames/ formulaic expressions</li> <li>• Cloze paragraphs/ sentences</li> <li>• Talk moves (structured academic conversations: re-voicing/ clarifying, restating, reasoning, adding on, wait time)</li> <li>• Wait time</li> </ul>



### **Cooperative Learning:**

Cooperative learning activities give students opportunities to work in groups and share their knowledge. These learning activities are characterized by three components: positive interdependence, individual accountability, and face-to-face interaction. Cooperative learning helps ELs develop social and oral language skills. It motivates ELs to learn English, which helps them become an integral part of the class community, and it has the ability to help students become more confident in social situations.

### **Differentiated Instruction:**

The ESL curriculum strives to implement differentiated instruction in order to meet the WIDA standards. Students must have access to a variety of scaffolded and leveled materials that enable them to learn the same topics being taught in the mainstream classroom. Texts, computer resources and assessments are modified as needed.

### **Social Emotional Learning:**

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. ESL teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



## **New Jersey Social and Emotional Learning Competencies and Sub-Competencies**



### **Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



### **Social Awareness**

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



### **Responsible Decision-Making**

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

\*Adopted by the New Jersey State Board of Education in August 2017

### **Thematic Approach:**

ESL teachers include topics or themes in their lesson planning that incorporate the WIDA standards. Topic or theme-related language and concepts may be spiraled over a period of time, ensuring their conceptualization.

Students are continually expected to communicate in all four language domains: listening, speaking, reading and writing.

### **Reader's Workshop for ELs:**

Reader's workshop blends whole group instruction, small needs-based groups, and individual conferring to guide students through the application of basic reading comprehension strategies. Teachers of ELs are familiar with the reader's and writer's workshop. Although setting up a reader's workshop classroom in the ESL classroom may not be feasible, ESL teachers can adapt some of the best practices present within the workshop framework.

These strategies are as follows:

- Determining what is Important - Identifying themes and diminishing focus on less important ideas or pieces of information (i.e., ten minute mini-lesson focused on one specific topic or strategy).
- Immediate Application – Provide time for students to independently apply the skill of focus from the mini-lesson, at which time the ESL teacher can float among students and provide guidance as needed.
- Small Group Instruction – While students work independently, the teacher can work with a small group to re-teach a skill, pre-teach something, reinforce a previous concept, or accelerate learning for students ready to move ahead.
- Immediate Targeted Feedback – As students work independently or in small groups, the ESL teacher can provide praise, redirection, or feedback immediately.

<b>Academic Vocabulary</b>	<b>Vocabulary for Vocabulary Strategies</b>	<b>Grammar</b>
<ul style="list-style-type: none"> <li>• classic</li> <li>• element</li> <li>• identify</li> <li>• locate</li> <li>• relate</li> <li>• specific</li> <li>• structure</li> <li>• theme</li> <li>• belief</li> <li>• communicate</li> <li>• compare</li> <li>• identify</li> <li>• interpret</li> <li>• report</li> <li>• select</li> <li>• series</li> </ul>	<ul style="list-style-type: none"> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Context clues</li> <li>• Word families</li> <li>• Latin and root words</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Thesaurus</li> <li>• Dictionary</li> <li>• Category</li> </ul>	<ul style="list-style-type: none"> <li>• complex sentences</li> <li>• compound and complex sentences</li> <li>• using/identifying adjectives, adverbs, and participles</li> <li>• using appositives</li> <li>• using completed sentences</li> </ul>

### **Unit-Based Vocabulary:**

<ul style="list-style-type: none"> <li>• actor</li> <li>• amazed</li> <li>• apply</li> <li>• audience</li> <li>• character</li> <li>• classic</li> <li>• commercial</li> <li>• create</li> <li>• creature</li> <li>• destroy</li> <li>• disappear</li> <li>• evil</li> <li>• experiment</li> </ul>	<ul style="list-style-type: none"> <li>• mascot</li> <li>• offstage</li> <li>• original</li> <li>• process</li> <li>• response</li> <li>• scientist</li> <li>• successful</li> <li>• terror</li> <li>• approve</li> <li>• belief</li> <li>• career</li> <li>• carve</li> <li>• collect</li> </ul>	<ul style="list-style-type: none"> <li>• costume</li> <li>• decorate</li> <li>• design</li> <li>• drift</li> <li>• droop</li> <li>• impressed</li> <li>• instrument</li> <li>• mask</li> <li>• perform</li> <li>• preserve</li> <li>• proud</li> <li>• roots</li> <li>• struggle</li> </ul>
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<ul style="list-style-type: none"> <li>• fascinated</li> <li>• hideous</li> <li>• lonely</li> </ul>	<ul style="list-style-type: none"> <li>• competition</li> <li>• complain</li> <li>• concert</li> </ul>	<ul style="list-style-type: none"> <li>• support</li> <li>• useless</li> <li>• whisper</li> </ul>
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**Content Area Vocabulary:**

<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Answer</li> <li>• Complete</li> <li>• Describe</li> <li>• Evaluate</li> <li>• Examine</li> </ul>	<ul style="list-style-type: none"> <li>• Explain</li> <li>• Find</li> <li>• Graph</li> <li>• Investigate</li> <li>• Mark</li> <li>• Observe</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Resolve</li> <li>• Ruler</li> <li>• Solve</li> <li>• Study</li> <li>• Survey</li> </ul>
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Scaffolding	
<b>WIDA Can-Dos by MODE:</b>	<ul style="list-style-type: none"> <li>• <a href="https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf">https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf</a></li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/6u4.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/6u4.pdf</a></li> </ul>
<b>Level 2 Beginning</b>	<ul style="list-style-type: none"> <li>• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</li> </ul>
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.</li> </ul>

## Assessment/Performance Tasks

### **Performance Tasks:**

- **WRITING TASK:** Students will write a book report on the book of their choosing.
- **CULMINATING PROJECT:** Students will complete multimedia presentation about their independent reading book in the form of a pamphlet. These pamphlets will be shared with the IMC for other students to read and decide if they would like to read the book. They will use the skills learned throughout the year to identify features of the book to convince another student to read it.

The ACCESS 2.0 will be given to all ELs in March/April as part of the State requirement.

- All teachers will be completing their end-of-year portfolios/exit recommendations in consult with the regular education teachers. ESSA forms will be submitted to Central Administration

### **Other Evidence:**

- **Informal Checks/ for Understanding:** Accuracy and thoroughness of student notes, study guides, and graphic organizers will demonstrate informal evidence of concept processing.
- **Formative Assessment:** Lesson closure will be used to monitor levels of understanding. Student interactive rubrics, reading, and writing conferences will serve as formative assessments.
- **Teacher Observation/ Student Discussion:** Teacher observation of class discussions will serve as informal evidence of concept processing and the sophistication of skill development.
- **Teacher Created Quiz/Test:** Formally measured evidence of outcomes and overall progress towards the New Jersey Student Learning Standards will be established via teacher-created quizzes and unit assessments.
- **Writing Prompts/Journal Entries:** Students will produce a series of analytical draft pieces in which they compare and contrast multiple texts and/or varying sources on the basis of teacher provided and/or self-guided prompts.
- **Teacher Created Project:** Culminating project.
- **Homework**
- **Classwork**

### **Entry Criteria for the ESL Program:**

Eligibility for ESL program is based on the results of the following measures:

- WIDA Measure of Developing English Language (WIDA MODEL) assessments are approved by the New Jersey Department of Education and can be administered to screen students who enter the district whose first language is other than English. Students whose score falls below the competent and fluent levels will be placed in an ESL class.
- ACCESS 2.0 test results from the previous school year
- Content area teacher recommendations
- Content area performance and grades
- ESL teacher recommendations
- Participation in an ESL program in another school district
- Arrival to the United States from a country where Standard English is not the first language Monitor Criteria for the ESL Program Students who meet the criteria for exit from the ESL program are placed on a monitor status for a minimum of two years and offered support with content area classes.
- ESL teachers work with content area teachers to ensure a successful transition from the ESL program. In the event that a teacher wants to recommend re-entry into ESL, that request must be submitted to the district

ESL supervisor for review. Re-entry into ESL can only be granted by the county superintendent.

### **Exit Criteria for the ESL Program:**

- Students enrolled in the ESL Program will be tested annually with the ACCESS 2.0 language proficiency assessment to determine their level of English language proficiency.
- The district goal, as determined by the State, is for all students to show growth of at least one proficiency level.

- Students who score at or above 4.5 are evaluated for exit from the ESL program.
- Furthermore, the WIDA MODEL assessments are used as one criterion upon which a student's exit from the program is based.
- Other criteria are student report cards, scores on the district provided assessments (i.e., STAR, iXL, SUCCESS, ELA benchmark, ACCESS, and teacher recommendation).

#### **State Required Assessment:**

- ESL State Assessment: ACCESS- ACCESS for ELLs scores have many potential uses, from determining student placement to guiding the creation of new curricula. Test scores work best as a way to aid decision-making, in cases such as:
  - Establishing when multilingual learners have attained English language proficiency according to state criteria
  - Making decisions about program entry and exit
  - Informing classroom instruction and assessment
  - Which domains teachers could focus on
  - What the WIDA ELD Standards say about students' current proficiency levels
  - How teachers can scaffold using the next level up
  - Monitoring student progress by comparing current scores to previous scores

#### **District Required Assessments:**

- STAR
- IXL
- SUCCESS
- ELA benchmark

#### **Link to NJ Literacy Assessment:**

<https://www.nj.gov/education/modelcurriculum/ela/6u4.shtml>

Username: Model

Password: Curriculum

#### **Unit 4 ELA Assessment:**

<https://www.nj.gov/education/modelcurriculum/assessment/pw/ela/6u4.pdf>

#### **Text/Resources:**

- Inside, Level A- Cengage National Geographic Series and all digital resources
- Fundamentals Vol.1 & 2/ Inside the U.S.A. (newcomer units)
- Online Resources
- iXL
- StudySync
- Sadlier

#### **Inside Unit 4 Texts:**

- *Frankenstein* by Mary Shelley
- *Film Fright* by Greg Roza
- *Mister Monster* by Shirleyann Costigan
- *from Frankenstein* by Mary Shelley
- Extended Reading:
  - *Frankenstein* by Mary Shelley, adapted by Larry Weinberg
  - *The Metamorphosis* by Franz Kafka, adapted by Peter Kuper
  - *Othello* by Julius Lester
  - *Peering into Darkness* by Rebecca L. Johnson

#### **Inside Unit 8 Texts:**

- *Old Music Finds New Voices* by Kris Axtman
- *Making Faces* by Ronald Naverson
- *Wings* by Christopher Myers
- *Pas de Trois* by Sandy Asher
- Extended Reading:
  - *WJHC on the Air!* by Jane Smith Fisher
  - *When Marian Sang* by Pam Muñoz Ryan



- *Sadako and the Thousand Paper Cranes* by Eleanor Coerr
- *Johan Reinhard: Discovering Ancient Civilizations* by Rebecca L. Johnson

**Book Club Book Ideas for Students from ELA Curriculum:**

- *Fuzzy Mud* by Louis Sachar
- *Restart* by Gordon Korman
- *Stargirl* by Jerry Spinelli
- *Ungifted* by Gordon Korman
- *A Wrinkle in Time* by Madeline L'Engle
- *Maniac Magee* by Jerry Spinelli
- *Shakespeare's Secret* by Elise Broach

## Interdisciplinary Connections

**Mathematics:**

Numerical data such as graphs and sequential information provide an opportunity for cross-curricular study. WIDA English Language Proficiency Standard 3- English language learners communicate information, ideas and concepts for academic success in the content area of Mathematics.

**Social Studies:**

Many of the books within the classroom collection are historical fiction novels, which provide for the opportunity of cross-curricular study.

WIDA English Language Proficiency Standard 5 – English language learners communicate information, ideas and concepts for academic success in the content area of Social Studies.

**Science:**

Informational reading connected to science content will be made available to help students build background knowledge in specific units (e.g., Survival)

WIDA English Language Proficiency Standard 4 – English language learners communicate information, ideas and concepts for academic success in the content area of Science.

**ELA:**

This curriculum is designed to supplement and work in partnership with the ELA curriculum.

WIDA English Language Proficiency Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

**ELA Instructional Units:** <https://www.nj.gov/education/cccs/instructionalunits/ela/>



## Unit Modifications for Special Population Students

Student assignment in ESL-English classes will be based upon the number of years of middle school English or ESL completed, so the English Language Proficiency levels of students in any class may vary

The Units of Study are organized by theme, so the texts read within each theme can be differentiated by reading level.

Differentiation in materials, assignments, and assessments can be provided (e.g., 99 Ideas and Activities for Teaching English Learners with the SIOP Model)

<b>Advanced Learners</b>	Gifted and Talented EL Guidance link: <a href="https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf">https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf</a>
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<b>Struggling Learners</b>	Tiered Systems of Support link: <a href="https://www.state.nj.us/education/njtss/">https://www.state.nj.us/education/njtss/</a>
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<b>English Language Learners</b>	This entire curriculum is designed for ELLs. Also, review FABRIC <a href="https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a>  English Language Learner Toolkit: <a href="https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELLsToolkit_508C.pdf">https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELLsToolkit_508C.pdf</a>
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<b>Special Needs Learners</b>	ELLs with Special and Diverse Needs Link: <a href="https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm">https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm</a>
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<b>Learners with an IEP</b>	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
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<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.
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## Unit Modifications for Newcomers

Unit 4- Book Club/ Literary Analysis

### Vocabulary

<p>What is the title?</p> <p>Who is the author?</p> <p>Who is the publisher?</p> <p>What is the title of chapter ____?</p> <p>I can find out ____ from ____.</p> <p>I look at the ____ to find out ____.</p>
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Textbook  
Sign  
Poster  
Announcement  
Letter  
Bulletin board  
Stamp  
Envelope  
Encyclopedia  
Dictionary  
Title  
Magazine  
Author  
Publisher  
Chapter title  
Page number

CD and DVD drive  
Computer  
Mouse  
Shift  
Space  
Keyboard  
Delete  
Enter  
Screen  
Monitor  
Icon  
Printer  
Disk drive  
Camera  
Cell phones  
Copier  
Laptop computer  
Music player  
Television  
Video camera

Call  
Give  
Listen  
Make  
Play  
Print  
Take  
Turn on  
Turn off  
Write

## **Language Function**

Give and follow commands Express ideas	
<b>Grammar</b>	
Sentences and Commands End punctuations: Period and Exclamation Mark Describe a book Discuss parts of a book	
<b>Unit 4 Project</b>	
Write a summary about a book and/or do “a beautiful word project”	

## Integration of 21<sup>st</sup> Century Skills

### **Indicators:**

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

Review the following standards for expectations by grade 8:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

### **Indicators:**

Computers or iPads can be integral in providing ELs with valuable language experiences as they learn a new language. ESL teachers should offer English learners a language-rich environment in which students are constantly engaged in language activities. The computer or iPad can act as a tool to increase verbal exchanges, develop content area vocabulary and improve reading and writing skills. Students should be exposed to language learning software and websites, which may be utilized at home and in school. Interactive whiteboards can also play a major part of hands-on interactive ESL instruction. Interactive whiteboards provide students with visual support that all ESL students need. In addition, they provide a way for teachers to anonymously survey students' understanding of the material being taught.

### **Technology Connections**

- E-textbooks (Classlink)
- Collections (Houghton Mifflin Harcourt)
- Inside (National Geographic Cengage Learning, 2014)
- Microsoft Office, One Note, Schoology, FlipGrid and One Drive will be used to assign tasks, submit work, and provide feedback
- Microsoft Apps will be used to promote collaboration through technology
- Websites
- Online resources will be used to supplement curricular materials.
- Ted Talks will be provided when relevant to curriculum content.
- Immersive Reader will be used to help students build academic vocabulary knowledge.