



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.

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| Course Title: | English as a Second Language |
| Grade Level(s): | 8 th Grade ESL |

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| Duration: | <i>Full Year:</i> | X | <i>Semester:</i> | | <i>Marking Period:</i> | |
| Course Description: | <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 8th 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. 21st 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 8th Grade and the WIDA proficiency guidelines.</p> <p>All ESL students will:</p> <ul style="list-style-type: none">▪ Listen 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.▪ Speak to express their opinion, share information, question and discuss in person and in recorded situations.▪ Read 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.▪ Write to express their opinion, share information, persuade, question and record their memories and thoughts via handwriting and word processing on the computer. | | | | | |
| Grading Procedures: | <ul style="list-style-type: none">▪ 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).- 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 | | | | | |

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.

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| | <ul style="list-style-type: none"> - 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. - 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. - 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. |
| Primary Resources: | <ul style="list-style-type: none"> • Inside, Level C- Cengage National Geographic Series and all digital resources • Online Resources • iXL • StudySync • Sadlier |

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

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| Designed by: | Kayla Berry |
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| Under the Direction of: | Rosemarie Armstrong, Supervisor of World Languages & 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 selected aim to connect personal identity with environment. Students will explore how environment and decisions impact their personal identity. Students will also discuss how environment can connect different individuals.

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

<https://www.state.nj.us/education/modelcurriculum/ela/8u1.pdf>

| INSIDE Level C | NJ SLS Standards | WIDA Standards |
|----------------------------|--|--|
| Unit 1: Decision Point | L.8.1.c L.8.2.c L.8.3.a L.8.4;b;c L.8.6 RI.8.1 RI.8.2 RI.8.4 RI.8.10 RL.8.1 RL.8.2 RL.8.3 RL.8.4 SL.8.1;a;c;d SL.8.2 SL.8.3 SL.8.4 SL.8.6 W.8.3.d W.8.9 W.8.10 | WIDA ELP Standard 1 WIDA ELP Standard 2 |
| Unit 5: Our Precious World | L.8.1 | WIDA ELP Standard 1 |

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| | L.8.2;c L.8.4;a;d L.8.6 RI.8.2 RI.8.3 RI.8.4 RI.8.6 RI.8.7 RI.8.10 RL.8.1 RL.8.4 SL.8.1;a SL.8.2 SL.8.4 SL.8.5 W.8.3.d W.8.9 W.8.10 | WIDA ELP Standard 2 |
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Language Objectives:

<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/8u1.pdf>

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

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 decisions?
- How does environment impact personal identity?
- Why is the environment important?
- How are we related through our environment?
- Nature versus nurture discussion
- Have ELs share their immigration experiences
- Keep in mind SIFE student experiences/refugee camps, etc.

Essential Skills:

- Use context clues to interpret multiple-meaning words
- Use context clues to interpret jargon
- Use synonyms and antonyms
- Analyze character and setting
- Use proper English to write a personal narrative
- Identify plot, characters, elements of drama, setting
- Categorize vocabulary
- Analyze decisions and the decision-making process

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

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

*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)

| <i>Sensory</i> | <i>Graphic</i> |
|--|--|
| <ul style="list-style-type: none">• Real life objects (Realia)/ concrete objects/ physical models• Manipulative (measurement tools, models, scientific instruments, etc.)• Pictures/ photos• Visual representations (illustrations, drawings, diagrams, etc.)/ cartoons• Videos/ broadcasts/ audio books• Newspapers/ magazines• Gestures/ physical movement• Music/ songs/ chants• Posters/ display | <ul style="list-style-type: none">• Charts/ tables• Graphs• Timelines• Number lines• Graphic organizers• Graphing paper• Maps• Rubrics• Study guides/ guided notes |
| <i>Interactive</i> | <i>Verbal and Textual</i> |
| <ul style="list-style-type: none">• Whole group• Small group• Partner (turn-&-talk)• Cooperative groups (think-write-pair-share)• Triads• Interactive websites/ software• Mentor/ coach• L1 (home or first language)• Word-to-word dictionary/ picture dictionary• Jigsaw activities | <ul style="list-style-type: none">• Labeling• Teacher modeling/ monitoring• Repetition• Paraphrasing/ summarizing• 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

During the first few weeks of school, the ESL teacher will assist students with regular classroom routines, schedules, school calendar, bus, cafeteria and playground rules, completion of required free/reduced forms, emergency cards, signed forms needed from parents, translations using Transact, explanation of U. S. cultural differences, phone calls home or visits to parents.

All ESL teachers collaborate to create the ESL Learning Fair which assists parents to ensure success and acclamation to school in the U.S.

If necessary, the ESL teacher will provide lessons and practice for all ELs in remote learning and direction to utilize the required platform for work completed independently at home in case of mandated hybrid scheduling.

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"> • analyze • compound • connection • decision • identify • context • effect • environment • feature • image • research • specific | <ul style="list-style-type: none"> • Prefixes • Suffixes • Context clues • Word families • Latin and root words • Synonyms • Antonyms • Thesaurus • Dictionary | <ul style="list-style-type: none"> • Complete sentences • Plurals nouns • Subject-verb agreement • Adverbs |

Unit-Based Vocabulary:

| | | |
|--|---|--|
| <ul style="list-style-type: none"> • appreciate • bravery • brotherhood • culture • decision • defend • despite • disfavor • disgusted • doubt • erase • excessive • expectation • landlord • pact • pride | <ul style="list-style-type: none"> • rent • scrape • shame • society • strength • symbol • temporary • warrior • awareness • biologist • classified • conservation • discovery • document • endangered • ensure | <ul style="list-style-type: none"> • environment • establish • expedition • expert • explorer • extinct • habitat • illegal • increase • poacher • pollution • population • shrink • species • thrive • wildlife |
|--|---|--|

Content Area Vocabulary:

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

| Scaffolding | |
|-------------------------------|--|
| WIDA Can-Dos by MODE: | <ul style="list-style-type: none"> • https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf |
| Level 1 Entering | <ul style="list-style-type: none"> • https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/8u1.pdf |
| Level 2 Beginning | <ul style="list-style-type: none"> • 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. |
| Level 3 Developing | <ul style="list-style-type: none"> • 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. |
| Level 4 Expanding | <ul style="list-style-type: none"> • 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. |
| Level 5 Bridging | <ul style="list-style-type: none"> • 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. |

Assessment/Performance Tasks

Performance Tasks:

- **WRITING TASK:** Students will write their own personal narrative using a timeline type format and 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 in a timeline format. (International Night Project). They will incorporate environmental factors/cultural factors.

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/8u1.shtml>

Username: Model

Password: Curriculum

Unit 1 ELA Assessment:

<https://www.nj.gov/education/modelcurriculum/assessment/pw/ela/8u1.pdf>

Text/Resources:

- Inside, Level C- 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:

- *American Names* by Tony Johnston
- *Saying Yes* by Diana Chang
- *A Lion Hunt* by Joseph Lemasolai Lekuton with Herman Viola
- *from The House on Mango Street* by Sandra Cisneros
- *The Road Not Taken* by Robert Frost
- Extended Reading:
 - *Stuck in Neutral* by Terry Trueman
 - *Facing the Lion* Joseph Lemasolai Lekuton with Herman Viola
 - *Surviving Hitler* by Andrea Warren
 - *Making Healthy Choices* by Carolyn Newton

Inside Unit 5 Texts:

- *A Natural Balance* based on a book by Nora L. Deans
- *Siberian Survivors* Rene Ebersole
- *Mireya Mayor: Explorer/ Correspondent* by Ann Rossi
- *Wilderness Letter* by Wallace Stegner
- Extended Reading:
 - *The Summer of Swans* by Betsy Byars

- ...*And the Earth Did Not Devour Him* by Tomas Rivera
- *Left Behind* by Velma Wallis
- *Ecosystems* by Nancy Finton

Core Texts from ELA Curriculum:

- *Animal Farm* by George Orwell
- *The Outsiders* by S.E. Hinton
- *And Then There Were None* by Agatha Christie
- *Heaven Looks a lot like the Mall* by Wendy Mass
- *A Long Way Down* by Jason Reynolds

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)

| | |
|--------------------------|--|
| Advanced Learners | Gifted and Talented EL Guidance link: https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf |
|--------------------------|--|

| | |
|----------------------------|--|
| Struggling Learners | Tiered Systems of Support link: https://www.state.nj.us/education/njtss/ |
|----------------------------|--|

| | |
|----------------------------------|---|
| English Language Learners | This entire curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf |
|----------------------------------|---|

| | |
|--|--|
| | English Language Learner Toolkit: https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELLsToolkit_508C.pdf |
|--|--|

| | |
|-------------------------------|--|
| Special Needs Learners | ELLs with Special and Diverse Needs Link: https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm |
|-------------------------------|--|

Unit Modifications for Newcomers

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

Vocabulary

| 1 | 2 | 3 |
|---|---|---|
| Good Morning Hello Hey Hi Hi there Bye Good-Bye Have a nice day See you later See you soon I am from Now I live in My name is | A book A calculator An eraser A notebook A pair of scissors A pen A pencil A piece of paper A ruler A stapler Black Blue Brown Green Orange Pink Purple Red White Yellow Big Little Long short | What time is it? Do you have the time? What time do you have? Can you please tell me the time? Morning Noon Afternoon Evening Night What day is it? What day is tomorrow? What day was yesterday? Monday Tuesday Wednesday Thursday Friday Saturday Sunday Science class Social Studies class/ History class Math class Language Arts class Physical Education class (P.E) ESL class Library Lunch Who is not at school? |

Language Functions

Give personal information

Make Introductions

Give information

Ask and answer questions

Grammar

Sentence Capitalization

Sentence punctuation

Capitalize the pronoun I

Capitalize Proper Nouns: City, State, and Country names

Unit 1 Project

Create an All about me multimedia project

Integration of 21st Century Skills

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>

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 selected for this unit aim to connect empathy with where we reside and conflict resolution. Students will explore how to overcome conflict while addressing empathy.

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

<https://www.state.nj.us/education/modelcurriculum/ela/8u2.pdf>

| INSIDE Level C | NJ SLS Standards | WIDA Standards |
|-------------------------------|---|--|
| Unit 4- At Home in the World | L.8.1;b L.8.3.a L.8.4;a;d L.8.5.c L.8.6 RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.6 RI.8.10 RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.5 RL.8.7 RL.8.10 SL.8.1;a;c SL.8.2 SL.8.5 W.8.3.d W.8.9 W.8.10 | WIDA ELP Standard 1 WIDA ELP Standard 2 |
| Unit 6- Conflict & Resolution | L.8.1.c L.8.2.c L.8.4;a L.8.5;a;c L.8.6 RI.8.1 RI.8.2 RI.8.4 RI.8.6 | WIDA ELP Standard 1 WIDA ELP Standard 2 |

| | | |
|--|--|--|
| | RI.8.10 RL.8.1 RL.8.2 RL.8.4 RL.8.5 RL.8.10 SL.8.1;a;b;c;d SL.8.2 SL.8.4 W.8.3.d W.8.9 W.8.10 | |
|--|--|--|

Language Objectives:

<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/8u2.pdf>

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

WIDA Can-Do Descriptors:

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

| <u>Essential Questions/Critical Understandings:</u> | <u>Essential Skills:</u> |
|---|--|
| <ul style="list-style-type: none"> • 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? • How can your location affect the way you live? • How should people overcome conflict? • How does culture/environment affect the way we see the world and the way the world sees us? | <ul style="list-style-type: none"> • Identify antonyms • Identify synonyms • Categorize words • Express needs and wants • Elaborate on ideas • Write sentences using subject-verb agreement • Analyze plot • Analyze main ideas and details • Use textual evidence • Research and report information on the Earth and solar system • Ask for and give information • Compare different text types |

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

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

*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)

| <i>Sensory</i> | <i>Graphic</i> |
|--|--|
| <ul style="list-style-type: none">• Real life objects (Realia)/ concrete objects/ physical models• Manipulative (measurement tools, models, scientific instruments, etc.)• Pictures/ photos• Visual representations (illustrations, drawings, diagrams, etc.)/ cartoons• Videos/ broadcasts/ audio books• Newspapers/ magazines• Gestures/ physical movement• Music/ songs/ chants• Posters/ display | <ul style="list-style-type: none">• Charts/ tables• Graphs• Timelines• Number lines• Graphic organizers• Graphing paper• Maps• Rubrics• Study guides/ guided notes |
| <i>Interactive</i> | <i>Verbal and Textual</i> |
| <ul style="list-style-type: none">• Whole group• Small group• Partner (turn-&-talk)• Cooperative groups (think-write-pair-share)• Triads• Interactive websites/ software• Mentor/ coach• L1 (home or first language)• Word-to-word dictionary/ picture dictionary• Jigsaw activities | <ul style="list-style-type: none">• Labeling• Teacher modeling/ monitoring• Repetition• Paraphrasing/ summarizing• 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"> • characteristic • compare • connotation • definition • effect • effectively • location • obvious • purpose • relate • unique • conflict • connection • evaluate • identify • literal • response • scale | <ul style="list-style-type: none"> • Prefixes • Suffixes • Context clues • Word families • Latin and root words • Synonyms • Antonyms • Thesaurus • Dictionary • Category | <ul style="list-style-type: none"> • subject-verb agreement • verbs in the active and passive voice • subject and object pronouns • use complete sentences |

Unit-Based Vocabulary:

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • adjustment • astronaut • atmosphere • concentrate • couple • element • energy • essential • experience • feature • ignore • measurement • opportunity • perspective • process • refuse | <ul style="list-style-type: none"> • remind • rotation • routine • similarity • solar system • solid • surface • universe • agreement • approach • banish • conflict • desperate • destroy • diplomat • forbid | <ul style="list-style-type: none"> • grief • humanity • impact • innocent • insist • issue • memory • obey • permission • politics • punishment • reality • recall • refugee • translate • willful |
|---|--|--|

Content Area Vocabulary:

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

Scaffolding

| | |
|----------------------------------|--|
| WIDA Can-Dos by MODE: | <ul style="list-style-type: none"> • https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf |
| Level 1 Entering | <ul style="list-style-type: none"> • https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/8u2.pdf |
| Level 2 Beginning | <ul style="list-style-type: none"> • 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. |
| Level 3 Developing | <ul style="list-style-type: none"> • 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. |
| Level 4 Expanding | <ul style="list-style-type: none"> • 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. |
| Level 5 Bridging | <ul style="list-style-type: none"> • 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. |

Assessment/Performance Tasks

Performance Tasks:

- **WRITING TASK:** Students will write an informational essay using the writer's process about the Earth and/or solar system.
- **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. Student will compare texts regarding the Earth and/or solar system.

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/8u2.shtml>

Username: Model

Password: Curriculum

Unit 2 ELA Assessment:

<https://www.nj.gov/education/modelcurriculum/assessment/pw/ela/8u2.pdf>

Text/Resources:

- Inside, Level C- 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:

- *Here, There, and Beyond* by Glen Phelan
- *Earth and Space* by Julie Larson
- *Indian Summer Sun* by Carmen T. Bernier-Grand
- *Almost Evenly Divided* by Emma Suarez-Baez
- *So You're Going to Mars* by Arthur C. Clarke
- Extended Reading:
 - *Jane Eyre* by Charlotte Bronte
 - *Miracle's Boys* by Jacqueline Woodson
 - *The Outsiders* by S.E. Hinton
 - *The West Today*

Inside Unit 6 Texts:

- *Nadia the Willful* by Sue Alexander
- *Quilt* by Janet S. King
- *Passage to Freedom* by Ken Mochizuki
- *Zlata's Diary* by Zlata Filipovic
- *Last Night I Had the Strangest Dream* by Ed McCurdy
- *Protecting Human Rights* by Marty Schmitt and the United Nations

- Extended Reading:
 - *I Will Plant You a Lilac Tree* by Laura Hillman
 - *The Other Side of the Sky* by Farah Ahmed with Tamin Ansary
 - *Navajo Code Talkers* by Andrew Santella
 - *Greek Civilization*

Independent Reading Book Ideas for Students (Lexile Level):

- *Civil Rights Movement* by Jim Ollhoff (980L)
- *Changing Laws: Politics of the Civil Rights Era* by Judy Dodge Cummings (1020L)
- *The Civil Rights Movement: Black Lives Matter* by Eric Braun (1000L)
- *Planet Earth* by Kathleen Reilly (1060L)
- *Unaccustomed Earth* by Jhumpa Lahiri (1090L)
- *Extreme Earth* by Camilla de la Bedoyere (1100L)

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)

| | |
|--------------------------|---|
| Advanced Learners | <p>Gifted and Talented EL Guidance link: https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf</p> |
|--------------------------|---|

| | |
|----------------------------|---|
| Struggling Learners | <p>Tiered Systems of Support link: https://www.state.nj.us/education/njtss/</p> |
|----------------------------|---|

| | |
|----------------------------------|--|
| English Language Learners | <p>This entire curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</p> <p>English Language Learner Toolkit: https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELLsToolkit_508C.pdf</p> |
|----------------------------------|--|

| | |
|-------------------------------|---|
| Special Needs Learners | <p>ELLs with Special and Diverse Needs Link: https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm</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 |
|--|

Integration of 21st Century Skills

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.

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

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 argumentative writing to providing for our communities. Students will explore different ideas for helping the community and create an argument for why it is important to help others. Students will also learn about the power one individual has to make a difference.

Unit Duration: 3rd Marking Period (9 weeks-45 days)**Desired Results****Student Learning Objectives & Standard(s):**<https://www.state.nj.us/education/modelcurriculum/ela/8u3.pdf>

| INSIDE Level C | NJ SLS Standards | WIDA Standards |
|-----------------------------|--|---|
| Unit 3- Making a Difference | L.8.1.c L.8.2.c L.8.3 L.8.4;b L.8.6 RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.5 RI.8.6 RI.8.8 RI.8.10 RL.8.4 SL.8.1;a SL.8.2 SL.8.4 SL.8.5 SL.8.6 W.8.3.d W.8.9 W.8.10 | WIDA ELP Standard 1 WIDA ELP Standard 2 |
| Unit 8- Food for Thought | L.8.1.c L.8.2.a L.8.3.a L.8.4;a;c;d L.8.6 RI.8.1 RI.8.2 RI.8.3 | WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 4 |

| | | |
|--|--|--|
| | RI.8.4 RI.8.6 RI.8.8 RI.8.9 RI.8.10 RL.8.1 RL.8.2 RL.8.4 RL.8.7 RI.8.10 SL.8.1;a;d SL.8.2 SL.8.3 SL.8.4 SL.8.6 W.8.3.d W.8.9 W.8.10 | |
|--|--|--|

Language Objectives:

<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/8u3.pdf>

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

WIDA Can-Do Descriptors:

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

Essential Questions/Critical Understandings:

- How do skillful writers compose arguments that support claims with clear reasons and relevant evidence?
- How do skillful readers integrate information presented in different media formats to develop a coherent understanding of a topic?
- How can we provide for our communities?
- What can one individual make a difference?
- Discussion of the Hoagie Fundraiser/why we do it? How does it help the community?

Essential Skills:

- Identify cause and effect
- Analyze characters' viewpoints
- Analyze author's purpose
- Analyze argument and evidence
- Engage in debate-like discussion
- Summarize texts
- Compare and contrast various texts and information
- Express opinions
- Use persuasive writing to complete an argumentative essay
- Use textual evidence
- Analyze theme

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

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

*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)

| <i>Sensory</i> | <i>Graphic</i> |
|--|--|
| <ul style="list-style-type: none">• Real life objects (Realia)/ concrete objects/ physical models• Manipulative (measurement tools, models, scientific instruments, etc.)• Pictures/ photos• Visual representations (illustrations, drawings, diagrams, etc.)/ cartoons• Videos/ broadcasts/ audio books• Newspapers/ magazines• Gestures/ physical movement• Music/ songs/ chants• Posters/ display | <ul style="list-style-type: none">• Charts/ tables• Graphs• Timelines• Number lines• Graphic organizers• Graphing paper• Maps• Rubrics• Study guides/ guided notes |
| <i>Interactive</i> | <i>Verbal and Textual</i> |
| <ul style="list-style-type: none">• Whole group• Small group• Partner (turn-&-talk)• Cooperative groups (think-write-pair-share)• Triads• Interactive websites/ software• Mentor/ coach• L1 (home or first language)• Word-to-word dictionary/ picture dictionary• Jigsaw activities | <ul style="list-style-type: none">• Labeling• Teacher modeling/ monitoring• Repetition• Paraphrasing/ summarizing• 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"> • appeal • benefit • characteristic • convince • evaluate • evidence • propaganda • technical • analyze • convince • focus • individual • organize • predict | <ul style="list-style-type: none"> • Prefixes • Suffixes • Context clues • Word families • Latin and root words • Synonyms • Antonyms • Thesaurus • Dictionary • Category | <ul style="list-style-type: none"> • use nouns in the subject and predicate • conditional sentences • verb tenses: <ul style="list-style-type: none"> ○ regular ○ irregular • forms of be and have |

Unit-Based Vocabulary:

| | | |
|--|--|---|
| <ul style="list-style-type: none"> • admire • arrest • challenge • civil rights • convince • contribute • determined • equality • influence • integrate • involved • leadership • movement • negative • overcome • peace | <ul style="list-style-type: none"> • positive • preach • prejudice • problem • promote • protest • segregation • separate • agricultural • benefit • brag • career • confident • donate • engage • founder | <ul style="list-style-type: none"> • gene • hesitant • ingredient • inspiration • mission • modest • modified • organic • organization • react • relative • talented • technique • technology • viewpoint • virus |
|--|--|---|

Content Area Vocabulary:

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

Scaffolding

| | |
|----------------------------------|--|
| WIDA Can-Dos by MODE: | <ul style="list-style-type: none"> • https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf |
| Level 1 Entering | <ul style="list-style-type: none"> • https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/8u3.pdf |
| Level 2 Beginning | <ul style="list-style-type: none"> • 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. |
| Level 3 Developing | <ul style="list-style-type: none"> • 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. |
| Level 4 Expanding | <ul style="list-style-type: none"> • 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. |
| Level 5 Bridging | <ul style="list-style-type: none"> • 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. |

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 in relation to helping others.
- **CULMINATING PROJECT:** Students will create a multimedia presentation in which they explain something the school could do to help the community.

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/8u3.shtml>

Username: Model

Password: Curriculum

Unit 3 ELA Assessment:

<https://www.nj.gov/education/modelcurriculum/assessment/pw/ela/8u3.pdf>

Text/Resources:

- Inside, Level C- 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 3 Texts:

- *The Civil Rights Movement* by Kevin Supples
- *Martin's Big Words* by Doreen Rappaport
- *Speaking Up* by Jonathan Blum and Genet Berhane
- *Speeches on the Little Rock Nine* by President Dwight D. Eisenhower and President William J. Clinton
- Extended Reading:
 - *The House of Dies Drear* by Virginia Hamilton
 - *Finding Miracles* by Julia Alvarez
 - *Bronx Masquerade* by Nikki Grimes
 - *The Emancipation Proclamation* by Marianne McComb

Inside Unit 8 Texts:

- *Feeding the World* by Peter Winkler
- *Market Women* by Daisy Myrie
- *Soup for the Soul* by Kristin Donnelly
- *Holding Up the Sky* tale from China
- *The Girl and the Chenoo* by Joseph Bruchac
- *Omnivore's Dilemma* by Michael Pollan
- *Math for Locavores* by Stephen Budiansky

- Extended Reading:
 - *The Code* by Mawi Asgedom
 - *Dr. Jenner and the Speckled Monster* by Albert Marrin
 - *Spike Lee* by Jim Haskins
 - *Plant Power* by Kate Boehm Jerome

Independent Reading Book Ideas for Students (Lexile Level):

- *World Hunger* by Liz Young (1350L)
- *The Girl Who Was on Fire* by Leah Wilson (1240L)
- *The Necessary Hunger* by Revoyr Nina (970L)
- *Civil Rights Movement* by Jim Ollhoff (980L)
- *Changing Laws: Politics of the Civil Rights Era* by Judy Dodge Cummings (1020L)
- *The Civil Rights Movement: Black Lives Matter* by Eric Braun (1000L)

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)

| | |
|--------------------------|--|
| Advanced Learners | Gifted and Talented EL Guidance link. https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf |
|--------------------------|--|

| | |
|----------------------------|--|
| Struggling Learners | Tiered Systems of Support link: https://www.state.nj.us/education/njtss/ |
|----------------------------|--|

| | |
|----------------------------------|---|
| English Language Learners | This entire curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf English Language Learner Toolkit: https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELLsToolkit_508C.pdf |
|----------------------------------|---|

| | |
|-------------------------------|--|
| Special Needs Learners | ELLs with Special and Diverse Needs Link: https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm |
|-------------------------------|--|

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 21st 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%20NJSLS-CLKS.pdf>

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 tie equity into education and growth. Students will explore how equity plays a role in education. Students will also read a book of their choosing to enhance their discussion skills 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/8u4.pdf>

| INSIDE Level C | NJ SLS Standards | WIDA Standards |
|-----------------------|--|--|
| Unit 2- Stand or Fall | L.8.1;b;c L.8.4 L.8.5;b;c L.8.6 RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.10 RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.9 RL.8.10 SL.8.1;b SL.8.2 SL.8.5 W.8.3.d W.8.9 W.8.10 | WIDA ELP Standard 1 WIDA ELP Standard 2 |
| Unit 7- Fair is Fair | L.8.1.a L.8.2.a L.8.4;b;c L.8.6 RI.8.2 RI.8.3 RI.8.4 RI.8.10 RL.8.1 RL.8.2 RL.8.4 | WIDA ELP Standard 1 WIDA ELP Standard 2 |

| | | |
|--|---|--|
| | RL.8.5 RL.8.10 SL.8.1;a SL.8.2 SL.8.4 SL.8.5 SL.8.6 W.8.3.d W.8.9 W.8.10 | |
|--|---|--|

Language Objectives:

<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/8u4.pdf>

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

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?
- What should you do when life is unfair?
- What happens when people come face-to-face with a rival?
- How do we work collaboratively with others we do not like?

Essential Skills:

- Analyze characters' viewpoints
- Analyze author's viewpoints
- Summarize texts
- Compare and contrast various texts and information
- Express opinions
- Discuss and listen to others' ideas
- Read and use context clues to understand unknown words

- Fair is not equal – explain.

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

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

*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)

| Sensory | Graphic |
|--|--|
| <ul style="list-style-type: none"> Real life objects (Realia)/ concrete objects/ physical models Manipulative (measurement tools, models, scientific instruments, etc.) Pictures/ photos Visual representations (illustrations, drawings, diagrams, etc.)/ cartoons Videos/ broadcasts/ audio books Newspapers/ magazines Gestures/ physical movement Music/ songs/ chants Posters/ display | <ul style="list-style-type: none"> Charts/ tables Graphs Timelines Number lines Graphic organizers Graphing paper Maps Rubrics Study guides/ guided notes |
| Interactive | Verbal and Textual |
| <ul style="list-style-type: none"> Whole group Small group Partner (turn-&-talk) Cooperative groups (think-write-pair-share) Triads Interactive websites/ software Mentor/ coach L1 (home or first language) Word-to-word dictionary/ picture dictionary Jigsaw activities | <ul style="list-style-type: none"> Labeling Teacher modeling/ monitoring Repetition Paraphrasing/ summarizing 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

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">• affect• definition• element• relate• scale• similar• structure• survive• analyze• culture• judgment• logical• organize• origin• relate• symbol | <ul style="list-style-type: none">• Prefixes• Suffixes• Context clues• Word families• Latin and root words• Synonyms• Antonyms• Thesaurus• Dictionary• Category | <ul style="list-style-type: none">• complex sentences• gerunds and infinitives• participles and participial phrases• indefinite pronouns• subject pronouns• subject-verb agreement |

Unit-Based Vocabulary:

| | | |
|--|---|--|
| <ul style="list-style-type: none">• amend• argument• campaign• citizen• complaint• damage• debate• delegate• democracy | <ul style="list-style-type: none">• mercy• persuade• petition• plead• relent• represent• support• volunteer• adaptation | <ul style="list-style-type: none">• decent• deserve• disguise• fortune• frustration• kingdom• nervous• opinion• plague |
|--|---|--|

| | | |
|---|---|--|
| <ul style="list-style-type: none"> • furious • government • independence • inevitable • informed • interpret • justice | <ul style="list-style-type: none"> • advantage • advice • bargain • business • camouflage • cheat • deal | <ul style="list-style-type: none"> • predator • prey • property • quest • recite • survive • threat |
|---|---|--|

Content Area Vocabulary:

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

| Scaffolding | |
|------------------------------|--|
| WIDA Can-Dos by MODE: | <ul style="list-style-type: none"> • https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf |
| Level 1 Entering | <ul style="list-style-type: none"> • https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/8u4.pdf |
| Level 2 Beginning | <ul style="list-style-type: none"> • 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. |
| Level 3 Developing | <ul style="list-style-type: none"> • 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. |
| Level 4 Expanding | <ul style="list-style-type: none"> • 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. |
| Level 5 Bridging | <ul style="list-style-type: none"> • 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. |

Assessment/Performance Tasks

Performance Tasks:

- **WRITING TASK:** Students will complete a “choose your own” writing piece wherein they identify various components of a literary text such as theme, plot, conflict, character traits, etc...)
- **CULMINATING PROJECT:** Students will complete multimedia presentation about their independent reading book. They will use what they have learned about literary elements to convince a movie company to make their book into a movie.

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/8u4.shtml>

Username: Model

Password: Curriculum

Unit 4 ELA Assessment:

<https://www.nj.gov/education/modelcurriculum/assessment/pw/ela/8u4.pdf>

Text/Resources:

- Inside, Level C- 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:

- *On the Menu* by Susan E. Goodman
- *The Three Chicharrones* by Patricia Santos Marcantonio
- *Dragon, Dragon* by John Gardner
- *from The Adventures of Tom Sawyer* by Mark Twain
- Extended Reading:
 - *Romlette and Julio* by Sharon M. Draper
 - *Speak* by Laurie Halse Anderson
 - *The Forbidden Schoolhouse* by Suzanne Jurmain
 - *Amazing Animals* by Kate Boehm Jerome

Inside Unit 7 Texts:

- *The Clever Magistrate* by Linda Fang
- *Argument* by Eve Merriam
- *The Constitution* by Paul Finkelman
- *The Star-Spangled Banner* by Francis Scott Key
- *The Flag We Love* by Pam Muñoz Ryan
- *Kids Take Action* based on a book by Ellen Keller
- *from The Words We Live By: Your Annotated Guide to the Constitution* by Linda R. Monk

- Extended Reading:
 - *Alia's Mission* by Mark Alan Stamaty
 - *Esperanza Rising* by Pam Muñoz Ryan
 - *Out of War* by Sara Cameron
 - *Fight for Freedom* by Daniel Rosen

Book Club Book Ideas for Students from ELA Curriculum:

- *On Blood Road* by Steve Watkins
- *Where the Red Fern Grows* by Wilson Rawls
- *The Devil's Arithmetic* by Jane Yolen
- *The Great Wide Sea* by M.H. Herlong
- *The Pigman* by Paul Zindel
- *Code Orange* by Caroline B. Cooney
- *The Wave* by Todd Strasser

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)

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| Advanced Learners | Gifted and Talented EL Guidance link: https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf |
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| Struggling Learners | Tiered Systems of Support link: https://www.state.nj.us/education/njtss/ |
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| English Language Learners | This entire curriculum is designed for ELLs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf English Language Learner Toolkit: https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf |
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| Special Needs Learners | ELLs with Special and Diverse Needs Link: https://www.state.nj.us/education/bilingual/resources/ELLSpecialNeed.htm |
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Unit Modifications for Newcomers

Unit 4- Book Club/ Literary Analysis

Vocabulary

What is the title?
Who is the author?
Who is the publisher?
What is the title of chapter ____?
I can find out ____ from _____.
I look at the _____ to find out _____.

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

Grammar

Sentences and Commands
End punctuations: Period and Exclamation Mark
Describe a book
Discuss parts of a book

Unit 4 Project

Write a summary about a book and/or do “a beautiful word project”

Integration of 21st Century Skills

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.

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>

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.