PITTSGROVE TOWNSHIP SCHOOL DISTRICT

Course Name: ESL	Grade Level(s): 5th to 8th
Department: ELA	Credits:
BOE Adoption Date: September 2019	Revision Date(s):

Course Description

The primary goal of the English Language Learner Programs of the Pittsgrove Township School District is to provide an educational environment that ensures that students whose first language is other than English participate fully in the school community and the community at large in order to reach his/her full potential. The Pittsgrove Township School District ESL Program is a developmental second-language program that teaches aural comprehension, speaking, reading, and writing in English using second-language teaching techniques, and incorporates the cultural aspects of the students' experiences in their ESL instruction.

The fifth grade through eighth grade language arts curriculum utilizes a balanced literacy approach. The course incorporates reading units that relate to literature and non-fiction, as well as writing units that are based on genre. Reading and writing units are taught concurrently. Whole class reading activities relate to thematic units. Emphasis on close reading strategies will allow students to understand key ideas and details and make inferences and predictions. Students will begin to appreciate the author's craft and structure. Word study focuses on the use of context clues and understanding of vocabulary connotation as well as denotation. Aligning with the New Jersey Student Learning Standards, many writing experiences are grounded in evidence from text. Students will write for a variety of purposes, including narrative, literary analysis, argumentative and research simulation tasks. In addition, students will use technology to produce and publish writing and to collaborate with one another. Spelling and grammar are infused into focus lessons that pertain directly to writing.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units*. The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law **O=Diversity & Inclusion Law** **<>=Holocaust** **+=LGBT and Disabilities Law** ***=AAPI (Asian American and Pacific Islanders)** **$=Financial Literacy** **Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.**

Pacing Guide

Course Title: ESL

Prerequisite(s): None

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: (Fiction) Jennifer Servello Complete Comprehension Writing-Narrative	Sept. – Oct. (45 days)	**WIDA Standards English Language Proficiency** **Standard 1** English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency **Standard 2** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	**Students will be able to:** ● English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency ● English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language **NJSLS English Language Arts Standards Progress Indicators** ● Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	● Cite textual evidence that supports a claim ● Identify elements of plot in a story (plot diagram) ● Identify setting, mood, and theme of a story ● Make inferences based on evidence from text ● Identify characters' motives ● Distinguish between relevant and extraneous information ● Identify main idea and supporting details ● Determine theme of a short story or novel ● Summarize short and long fiction reading passages ● Analyze character development throughout a story ● Narrative point of view (1st, 2nd, 3rd) ● Determine author's point of view ● Use context clues to define vocabulary ● Recognize and interpret connotative meaning ● Recognize and interpret words with multiple meanings ● Identify and interpret figurative language ● Distinguish between literal and figurative

| | | NJSLS English Language Arts Standards Progress Indicators

POWER STANDARD
RL.5-8.1
RL.5-8.2
RL.5-8.3
RL.5-8.4

W.5-8.3
W.5-8.4
W.5-8.10

SUPPORTING STANDARDS
RL.5-8.5
RL.5-8.6
RL.5-8.7
RL.5-8.10

RF.5.3
RF.5.4

W.5-8.5
W.5-8.9

SL.5-8.1
SL.5-8.2 | ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Summarize text distinct from personal opinions or judgements
● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings

● Analyze how a particular sentence, chapter, or stanza fits into the overall structure of a text and contributes to its development (setting, plot, or theme)

● Extend a narrative using effective writing processes/techniques, well-chosen details, and well-structured event sequences while incorporating pre-established literary elements from a text.

● Write using proper grammar and mechanics.

● Develop and strengthen writing as needed by planning, revising, editing, or rewriting (with some support and guidance from peers/teachers)

● Use technology to produce writing and collaborate with others; demonstrate sufficient command of keyboarding skills

● Write routinely over short and extended time frames for a range of tasks, purposes, and | meaning
● Analyze how the novel draws on themes and details from legend
● Compare the novel to film version of the story
● Identify effective narrative techniques
● Incorporate all the elements of plot (from given text) into an original narrative
● Develop a theme in a narrative
● Develop characters by building on positive and negative traits established in text and illustrate those traits in character words and actions
● Use transitional words, phrases, and clauses to signal shifts in setting or time frame
● Use descriptive words and sensory language
● Use concise language when warranted
● Follow the steps of the writing process
● Develop strategies for brainstorming ideas for writing
● Use graphic organizers and outlines to plan writing
● Edit writing (self and peer)
● Identify different parts of speech (n., v., adj.,adv., prep., article, conj., pronouns)
● Construct sentences using proper structure, including dialogue
● Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately |

		SL.5-8.4 **SL.5-8.6** **L.5-8.1** **L.5-8.2** **L.5-8.3** **L.5-8.4** **L.5-8.5** **L.5-8.6**	audiences ● Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience ● Know and apply grade-level phonics and word analysis skills in decoding and encoding words. ● Read with sufficient accuracy and fluency to support comprehension.	unfamiliar multisyllabic words in context and out of context. ● Read grade-level text with purpose and understanding. ● Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Unit 2: (NonFiction) Jennifer Servello Complete Comprehension Writing - Informational/Explanatory	Nov.-Jan. (45 days)	**WIDA Standards** **English Language Proficiency** **Standard 1** English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency **Standard 2** English language learners communicate	**Students will be able to:** ● English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency ● English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts ● Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● Determine the meaning of words and phrases	● Identify a claim ● Cite textual evidence that supports a claim ● Identify elements of plot in a nonfiction story (plot diagram) ● Identify setting and mood of text ● Make inferences based on evidence from text ● Distinguish between relevant and extraneous information ● Apply close reading strategies (use symbols and annotate) ● Identify main idea and supporting details in nonfiction text ● Summarize short and long reading nonfiction passages ● Analyze how nonfiction pieces are developed (examples, anecdotes, cause & effect, etc.)

		information, ideas and concepts necessary for academic success in the content area of Language Arts **NJSLS English Language Arts Standards Progress Indicators** **POWER STANDARD** **RI.5-8.1** **RI.5-8.2** **RI.5-8.4** **W.5-8.2** **W.5-8.10** **SUPPORTING STANDARDS** **RI.5-8.3** **RI.5-8.5** **RI.5-8.6** **RI.5-8.7** **RI.5-8.9** **RF.5.3** **RF.5.4**	as they are used in a text, including figurative, connotative, and technical meanings. ● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ● Know and apply grade-level phonics and word analysis skills in decoding and encoding words. ● Know and apply grade-level phonics and word analysis skills in decoding and encoding words. ● Read with sufficient accuracy and fluency to support comprehension.	● Analyze key individuals and their changes based on historical events ● Analyze the use of propaganda and examine how it fuels conflict ● Determine and analyze author's point of view ● Use context clues to define content-specific vocabulary ● Recognize and interpret connotative meaning ● Recognize and interpret words with multiple meanings ● Identify and interpret figurative language ● Distinguish between literal and figurative meaning ● Explain how first hand documents enhance informational text ● Compare a song lyrics to nonfiction text ● Draw correlations between the primary and secondary sources ● Compare video clips of trench warfare to written accounts ● Write an effective thesis for a historical letter ● Organize information in letter in coherent, chronological sequence ● Establish historical point-of-view and maintain it throughout writing piece ● Use graphic organizers and outlines to plan/ take notes for writing ● Develop the letter with relevant facts, examples, and quotes from real historical figures

		W.5-8.4 **W.5-8.5** **W.5-8.7** **W.5-8.9** **SL.5-8.1** **SL.5-8.2** **SL.5-8.4** **L.5-8.1** **L.5-8.2** **L.5-8.3** **L.5-8.4** **L.5-8.5** **L.5-8.6**		● Draw evidence from multiple primary and secondary texts to support analysis ● Use transitional words and phrases ● Write a conclusion to bring writing to a close ● Maintain a formal style in writing ● Provide a concluding statement ● Follow the steps of the writing process ● Edit writing (self and peer) ● Reflect on and be able to explain decisions made while writing ● Identify parts of speech ● Distinguish between confusing word pairs and use them in correct context (affect/effect; their, there, they're, etc.) ● Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. ● Read grade-level text with purpose and understanding. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Unit 3: (NonFiction) Jennifer Servello Complete Comprehension	Feb. and March (45 days)	**WIDA Standards** **English Language Proficiency** **Standard 1** English	**Students will be able to:** ● English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional	● Identify a claim ● Cite textual evidence that supports a claim ● Make inferences based on evidence from nonfiction text

Writing - Argumentative Essay Proving Character Analysis		language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency **Standard 2** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts **NJSLS English Language Arts Standards Progress Indicators** **POWER STANDARD RI.5-8.1 RI.5-8.2 RI.5-8.3**	language English Language Proficiency ● English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts ● Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. ● Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. ● Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. ● Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). ● By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as	● Identify characters' motives ● Distinguish between relevant and extraneous information in nonfiction text ● Apply close reading strategies (use symbols and annotate) ● Identify main idea and supporting details ● Summarize short and long nonfiction reading passages ● Analyze how non-fiction pieces are developed (examples, anecdotes, cause & effect, etc.) ● Analyze character development throughout a story ● Use context clues to define content specific vocabulary ● Analyze character dialect ● Recognize and interpret words with multiple meanings ● Identify and interpret figurative language ● Distinguish between literal and figurative meaning ● Identify analogy ● Analyze topic presented in nonfiction text and song lyrics ● Identify defining characteristics of historical figures. ● Support a claim with logical reasoning and evidence ● Organize reasons and evidence logically ● Develop a topic and supporting details for nonfiction writing ● Develop writing with relevant facts, examples, and quotes

		W.5-8.1 **W.5-8.4** **W.5-8.10** **SUPPORTING STANDARDS** **RI.5-8.4** **RI.5-8.6** **RI.5-8.7** **RI.5-8.8** **RI.5-8.9** **RI.5-8.10** **RF.5.3** **RF.5.4** **W.5-8.5** **W.5-8.9** **SL.5-8.1** **SL.5-8.2** **SL.5-8.3** **SL.5-8.4** **L.5-8.1** **L.5-8.2** **L.5-8.3** **L.5-8.4** **L.5-8.5** **L.5-8.6**	needed. ● Write arguments to support claims with clear reasons and relevant evidence. ● Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. ● Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ● Know and apply grade-level phonics and word analysis skills in decoding and encoding words. ● Read with sufficient accuracy and fluency to support comprehension.	● Use graphic organizers and outlines to plan writing ● Use appropriate transitions ● Use content specific vocabulary as well as descriptive sensory language in writing ● Edit writing (self and peer) ● Maintain a formal style in writing ● Identify and distinguish among the different types of pronouns (subject, object, possessive, vague, etc.) ● Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. ● Read grade-level text with purpose and understanding. ● Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

| Unit 4: (Fiction) Jennifer Servello Complete Comprehension

Writing-Research Simulation Task (Compare/Contrast) | April-June (45 days) | **WIDA Standards English Language Proficiency**

Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency

Standard 2 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

NJSLS English Language Arts Standards Progress Indicators

POWER | **Students will be able to:**

● English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency
● English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
● Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

● Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

● Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

● Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from | ● Cite textual evidence that supports comprehension
● Identify elements of plot in a story (plot diagram)
● Identify setting, mood, and theme of a story
● Make inferences based on evidence from text
● Identify characters' motives
● Distinguish between relevant and extraneous information
● Apply close reading strategies (use symbols and annotate)
● Identify main idea and supporting details
● Determine theme of a chapter or novel
● Summarize short and long reading passages, both fiction and non-fiction
● Analyze character development throughout a story
● Narrative point of view (1st, 3rd limited and omniscient)
● Use context clues to define vocabulary
● Recognize and interpret connotative meaning and slang
● Recognize and interpret words with multiple meanings
● Identify and interpret figurative language
● Distinguish between literal and figurative meaning
● Draw correlations between the novel and nonfiction articles
● Identify analogy
● Write compare/contrast analysis of author's presentation of nonfiction material
● Create informational writing with clear thesis statement and well-developed introduction, body, and conclusion in |

| | | **STANDARD**
RL.5-8.1
RL.5-8.2
RL.5-8.3

W.5-8.2
W.5-8.7
W.5-8.10

SUPPORTING
STANDARDS

RL.5-8.4
RL.5-8.5
RL.5-8.6
RL.5-8.7
RL.5-8.9
RL.5-8.10
RI.5-8.9

RF.5.3
RF.5.4

W.5-8.4
W.5-8.5
W.5-8.6
W.5-8.8
W.5-8.9.

SL.5-8.1.
SL.5-8.2
SL.5-8.4 | personal opinions or judgments.

● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

● Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

● Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

● Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
● Read with sufficient accuracy and fluency to support comprehension. | nonfiction text comparison
● Develop writing with relevant facts, examples, and evidence from text
● Cite nonfiction text correctly in written work
● Use appropriate transitions
● Use graphic organizers and outlines to plan writing
● Use content specific vocabulary as well as descriptive sensory language in informational writing
● Identify and distinguish among the different types of pronouns (demonstrative, relative, interrogative, vague, etc.)
● Correct inappropriate pronoun shifts |

		SL.5-8.6 **L.5-8.1** **L.5-8.2** **L.5-8.3** **L.5-8.4** **L.5-8.5** **L.5-8.6**		
				• Write compare/contrast analysis of author's presentation of nonfiction material • Create informational writing with clear thesis statement and well-developed introduction, body, and conclusion in nonfiction text comparison • Develop writing with relevant facts, examples, and evidence from text • Cite nonfiction text correctly in written work • Use appropriate transitions • Use graphic organizers and outlines to plan writing • Use content specific vocabulary as well as descriptive sensory language in informational writing • Identify and distinguish among the different types of pronouns (demonstrative, relative, interrogative, vague, etc.) • Correct inappropriate pronoun shifts

Instructional Unit Map		

Course Title: ESL I *(5ᵗʰ to 8ᵗʰ Grade)*

Unit Title:	**Unit 1:** (Fiction) Jennifer Servello Complete Comprehension Writing- Narrative		**Start Date:**	Sept.-Oct.
			Length of Unit:	Marking Period 1 (45 days)

Content Standards *What do we want them to know, understand, & do?*	**WIDA Standards English Language Proficiency** ● **Standard 1** English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency ● **Standard 2** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts **NJSLS English Language Arts Standards Progress Indicators** **Key Ideas and Details** ● RL.5-8.1. Cite textual evidence and make relevant connections to support analysis of what the text says	Learning Goals	**Students will be able to:** ● English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency ● English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language **NJSLS English Language Arts Standards Progress Indicators** ● Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

	explicitly as well as inferences drawn from the text. ● RL.5-8.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RL.5-8.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. **Craft and Structure** ● RL.5-8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **Text Types and Purposes** ● W.5-8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **Production and Distribution of Writing** ● W.5-8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. **Range of Writing**		● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ● Summarize text distinct from personal opinions or judgements ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings ● Analyze how a particular sentence, chapter, or stanza fits into the overall structure of a text and contributes to its development (setting, plot, or theme) ● Extend a narrative using effective writing processes/techniques, well-chosen details, and well-structured event sequences while incorporating pre-established literary elements from a text. ● Write using proper grammar and mechanics. ● Develop and strengthen writing as needed by planning, revising, editing, or rewriting (with some support and guidance from peers/teachers) ● Use technology to produce writing and collaborate with others; demonstrate sufficient command of keyboarding skills ● Write routinely over short and extended time frames for a range of tasks, purposes, and audiences ● Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience

	● W.5-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions	How do the characters' choices impact their world? How does adversity and conflict influence/shape a character? How does reading the stories of others help students better understand themselves and the world around them? How do readers construct meaning from text? Why do writers share their experiences? How do the rules of language affect communication? How do good writers use narrative techniques such as dialogue, description, and pacing to develop stories and enhance the audience's experience?

Assessments *How will we know they have gained the knowledge & skills?*	**Formative**	**Summative**	**Alternative**
	● Short Quizzes ● Participation in TPR activities ● One sentence summaries ● Teacher observations ● Group Work Updates ● Idea Webs ● Daily Do Now Review Questions ● Brainstorming Contribution ● Exit Questions ● Dialog/Reflective Journals ● Erasable Board Messages ● Individual Conferences ● KWL charts ● Teacher observations and anecdotal notes	● Lucy Calkins Writing Rubrics ● Heggarty Benchmark ● Fountas and Pinnell Benchmark Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● WIDA placement (for new arrivals) ● WIDA Model assessment ● Spring WIDA assessment (for all ELLs)	● Portfolios. These may be physical (e.g., a binder) or electronic (e.g., a personal website or software). ... ● Student-Produced Demonstrations ● Oral Presentations ● Skits or Plays ● Student-Created Visuals ● Journaling ● One-on-One Conferencing. ● Creative Projects.

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	● Project work ● Writing samples ● End of unit tests ● Teacher made tests/activities ● Group work assessment ● Samples of class work		
Unit Pre-Assessment(s) *What do they already know?*	● WIDA placement (for new arrivals) ● WIDA Model assessment ● WIDA assessment (Access 2.0 for all ELLs) ● Heggarty Benchmark ● Fountas and Pinnell Benchmarking Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● Lucy Calkins Writing Rubrics		
Instructional Strategies/Student Activities	http://www.academicenglishlearners.com/uploads/1/6/8/5/16850748/examples_of_graphic_organizers.pdf ELP Level 1 – Beginner ELP Level 2– Early-Intermediate ELP Level 3– Intermediate ELP Level 4– Early-Advanced ELP Level 5-Advanced		

Teaching Strategy	1	2	3	4	5
● Display content and language objectives	x	x	x	x	x
● Use manipulatives, visuals, realia, props, games, hands-on activities	x	x	x	x	x
● Create climate of acceptance/respect that supports acculturation	x	x	x	x	x
● Use cooperative learning groups	x	x	x	x	x
● Require physical response to check comprehension	x	x	x	x	x
● Display print to support oral language	x	x	x	x	x
● Model activities for students	x	x	x	x	x

● Make connections across the curriculum and interdisciplinary	x	x	x	x	x
● Use modified speech, gestures, body language, facial expressions	x	x	x	x	x
● Ask yes/no questions or questions that require a one-word answer	x	x			
● Ask students to show/point/draw	x	x	x	x	x
● Teach content area vocabulary/terminology and display it (word walls)	x	x	x	x	x
● Provide and teach how to use (bilingual) dictionaries	x	x	x	x	
● Provide and show how to use a picture dictionary	x	x	x		
● Use other (bilingual) students as peer helpers	x	x	x		
● Secure the support of a (bilingual) EA	x	x			
● Secure a Spanish-language edition of a textbook if available	x				
● Encourage responses in student"s first language	x				
● Simplify language/not content		x	x	x	x

● Design lessons to motivate students to talk and interact meaningfully		x	x	x	x
● Ask students questions that require one/two word responses: who?, what?, which one?, how many?		x	x	x	x
● Focus on expanding students" vocabulary (word parts; Greek and Latin)		x	x	x	x
● Avoid using idiomatic expressions	x	x			
● List and review instructions step by step, check comprehension			x	x	
● Build on students prior knowledge and connect to their experiences/ culture			x	x	x

● Incorporate more reading and writing			x	x	x
● Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, creating rebuses			x	x	x
● Paraphrase, use synonyms, antonyms, cognates	x	x	x	x	
● Provide sentence frames and sentence starters	x	x	x	x	
● Have students brainstorm, list, web, use various graphic organizers			x	x	x
● Ask questions soliciting opinions, judgment, explanation (more "why" and "how" questions)				x	x
● Introduce figurative language				x	x
● Develop academic language (oral and written)			x	x	x
● Incorporate note-taking skills			x	x	x
● Develop study and organization skills (ISN, binders, calendars)	x	x	x	x	x
● Teach and practice test-taking skills			x	x	x
● Demonstrate how to verify answers (oral and written)			x	x	x
● Expand figurative language (idioms)					x
● Adjust your formative assessment strategies	x	x	x		
● Use accommodations for work samples as appropriate	x	x			
● Gradually release responsibility – "I Do – We Do – You Do"	x	x	x	x	x
● Chunk text with summarization	x	x	x	x	x

Instructional/Assessment Scaffolds *(Modifications /Accommodations) – planned for prior to instruction*	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	● Pair visual prompts with verbal presentations ● Cue students before asking a question during class discussions ● Use a word square (graphic organizer) to teach target academic vocabulary for the Health and Lifestyle unit. ● Frontload vocabulary ● Accept verbal responses in lieu of written work ● Provide sentence frames for written work ● Modify length of reading passages ● Native language supports: Bilingual dictionaries, peer translation, and google translate ● Model the key concepts and language functions -use realia, maps, photos, and manipulatives ● TPR (total physical response) ● Sentence strips to model complete sentence writing about the topic ● Word walls with pictures - can be personal notebook word reference guides	● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. ● Allow for Student Choice: Students should be permitted to demonstrate an understanding of the fiction stories through drawings, oral response, etc. ● This unit's vocabulary and literary terms should be pre-taught before each fiction story. Multisensory methods will be utilized such as google images, gesturing, and meaningful movement. ● Differentiation through content, process, product, environment ● Text to speech/Oral reading ● Access to word/picture banks for reference in tasks that require reading texts or writing Provide students with flexible seating options	● Modify content to focus on key concepts & have students paraphrase key ideas ● Use individual word walls (in notebook) to note definition of challenging words ● Provide outlines of class notes - through google doc. ● When introducing the chapters pertaining to the Health & Lifestyle unit, use a Think-Pair-Write-Share (graphic organizer) to provide written and oral language processing time for the content learning. ● Pair visual prompts with verbal presentations ● Cue students before asking a question during class discussions ● Extended time for written work ● Modify length of reading passages ● Native language supports: Bilingual dictionaries, peer translation, and google translate	● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc. ● Anticipation guide: before reading o determine what the student knows about the topic. ● Concept/Idea Map: teacher models note-taking ● Contextualize language: for the key vocabulary terms

		while reading, depending on need or preference.		
Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	**Access** *(Resources and/or Process)*		**Expression** *(Products and/or Performance)*	
	● Promethean board for student & teacher discussions ● iPads (literacy apps) ● Using reading materials at varying readability levels ● Putting text materials on audio ● Using spelling/vocab lists at readiness level of students ● Presenting ideas through auditory, visual, kinesthetic, & tactile means ● Using reading buddies ● Flex grouping ● Compacting content ● Meeting with small groups to reteach idea/skill, or to extend the thinking/skill ● Multi-leveled questions ● Modeling		● Author's chair/peer sharing ● Tiered activities through which all learners work with the same information, understanding, & skills, but proceed with different levels of support, challenge, or complexity. ● Centers/Stations ● Developing personal agendas ● Manipulatives ● Varying the length of time a student may take to complete a task ● Learning logs or journals ● Note-taking organizers ● Graphic organizers ● Highlighted materials ● Jigsaw ● Think, Pair, Share ● Learning Menus ● Webquests ● Role Play / Simulations	
Vocabulary *Highlight key vocabulary (both Tier II and Tier III words)*	**Tier Two words** (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. **Tier Three words** (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).			

Integration of Technology SAMR	● Listening center. Students listen to a story, using active listening skills. ● Audio recordings ● Multimedia resources-(http://www.readworks.org, https://jr.brainpop.com/, https://newsela.com/, https://www.kidsa-z.com/) ● Google:Docs, PowerPoint ● Mind mapping: MINDMUP

Interdisciplinary Connections NJ Student Learning Standards	**Social Studies**
	  6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom
	  Routines.
	  6.1.P.A.2 - Demonstrate responsibility by initiating simple classroom tasks and jobs
	  6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others.
	Career Ready Practices
	  CRP2. Apply appropriate academic and technical skills.
	  CRP4 Communicate clearly and effectively and with reason.
	  CRP6 Demonstrate creativity and innovation
	Technology
	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

21st Century Themes/Skills P21 Framework	**Themes**	**Skills**
	Global Awareness ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. ● Understanding other nations and cultures,including the use of non-English languages.	Critical Thinking: ● Use deductive reasoning as appropriate to the situation ● Make judgements and decisions ● Effectively analyze and evaluate evidence ● Interpret information and draw conclusions based on the best analysis Communication and Collaboration ● Use communication skills to analyze text and present information ● Listen effectively to decipher meaning, including knowledge, values, attitudes, and intention ● Be open and responsive to new and diverse perspectives ● Respond open-mindedly to different values and skills

	● Collaborate with others on a range of topics and situations
	Productivity and Accountability
	● Utilize time and manage workload efficiently
	● Demonstrate ability to work effectively and respectfully with diverse groups
	Media Literacy
	● Students will use technology as a tool to research, organize, evaluate, and communicate information
Resources /Materials	● Leveled Literacy Intervention (Particular texts and levels)-Word list books ● Fountas and Pinnell Benchmark Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● Strategies for Readers/Writers by Jennifer Servello ● Readers/Writers Notebook ● Raz- Kids ● Scholastic Magazine

Instructional Unit Map

Course Title: ESL I *(5ᵗʰ to 8ᵗʰ Grade)*

Unit Title:	**Unit 2:** (NonFiction) Jennifer Servello Complete Comprehension Writing - Informational/Explanatory	**Start Date:**	Nov.-Jan. (45 days)
		Length of Unit:	Marking Period 2

Content Standards *What do we want them to know,*	**WIDA Standards English Language Proficiency**	**Learning Goals**	**Students will be able to:** ● **Standard 1** English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional

| understand, & do? | ● **Standard 1** English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency
● **Standard 2** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

NJSLS English Language Arts Standards Progress Indicators

Key Ideas and Details
● RI.5-8.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
● RI.5-8.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Craft and Structure
● RI.5-8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | | language English Language Proficiency
● **Standard 2** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

● Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

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

● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

● Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

● Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

● Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

● Read with sufficient accuracy and fluency to support comprehension. |

	Text Type and Purposes		
	● W.5-8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **Range of Writing** ● W.5-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Essential Questions	How does close reading help a reader comprehend? How can propaganda fuel conflict? How do primary sources enhance what is learned from a secondary source? How does an author's craft nonfiction text? How do readers construct meaning from text? How do different genres of text and media interrelate? Why do writers share their experiences? How do the rules of language affect communication? How does a writer craft an information story that teaches as well as keeps a reader's interest? How does a writer create believable text using primary sources? How does a writer examine a topic and convey information using relevant details?		
Assessments *How will we know they have gained the knowledge & skills?*	**Formative**	**Summative**	**Alternative**

	● Short Quizzes ● Participation in TPR activities ● One sentence summaries ● Teacher observations ● Group Work Updates ● Idea Webs ● Daily Do Now Review Questions ● Brainstorming Contribution ● Exit Questions ● Dialog/Reflective Journals ● Erasable Board Messages ● Individual Conferences ● KWL charts ● Teacher observations and anecdotal notes ● Project work ● Writing samples ● End of unit tests ● Teacher made tests/activities ● Group work assessment ● Samples of class work	● Lucy Calkins Writing Rubrics ● Heggarty Benchmark ● Fountas and Pinnell Benchmark Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● WIDA placement (for new arrivals) ● WIDA Model assessment ● Spring WIDA assessment (for all ELLs)	● Portfolios. These may be physical (e.g., a binder) or electronic (e.g., a personal website or software). ... ● Student-Produced Demonstrations ● Oral Presentations ● Skits or Plays ● Student-Created Visuals ● Journaling ● One-on-One Conferencing. ● Creative Projects.
Unit Pre-Assessment(s) *What do they already know?*	● WIDA placement (for new arrivals) ● WIDA Model assessment ● WIDA assessment (Access 2.0 for all ELLs) ● Heggarty Benchmark ● Fountas and Pinnell Benchmarking Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● Lucy Calkins Writing Rubrics		
Instructional Strategies/Student Activities	http://www.academicenglishlearners.com/uploads/1/6/8/5/16850748/examples_of_graphic_organizers.pdf ELP Level 1 – Beginner ELP Level 2– Early-Intermediate ELP Level 3– Intermediate ELP Level 4– Early-Advanced ELP Level 5- Advanced		

Teaching Strategy	1	2	3	4	5
● Display content and language objectives	x	x	x	x	x
● Use manipulatives, visuals, realia, props, games, hands-on activities	x	x	x	x	x
● Create climate of acceptance/respect that supports acculturation	x	x	x	x	x
● Use cooperative learning groups	x	x	x	x	x
● Require physical response to check comprehension	x	x	x	x	x
● Display print to support oral language	x	x	x	x	x
● Model activities for students	x	x	x	x	x
● Make connections across the curriculum and interdisciplinary	x	x	x	x	x
● Use modified speech, gestures, body language, facial expressions	x	x	x	x	x
● Ask yes/no questions or questions that require a one-word answer	x	x			
● Ask students to show/point/draw	x	x	x	x	x
● Teach content area vocabulary/terminology and display it (word walls)	x	x	x	x	x
● Provide and teach how to use (bilingual) dictionaries	x	x	x	x	
● Provide and show how to use a picture dictionary	x	x	x		
● Use other (bilingual) students as peer helpers	x	x	x		
● Secure the support of a (bilingual) EA	x	x			
● Secure a Spanish-language edition of a textbook if available	x				
● Encourage responses in student"s first language	x				

	1	2	3	4	5
● Simplify language/not content		x	x	x	x
● Design lessons to motivate students to talk and interact meaningfully		x	x	x	x
● Ask students questions that require one/two word responses: who?, what?, which one?, how many?		x	x	x	x
● Focus on expanding students‟ vocabulary (word parts; Greek and Latin)		x	x	x	x
● Avoid using idiomatic expressions	x	x			
● List and review instructions step by step, check comprehension			x	x	
● Build on students prior knowledge and connect to their experiences/ culture			x	x	x
● Incorporate more reading and writing			x	x	x
● Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, creating rebuses			x	x	x
● Paraphrase, use synonyms, antonyms, cognates	x	x	x	x	
● Provide sentence frames and sentence starters	x	x	x	x	
● Have students brainstorm, list, web, use various graphic organizers			x	x	x
● Ask questions soliciting opinions, judgment, explanation (more "why" and "how" questions)				x	x
● Introduce figurative language				x	x
● Develop academic language (oral and written)			x	x	x
● Incorporate note-taking skills			x	x	x
● Develop study and organization skills (ISN, binders, calendars)	x	x	x	x	x

	C1	C2	C3	C4	C5
● Teach and practice test-taking skills			x	x	x
● Demonstrate how to verify answers (oral and written)			x	x	x
● Expand figurative language (idioms)					x
● Adjust your formative assessment strategies	x	x	x		
● Use accommodations for work samples as appropriate	x	x			
● Gradually release responsibility – "I Do – We Do – You Do"	x	x	x	x	x
● Chunk text with summarization	x	x	x	x	x

Instructional/Assessment Scaffolds *(Modifications /Accommodations) – planned for prior to instruction*	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	● Pair visual prompts with verbal presentations ● Cue students before asking a question during class discussions ● Use a word square (graphic organizer) to teach target academic vocabulary for the Health and Lifestyle unit. ● Frontload vocabulary ● Accept verbal responses in lieu of written work ● Provide sentence frames for written work ● Modify length of reading passages ● Native language supports: Bilingual dictionaries, peer translation, and google translate	● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. ● Allow for Student Choice: Students should be permitted to demonstrate an understanding of the fiction stories through drawings, oral response, etc. ● This unit's vocabulary and literary terms should be pre-taught before each fiction story. Multisensory methods will be utilized such as google images,	● Modify content to focus on key concepts & have students paraphrase key ideas ● Use individual word walls (in notebook) to note definition of challenging words ● Provide outlines of class notes - through google doc. ● When introducing the chapters pertaining to the Health & Lifestyle unit, use a Think-Pair-Write-Share (graphic organizer) to provide written and oral language processing time for the content learning.	● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc. ● Anticipation guide: before reading o determine what the student knows about the topic. ● Concept/Idea Map: teacher models note-taking ● Contextualize language: for the key vocabulary terms

	● Model the key concepts and language functions -use realia, maps, photos, and manipulatives ● TPR (total physical response) ● Sentence strips to model complete sentence writing about the topic ● Word walls with pictures - can be personal notebook word reference guides	gesturing, and meaningful movement. ● Differentiation through content, process, product, environment ● Text to speech/Oral reading ● Access to word/picture banks for reference in tasks that require reading texts or writing ● Provide students with flexible seating options while reading, depending on need or preference.	● Pair visual prompts with verbal presentations ● Cue students before asking a question during class discussions ● Extended time for written work ● Modify length of reading passages ● Native language supports: Bilingual dictionaries, peer translation, and google translate	

Differentiated Instructional Methods: *(Multiple means for students to access content and multiple modes for student to express understanding)*	**Access** *(Resources and/or Process)*		**Expression** *(Products and/or Performance)*
	● Promethean board for student & teacher discussions ● iPads (literacy apps) ● Using reading materials at varying readability levels ● Putting text materials on audio ● Using spelling/vocab lists at readiness level of students ● Presenting ideas through auditory, visual, kinesthetic, & tactile means ● Using reading buddies ● Flex grouping ● Compacting content ● Meeting with small groups to reteach idea/skill, or to extend the thinking/skill ● Multi-leveled questions ● Modeling		● Author's chair/peer sharing ● Tiered activities through which all learners work with the same information, understanding, & skills, but proceed with different levels of support, challenge, or complexity. ● Centers/Stations ● Developing personal agendas ● Manipulatives ● Varying the length of time a student may take to complete a task ● Learning logs or journals ● Note-taking organizers ● Graphic organizers ● Highlighted materials ● Jigsaw ● Think, Pair, Share ● Learning Menus ● Webquests

	● Role Play / Simulations
Vocabulary *Highlight key vocabulary (both Tier II and Tier III words)*	**Tier Two words** (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. **Tier Three words** (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).
Integration of Technology SAMR	Listening center. Students listen to a story, using active listening skills. ● Audio CDs ● Multimedia resources-(http://www.readworks.org, https://jr.brainpop.com/, https://newsela.com/, https://www.kidsa-z.com/) ● Google:Docs, PowerPoint ● Mind mapping: MINDMUP
Interdisciplinary Connections NJ Student Learning Standards	**Social Studies** 6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom Routines. 6.1.P.A.2 - Demonstrate responsibility by initiating simple classroom tasks and jobs 6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others. **Career Ready Practices** CRP2. Apply appropriate academic and technical skills. CRP4 Communicate clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation **Technology** 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
21ˢᵗ Century Themes/Skills	**Themes** **Skills**

[P21 Framework](#)	**Global Awareness** ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. ● Understanding other nations and cultures,including the use of non-English languages.	Critical Thinking: ● Use deductive reasoning as appropriate to the situation ● Make judgements and decisions ● Effectively analyze and evaluate evidence ● Interpret information and draw conclusions based on the best analysis Communication and Collaboration ● Use communication skills to analyze text and present information ● Listen effectively to decipher meaning, including knowledge, values, attitudes, and intention ● Be open and responsive to new and diverse perspectives ● Respond open-mindedly to different values and skills ● Collaborate with others on a range of topics and situations Productivity and Accountability ● Utilize time and manage workload efficiently ● Demonstrate ability to work effectively and respectfully with diverse groups Media Literacy ● Students will use technology as a tool to research, organize, evaluate, and communicate information
Resources/Materials	● Leveled Literacy Intervention (Particular texts and levels)-Word list books ● Fountas and Pinnell Benchmark Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● Strategies for Readers/Writers by Jennifer Servello ● Readers/Writers Notebook ● Raz- Kids ● Scholastic Magazine	

Instructional Unit Map

Course Title: ESL *(5th to 8th Grade)*

| Unit Title: | Unit 3: (NonFiction)
Jennifer Servello Complete Comprehension

Writing -
Argumentative Essay Proving Character Analysis | Start Date: | Feb.-March (45 days) |
| | | Length of Unit: | Marking Period 3 |

| Content Standards
What do we want them to know, understand, & do? | WIDA Standards English Language Proficiency

● **Standard 1** English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency
● **Standard 2** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

NJSLS English Language Arts Standards Progress Indicators

Key Ideas and Details
● RI.5-8.1. Cite textual evidence and make relevant connections to support analysis of what the | Learning Goals | Students will be able to:

● English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency
● English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

● Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

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

● Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

● Determine an author's point of view or purpose in a text and explain how |

	text says explicitly as well as inferences drawn from the text. ● RI.5-8.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text **Text Types and Purposes** ● W.5-8.1. Write arguments to support claims with clear reasons and relevant evidence. **Production and Distribution of Writing** ● W.5-8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. **Range of Writing** ● W.5-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,		it is conveyed in the text. ● Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). ● By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. ● Write arguments to support claims with clear reasons and relevant evidence. ● Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. ● Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ● Know and apply grade-level phonics and word analysis skills in decoding and encoding words. ● Read with sufficient accuracy and fluency to support comprehension.

	purposes, and audiences.	
Essential Questions	How does close reading help a reader comprehend? How does an author's craft nonfiction text? How do readers construct meaning from text? How does a person change and develop through the course of a lifetime? How do events in history shape people? How do different genres of text and media interrelate? How do the rules of language affect communication? How does a writer craft an argument with a clear claim and support? How do writers create convincing, evidence-based arguments? How do writers gather, evaluate, and incorporate evidence into their arguments? What is the purpose of communicating through argumentative writing?	

Assessments *How will we know they have gained the knowledge & skills?*	**Formative**	**Summative**	**Alternative**
	● Short Quizzes ● Participation in TPR activities ● One sentence summaries ● Teacher observations ● Group Work Updates ● Idea Webs ● Daily Do Now Review Questions ● Brainstorming Contribution ● Exit Questions ● Dialog/Reflective Journals ● Erasable Board Messages ● Individual Conferences ● KWL charts ● Teacher observations and anecdotal notes ● Project work ● Writing samples ● End of unit tests ● Teacher made tests/activities	● Lucy Calkins Writing Rubrics ● Heggarty Benchmark ● Fountas and Pinnell Benchmark Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● WIDA placement (for new arrivals) ● WIDA Model assessment ● Spring WIDA assessment (for all ELLs)	● Portfolios. These may be physical (e.g., a binder) or electronic (e.g., a personal website or software). ... ● Student-Produced Demonstrations ● Oral Presentations ● Skits or Plays ● Student-Created Visuals ● Journaling ● One-on-One Conferencing. ● Creative Projects.

	● Group work assessment ● Samples of class work					
Unit Pre-Assessment(s) *What do they already know?*	● WIDA placement (for new arrivals) ● WIDA Model assessment ● WIDA assessment (Access 2.0 for all ELLs) ● Heggarty Benchmark ● Fountas and Pinnell Benchmarking Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● Lucy Calkins Writing Rubrics					

Instructional Strategies/Student Activities

http://www.academicenglishlearners.com/uploads/1/6/8/5/16850748/examples_of_graphic_organizers.pdf

ELP Level 1 – Beginner ELP Level 2– Early-Intermediate ELP Level 3– Intermediate ELP Level 4– Early-Advanced ELP Level 5- Advanced

Teaching Strategy	1	2	3	4	5
● Display content and language objectives	x	x	x	x	x
● Use manipulatives, visuals, realia, props, games, hands-on activities	x	x	x	x	x
● Create climate of acceptance/respect that supports acculturation	x	x	x	x	x
● Use cooperative learning groups	x	x	x	x	x
● Require physical response to check comprehension	x	x	x	x	x
● Display print to support oral language	x	x	x	x	x
● Model activities for students	x	x	x	x	x
● Make connections across the curriculum and interdisciplinary	x	x	x	x	x
● Use modified speech, gestures, body language, facial expressions	x	x	x	x	x
● Ask yes/no questions or questions that require a one-word answer	x	x			

● Ask students to show/point/draw	x	x	x	x	x
● Teach content area vocabulary/terminology and display it (word walls)	x	x	x	x	x
● Provide and teach how to use (bilingual) dictionaries	x	x	x	x	
● Provide and show how to use a picture dictionary	x	x	x		
● Use other (bilingual) students as peer helpers	x	x	x		
● Secure the support of a (bilingual) EA	x	x			
● Secure a Spanish-language edition of a textbook if available	x				
● Encourage responses in student"s first language	x				
● Simplify language/not content		x	x	x	x

● Design lessons to motivate students to talk and interact meaningfully		x	x	x	x
● Ask students questions that require one/two word responses: who?, what?, which one?, how many?		x	x	x	x
● Focus on expanding students" vocabulary (word parts; Greek and Latin)		x	x	x	x
● Avoid using idiomatic expressions	x	x			
● List and review instructions step by step, check comprehension			x	x	
● Build on students prior knowledge and connect to their experiences/ culture			x	x	x
● Incorporate more reading and writing			x	x	x
● Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, creating rebuses			x	x	x
● Paraphrase, use synonyms, antonyms, cognates	x	x	x	x	

	● Provide sentence frames and sentence starters	x	x	x	x	
	● Have students brainstorm, list, web, use various graphic organizers			x	x	x
	● Ask questions soliciting opinions, judgment, explanation (more "why" and "how" questions)				x	x
	● Introduce figurative language				x	x
	● Develop academic language (oral and written)			x	x	x
	● Incorporate note-taking skills			x	x	x
	● Develop study and organization skills (ISN, binders, calendars)	x	x	x	x	x
	● Teach and practice test-taking skills			x	x	x
	● Demonstrate how to verify answers (oral and written)			x	x	x
	● Expand figurative language (idioms)					x
	● Adjust your formative assessment strategies	x	x	x		
	● Use accommodations for work samples as appropriate	x	x			
	● Gradually release responsibility – "I Do – We Do – You Do"	x	x	x	x	x
	● Chunk text with summarization	x	x	x	x	x

Instructional/Assessment Scaffolds *(Modifications /Accommodations) – planned for prior to instruction*	**English Language Learners**	**Special Education Learners**	**Struggling Learners**	**Advanced Learners**
	● Pair visual prompts with verbal presentations ● Cue students before asking a question during class discussions ● Use a word square (graphic	● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.	● Modify content to focus on key concepts & have students paraphrase key ideas ● Use individual word walls	● Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc.

	organizer) to teach target academic vocabulary for the Health and Lifestyle unit. ● Frontload vocabulary ● Accept verbal responses in lieu of written work ● Provide sentence frames for written work ● Modify length of reading passages ● Native language supports: Bilingual dictionaries, peer translation, and google translate ● Model the key concepts and language functions -use realia, maps, photos, and manipulatives ● TPR (total physical response) ● Sentence strips to model complete sentence writing about the topic ● Word walls with pictures - can be personal notebook word reference guides	● Allow for Student Choice: Students should be permitted to demonstrate an understanding of the fiction stories through drawings, oral response, etc. ● This unit's vocabulary and literary terms should be pre-taught before each fiction story. Multisensory methods will be utilized such as google images, gesturing, and meaningful movement. ● Differentiation through content, process, product, environment ● Text to speech/Oral reading ● Access to word/picture banks for reference in tasks that require reading texts or writing ● Provide students with flexible seating options while reading, depending on need or preference.	(in notebook) to note definition of challenging words ● Provide outlines of class notes - through google doc. ● When introducing the chapters pertaining to the Health & Lifestyle unit, use a Think-Pair-Write-Share (graphic organizer) to provide written and oral language processing time for the content learning. ● Pair visual prompts with verbal presentations ● Cue students before asking a question during class discussions ● Extended time for written work ● Modify length of reading passages ● Native language supports: Bilingual dictionaries, peer translation, and google translate	● Anticipation guide: before reading o determine what the student knows about the topic. ● Concept/Idea Map: teacher models note-taking ● Contextualize language: for the key vocabulary terms
Differentiated Instructional Methods: *(Multiple means for students to access*	**Access** *(Resources and/or Process)*		**Expression** *(Products and/or Performance)*	

content and multiple modes for student to express understanding)	● Promethean board for student & teacher discussions ● iPads (literacy apps) ● Using reading materials at varying readability levels ● Putting text materials on audio ● Using spelling/vocab lists at readiness level of students ● Presenting ideas through auditory, visual, kinesthetic, & tactile means ● Using reading buddies ● Flex grouping ● Compacting content ● Meeting with small groups to reteach idea/skill, or to extend the thinking/skill ● Multi-leveled questions ● Modeling	● Author's chair/peer sharing ● Tiered activities through which all learners work with the same information, understanding, & skills, but proceed with different levels of support, challenge, or complexity. ● Centers/Stations ● Developing personal agendas ● Manipulatives ● Varying the length of time a student may take to complete a task ● Learning logs or journals ● Note-taking organizers ● Graphic organizers ● Highlighted materials ● Jigsaw ● Think, Pair, Share ● Learning Menus ● Webquests ● Role Play / Simulations
Vocabulary *Highlight key vocabulary (both Tier II and Tier III words)*	**Tier Two words** (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. **Tier Three words** (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).	
Integration of Technology SAMR	● Listening center. Students listen to a story, using active listening skills. ● Audio CDs ● Multimedia resources-(http://www.readworks.org, https://jr.brainpop.com/, https://newsela.com/, https://www.kidsa-z.com/) ● Google:Docs, PowerPoint	

	● Mind mapping: MINDMUP
Interdisciplinary Connections [NJ Student Learning Standards](#)	**Social Studies** 6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom Routines. 6.1.P.A.2 - Demonstrate responsibility by initiating simple classroom tasks and jobs 6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others. **Career Ready Practices** CRP2. Apply appropriate academic and technical skills. CRP4 Communicate clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation **Technology** 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

21ˢᵗ Century Themes/Skills [P21 Framework](#)	**Themes**	**Skills**
	Global Awareness ● Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. ● Understanding other nations and cultures, including the use of non-English languages.	Critical Thinking: ● Use deductive reasoning as appropriate to the situation ● Make judgements and decisions ● Effectively analyze and evaluate evidence ● Interpret information and draw conclusions based on the best analysis Communication and Collaboration ● Use communication skills to analyze text and present information ● Listen effectively to decipher meaning, including knowledge, values, attitudes, and intention ● Be open and responsive to new and diverse perspectives ● Respond open-mindedly to different values and skills ● Collaborate with others on a range of topics and situations Productivity and Accountability ● Utilize time and manage workload efficiently

		● Demonstrate ability to work effectively and respectfully with diverse groups Media Literacy ● Students will use technology as a tool to research, organize, evaluate, and communicate information
Resources/Materials	● Leveled Literacy Intervention (Particular texts and levels)-Word list books ● Fountas and Pinnell Benchmark Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● Strategies for Readers/Writers by Jennifer Servello ● Readers/Writers Notebook ● Raz- Kids ● Scholastic Magazine	

Instructional Unit Map				
Course Title: ESL I *(5th to 8th Grade)*				
Unit Title:	**Unit 4:** (Fiction) Jennifer Servello Complete Comprehension Writing- Research Simulation Task (Compare/Contrast)		**Start Date:**	April-June (45 days)
			Length of Unit:	Marking Period 4
Content Standards *What do we want them to know, understand, & do?*	**WIDA Standards English Language Proficiency** ● **Standard 1** English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency	**Learning Goals**	**Students will be able to:** ● English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Proficiency ● English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	

	● **Standard 2** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts **NJSLS English Language Arts Standards Progress Indicators Key Ideas and Details** ● RL.5-8.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RL.5-8.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RL.5-8.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. **Key Ideas and Details** ● RI.5-8.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.		● Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. ● Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. ● Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

	● RI.5-8.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **Text Types and Purposes** ● W.5-8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● W.5-8.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **Range of Writing** ● W.5-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ●		
Essential Questions	How do the characters' choices impact their world? How do people prejudices influence their actions? How do characters influence each other?		

	How do obstacles conflict influence/shape a character? How does reading the stories of others help students better understand themselves and the world around them? How do readers construct meaning from text? Why do writers share their experiences? How do the rules of language affect communication? How does a writer gather and organize information from multiple sources? How does a writer differentiate between relevant and irrelevant information to be used for research writing? How does audience and purpose influence your writing?		
Assessments *How will we know they have gained the knowledge & skills?*	**Formative**	**Summative**	**Alternative**
	● Short Quizzes ● Participation in TPR activities ● One sentence summaries ● Teacher observations ● Group Work Updates ● Idea Webs ● Daily Do Now Review Questions ● Brainstorming Contribution ● Exit Questions ● Dialog/Reflective Journals ● Erasable Board Messages ● Individual Conferences ● KWL charts ● Teacher observations and anecdotal notes ● Project work ● Writing samples ● End of unit tests ● Teacher made tests/activities ● Group work assessment ● Samples of class work	● Lucy Calkins Writing Rubrics ● Heggarty Benchmark ● Fountas and Pinnell Benchmark Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● WIDA placement (for new arrivals) ● WIDA Model assessment ● Spring WIDA assessment (for all ELLs)	● Portfolios. These may be physical (e.g., a binder) or electronic (e.g., a personal website or software). ... ● Student-Produced Demonstrations ● Oral Presentations ● Skits or Plays ● Student-Created Visuals ● Journaling ● One-on-One Conferencing. ● Creative Projects
Unit Pre-Assessment(s) *What do they already*	● WIDA placement (for new arrivals) ● WIDA Model assessment ● WIDA assessment (Access 2.0 for all ELLs)		

know?	● Heggarty Benchmark ● Fountas and Pinnell Benchmarking Assessment ● Jennifer Serravallo Fiction/NonFiction Units of Study ● Lucy Calkins Writing Rubrics
Instructional Strategies/Student Activities	http://www.academicenglishlearners.com/uploads/1/6/8/5/16850748/examples_of_graphic_organizers.pdf ELP Level 1 – Beginner ELP Level 2– Early-Intermediate ELP Level 3– Intermediate ELP Level 4– Early-Advanced ELP Level 5- Advanced

Teaching Strategy	1	2	3	4	5
● Display content and language objectives	x	x	x	x	x
● Use manipulatives, visuals, realia, props, games, hands-on activities	x	x	x	x	x
● Create climate of acceptance/respect that supports acculturation	x	x	x	x	x
● Use cooperative learning groups	x	x	x	x	x
● Require physical response to check comprehension	x	x	x	x	x
● Display print to support oral language	x	x	x	x	x
● Model activities for students	x	x	x	x	x
● Make connections across the curriculum and interdisciplinary	x	x	x	x	x
● Use modified speech, gestures, body language, facial expressions	x	x	x	x	x
● Ask yes/no questions or questions that require a one-word answer	x	x			
● Ask students to show/point/draw	x	x	x	x	x
● Teach content area vocabulary/terminology and display it (word walls)	x	x	x	x	x
● Provide and teach how to use (bilingual) dictionaries	x	x	x	x	

• Provide and show how to use a picture dictionary	x	x	x		
• Use other (bilingual) students as peer helpers	x	x	x		
• Secure the support of a (bilingual) EA	x	x			
• Secure a Spanish-language edition of a textbook if available	x				
• Encourage responses in student"s first language	x				
• Simplify language/not content		x	x	x	x

• Design lessons to motivate students to talk and interact meaningfully			x	x	x
• Ask students questions that require one/two word responses: who?, what?, which one?, how many?			x	x	x
• Focus on expanding students" vocabulary (word parts; Greek and Latin)			x	x	x
• Avoid using idiomatic expressions	x	x			
• List and review instructions step by step, check comprehension				x	x
• Build on students prior knowledge and connect to their experiences/ culture				x	x
• Incorporate more reading and writing				x	x
• Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, creating rebuses				x	x
• Paraphrase, use synonyms, antonyms, cognates	x	x	x	x	
• Provide sentence frames and sentence starters	x	x	x	x	
• Have students brainstorm, list, web, use various graphic organizers				x	x
• Ask questions soliciting opinions, judgment, explanation (more "why" and "how"					x

questions)				
● Introduce figurative language				x
● Develop academic language (oral and written)			x	x
● Incorporate note-taking skills			x	x
● Develop study and organization skills (ISN, binders, calendars)	x	x	x	x
● Teach and practice test-taking skills			x	x
● Demonstrate how to verify answers (oral and written)			x	x
● Expand figurative language (idioms)				
● Adjust your formative assessment strategies	x	x	x	
● Use accommodations for work samples as appropriate	x	x		
● Gradually release responsibility – "I Do – We Do – You Do"	x	x	x	x
● Chunk text with summarization	x	x	x	x

Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
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	● Accept verbal responses in lieu of written work ● Provide sentence frames for written work ● Modify length of reading passages ● Native language supports: Bilingual dictionaries, peer translation, and google translate ● Model the key concepts and language functions -use realia, maps, photos, and manipulatives ● TPR (total physical response) ● Sentence strips to model complete sentence writing about the topic ● Word walls with pictures - can be personal notebook word reference guides	fiction stories through drawings, oral response, etc. ● This unit's vocabulary and literary terms should be pre-taught before each fiction story. Multisensory methods will be utilized such as google images, gesturing, and meaningful movement. ● Differentiation through content, process, product, environment ● Text to speech/Oral reading ● Access to word/picture banks for reference in tasks that require reading texts or writing Provide students with flexible seating options while reading, depending on need or preference.	notes - through google doc. ● When introducing the chapters pertaining to the Health & Lifestyle unit, use a Think-Pair-Write-Share (graphic organizer) to provide written and oral language processing time for the content learning. ● Pair visual prompts with verbal presentations ● Cue students before asking a question during class discussions ● Extended time for written work ● Modify length of reading passages ● Native language supports: Bilingual dictionaries, peer translation, and google translate	student knows about the topic. ● Concept/Idea Map: teacher models note-taking ● Contextualize language: for the key vocabulary terms

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	● Flex grouping ● Compacting content ● Meeting with small groups to reteach idea/skill, or to extend the thinking/skill ● Multi-leveled questions ● Modeling	● Varying the length of time a student may take to complete a task ● Learning logs or journals ● Note-taking organizers ● Graphic organizers ● Highlighted materials ● Jigsaw ● Think, Pair, Share ● Learning Menus ● Webquests ● Role Play / Simulations
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Interdisciplinary Connections NJ Student Learning Standards	**Social Studies** 6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom Routines. 6.1.P.A.2 - Demonstrate responsibility by initiating simple classroom tasks and jobs	

	6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others.
	Career Ready Practices
	  CRP2. Apply appropriate academic and technical skills.
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	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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