



## ESL Advanced Reading and Writing 1 & 2

Grades 9-12

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**Effective Date:** September 1, 2020

### Scope and Sequence

Month	Unit - Topic
September - Marking Period 1	Unit 1 Narrative writing based on fiction and non-fiction texts
October - MP 1	
November MP 2	Unit 2 Persuasive writing - fiction and non-fiction texts
December MP 2	
January MP 2	
January (23) - MP 3	Unit 3 Extended Reading Literature
February - MP 3	
March - MP 3	
April MP 4	

May MP 4	<b>Unit 4</b> <b>Expository Writing based on Current Events</b>
June - MP 4	

Fig. 1.1 WIDA ELD Standards

<b>WIDA ELD Standards</b>	<b>Abbreviation</b>	<b>Standard</b>
<b>Standard 1</b>	Social and Instructional Language	English language learners communicate for social and instructional purposes within the school setting.
<b>Standard 2</b>	Language of Language Arts	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
<b>Standard 3</b>	Language of Mathematics	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
<b>Standard 4</b>	Language of Science	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
<b>Standard 5</b>	Language of Social Studies	English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

## The Features of Academic Language in the WIDA Standards

The Features of Academic Language operate within sociocultural contexts for language use.

Fig. 1.2

<u>Dimension</u>	<u>Performance Criteria</u> <u>Features</u>	<u>Features</u>
Discourse	Linguistic Complexity (Quantity and variety of oral and written text)	<ul style="list-style-type: none"> <li>• Amount of speech/written text</li> <li>• Structure of speech/written text</li> <li>• Density of speech/written text</li> <li>• Coherence and cohesion of ideas</li> <li>• Variety of sentence types to form organized text</li> </ul>
Sentence	Language Forms and Conventions (Types, array, and use of language structures)	<ul style="list-style-type: none"> <li>• Types and variety of grammatical constructions</li> <li>• Mechanics of sentence types</li> <li>• Fluency of expression</li> <li>• Match language forms to purposes/perspectives</li> <li>• Formulaic and idiomatic expressions</li> </ul>
Word/Phrase	Vocabulary Usage (Specificity of word or phrase choice)	<ul style="list-style-type: none"> <li>• General, specific, and technical language</li> <li>• Multiple meanings of words and phrases</li> <li>• Nuances and shades of meaning</li> </ul>

		• Collocations and idioms
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The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

Fig. 1.3

English Language Proficiency Descriptors	
Level	Students at this level of proficiency can....
Beginning	<ul style="list-style-type: none"> <li>● Comprehend some key points of teacher explanations, if supported with visuals, gestures, and other scaffolds</li> <li>● Use basic social language to participate in simple face-to-face conversations</li> <li>● Read brief grade-level texts with simple sentences and familiar vocabulary, supported by graphics or pictures</li> <li>● Write or use familiar vocabulary in everyday contexts</li> </ul>

<p>Developing</p>	<ul style="list-style-type: none"> <li>● Comprehend most key points of teacher explanations with moderate support</li> <li>● Express a variety of personal needs, ideas, and opinions in simple sentences</li> <li>● Read and comprehend simple sentences independently and more complex text supported by graphics or pictures</li> <li>● Write expanded sentences with learned vocabulary</li> </ul>
<p>Expanding/Bridging</p>	<ul style="list-style-type: none"> <li>● Comprehend almost all key points of teacher explanations with minimal support</li> <li>● Participate in academic conversations in expanded sentences with moderate support</li> <li>● Read increasingly complex grade-level text while relying on prior knowledge and context to gain meaning</li> <li>● Write to meet increasingly complex academic purposes with support</li> </ul>
<p>*Guidelines for Language differentiation for the reading, listening/speaking, and writing as defined in TEAM, Teaching ELLs for Academic Language Mastery.</p>	

Fig. 1.4

Academic Language	
Tier 1	Most common, basic words used in everyday language
Tier 2	High-frequency words and multiple-meaning words across the content areas. These words are often used more commonly in written texts than in common conversation
Tier 3	Low frequency words that are used in specific content areas or domains. These are technical words that are content/subject specific.
*Each unit/lesson includes academic vocabulary across all tiers that support academic language acquisition and its use through all four domains of language acquisition.	

## Unit 1

### Narrative writing based on fiction and non-fiction texts

#### Summary and Rationale

In this unit students will be introduced to various narrative fiction and nonfiction reading selections. Each reading experience will be accompanied by a series of comprehension, grammar, fluency, and/or vocabulary building activities.

Initially, students will learn about the sequential structure of a narrative. Also, students will begin reading narratives in class aloud, as well as independently. Once students have been exposed to the structure, they will attempt scaffolded narrative writing opportunities. Students will also be asked to engage in the editing process in order to develop their writing skills. The instructional focus of this unit is to provide guided practice throughout the writing process in order for the students to habituate the steps required for effective writing and to develop performance stamina.

**The quality and quantity of the writing will be directly tied to each student's level of English proficiency. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed.**

#### Recommended Pacing

8 - 10 weeks

#### Standards

WIDA/ELD:

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

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

Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

#### ELA STANDARDS CONNECTION

#### Reading Strategies

RI. 9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including How it emerges and is shaped and refined by specific details; provide an objective

	summary of the text.
RI. 9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RI. 9-10.5	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Writing Focus	
W. 9-10.2	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W. 9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W. 9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W. 9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Language: Grammar & English Conventions	
L. 9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



L. 9-10.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
L. 9-10.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>
L. 9-10.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Interdisciplinary Connections	
See WIDA ELD Standards	
<p><b>Standard 2:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard 4:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p> <p><b>Standard 5:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>	
Integration of Technology	
W. 9-10.6	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● A narrative is an account of events, experiences, or the like, written in a narrative (story-telling) fashion.</li> <li>● There are different types of narrative texts.</li> </ul>	<ul style="list-style-type: none"> <li>● What is a narrative and its purpose?</li> <li>● What are different types of narrative texts?</li> </ul>

<ul style="list-style-type: none"> <li>● The use of figurative language, adjectives, and adverbs help the reader visualize a text.</li> <li>● Transition words are different depending on the purpose of writing.</li> <li>● I can distinguish between formal and informal English.</li> <li>● I know that using different reading strategies will help me understand a text.</li> <li>● Characters can be revealed in the various forms of dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>● Why is it important to use figurative language, adjectives, and adverbs when writing a narrative?</li> <li>● What is the purpose of transition words?</li> <li>● What is the difference between informal dialogue and formal narrative?</li> <li>● What reading strategies will help me better understand a text?</li> <li>● How can I use dialogue to create vivid characters?</li> </ul>
<p><b>Language Differentiations:</b></p>	<p><b>Suggested Academic Language:</b></p>
<p>Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators in Fig. 1.3.</p>	<p>Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency.</p>
<p><b>Objectives (SLO)</b></p>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● The definition and purpose of a narrative</li> <li>● The different types of narrative texts/writing</li> <li>● The writing process</li> <li>● Transitional words</li> <li>● The ability to sequence events</li> <li>● Descriptive language</li> <li>● Appropriate language conventions</li> <li>● How to distinguish main idea from details</li> <li>● How to distinguish cause and effect</li> <li>● That a summary includes the main idea and the most important details in a text</li> <li>● Dialogue adds to plot and characterization</li> <li>● The correct grammatical format of dialogue speech</li> <li>● That informal speech can be used in dialogue</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Engage in the writing process</li> <li>● Use transitional phrases appropriately</li> <li>● Sequence events</li> <li>● Use the correct verb tense (conjugation) to depict the correct time frame</li> <li>● Enrich their English expression with the use of adjectives, adverbs, and other descriptive language</li> <li>● Identify main idea and details in a text</li> <li>● Identify cause and effect</li> <li>● Create a summary using wh- questions</li> <li>● Add dialogue to build on plot and characterization</li> <li>● Correct punctuation marks, including commas, in dialogue</li> <li>● Understand that dialogue is often utilized informally</li> </ul>

## Suggested Resources/Technology Tools for In-Person and/or Virtual Learning

The following **suggested resources/technology tools** for virtual instruction encompasses a combination of synchronous and asynchronous approaches including all four language domains (listening, speaking, reading, writing) may include but are not limited to:

- Bitmoji Classroom
- Closed Captioning Features
- Edpuzzle
- Flipgrid
- Google G-Suite Tech. Features (*BrainPOPs, Hangouts, Slides, Youtube, and Google Meet for direct instruction and small group instruction*)
- Kami
- Interactive Game Websites (Quizlet, Kahoot)
- Online Dictionaries (Heinle's Newbury House Dictionary, Merriam-Webster's Learner's Dictionary)
- Online Translation Tools - (Word Reference, Reverso Dictionary)
- Remind or other communication apps
- Schoology
- Screencastify (pre recorded lessons, audio recording)
- Teacher-made activities (Google Docs, Google Slides, etc.)
- Duolingo
- Educational Websites (Worldbook Kids, etc)
- Newsela
- Oxford Picture Dictionary OPD
- Scholastic Action
- ReadWorks

**Note:** The WIDA Remote Model Screener shall be utilized to test potential ESL students entering the district if instruction is 100% remote and no one is permitted to enter school premises.

Additional materials may include but are not limited to:

- Teacher- generated PowerPoint/Google slides presentations for classroom display
- Various teacher -created practice pages
- Flashcards/picture prompts to elicit vocabulary and sentences in both written and spoken form
- Authentic readings, age-/level -appropriate from online resources
- Schoology, Google Drive and Chromebooks or iPads for newcomers
- Google applications to create graphs, documents, slides, etc.
- Brain Pop; Quizlet; wordreference.com; RAZ kids ELL; OPD, ESL Library, Imagine Learning, etc.
- Scholastic Library Books and Scholastic Action materials for authentic readings
- Materials for demonstrations, i.e. manipulatives, games, realia, etc. related to thematic units to convey meaning
- Story books and Storyboards
- Graphic organizers, Venn diagrams, etc. sentence frames, word banks, vocabulary notebooks, journals
- Online websites for research based on proficiency level

- YouTube for videos
- Specific texts and practice pages further detailed in Unit Plans for each curriculum cluster supported by TEAM - Teaching ELLs for Academic Language Mastery by Continental Press
- Word- to -Word Dictionaries Thematic presentation of vocabulary and academic language
- Varied activities to maintain student focus
- TPR / TPRS; Storytelling
- Role-Play and Cooperative Practice, partner activities and dialogues
- Use of CDs, videos, and audio files to aid in comprehension
- Interpersonal communication, rehearsed dialogues, projects, and songs

### In-Person and/or Virtual Learning Modifications

English Language Proficiency Level/504s/GT - All activities will be modified to students' proficiency levels based on the WIDA Model, Screener, and ACCESS as described in Fig. 1.3. Modifications for ELP levels include, but are not limited to using picture representations, gestures, front-loading vocabulary, teacher modeling and providing scaffolds such as sentence frames, graphic organizers, and word banks.

Special Education - Students' IEPs will be read and implemented by the teacher and modifications such as the following will be implemented throughout lessons:

Extended time, quiz or test correction, directions or text read aloud for students, activities broken down into segments, etc.

**Virtual Support:** In order to support the individual needs of students and varying language proficiency levels in a virtual setting, instruction and tasks will be differentiated. Smaller groups and one-on-one live google meet will be offered in order to reteach, as well as, the use of support videos, and extension activities for students seeking additional support. Based on specific needs, students have the option to submit work via Schoology in written or audio form, teacher email, text/audio message, or educational apps, such as Flipgrid.

### Career Readiness, Life Literacies, and Key Skills NJSL (June 2020)

*Please select all standards that apply to this unit of study:*

- ✓ Act as a responsible and contributing community member and employee.
- ✓ Attend to financial well-being
- ✓ Consider the environmental , social, and economic impacts and decisions
- ✓ Demonstrate creativity and innovation
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them
- ✓ Demonstrate creativity and innovation.
- ✓ Model integrity, ethical leadership and effective management
- ✓ Plan education and career paths aligned to personal goals
- ✓ Use technology to enhance productivity increase collaboration and communicate effectively

✓ Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at:<https://www.nj.gov/education/standards/clicks/>

## Unit 2

### Persuasive writing - fiction and non-fiction texts

#### Summary and Rationale

In this unit, students will initially be introduced to the concept of persuasion in a variety of forms, such as commercials, advertisements and op-ed pieces. Once students have been exposed to the concept (structure) of persuasion and its purpose, they will begin to read persuasive texts (in various forms) as read alouds, as well as independently. Each reading experience will be accompanied by a series of comprehension, grammar, fluency, and/or vocabulary building activities. Once students have been exposed to the structure, they will attempt scaffolded persuasive writing opportunities. The goal here for students is to begin to formulate their own position and reasons that support that position in an effort to persuade the reader.

Students will also be asked to engage in the editing process in order to develop their writing skills. The instructional focus of this unit is to provide guided practice throughout the writing process in order for the students to habituate the steps required for effective writing and to develop performance stamina.

**The quality and quantity of the writing will be directly tied to each student's level of English proficiency. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed.**

#### Recommended Pacing

8-10 weeks

#### Standards

WIDA/ELD:

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

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

Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in

the content area of Mathematics.

Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

## ELA STANDARDS CONNECTION

### Reading Strategies

RL.9-10.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### Writing Focus

W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between

	<p>claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Speaking & Listening	
SL. 9-10.1	<p>Engage electively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>
SL. 9-10.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Language: Grammar & English Conventions	
L. 9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L. 9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L. 9-10.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**Interdisciplinary Connections**

See WIDA ELD Standards

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

**Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

**Standard 5:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

**Integration of Technology**

W.9-10.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Instructional Focus**

**Enduring Understandings:**

- The purpose of persuasion is to convince or argue a point.
- Literary terms and techniques are used in persuasive texts.
- Rhetorical strategies (4 modes) are used in persuasive texts and in writing.
- Persuasion comes in many different forms.
- I know the elements of persuasive writing.
- Persuasive pieces have a targeted audience.
- Counter arguments are used to strengthen your point.

**Essential Questions:**

- What is persuasion and its purpose?
- How should a persuasive text be analyzed using literary terms and techniques?
- What are the modes of persuasion and how are they used in persuasive texts and in writing?
- How should a persuasive argument be crafted?
- What are the differences between persuasive commercials, speeches, letters and essays?
- How do I craft a strong persuasive writing piece?
- How does the target audience affect the methods of persuasion used?
- How can I anticipate an opposing argument and deflect it?

**Language Differentiations:**

**Suggested Academic Language:**



Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators in Fig. 1.3.

Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency.

### Objectives (SLO)

Students will know:

- The purpose of persuasive texts and writing.
- The different forms of persuasion.
- Thesis statement, main idea, supporting details
- The structure of a persuasive writing piece
- How to identify a persuasive writing piece
- How the media uses the strategies of persuasion
- Powerful/strong Words
- Transitional phrases
- Figurative language
- Appropriate language conventions
- How to distinguish cause and effect
- When/how to use quotations/citations correctly
- That including opposing arguments can strengthen your own
- Persuasive writing uses 4 modes of persuasion: ethos (authority,) pathos (emotion), logos (logic) and kairos (timing)

Students will be able to:

- Engage in the writing process
- Identify and craft a strong thesis statement (main idea)
- Identify and craft supporting details
- Utilize the modes of persuasion
- Use powerful words in writing
- Use transitional phrases appropriately
- Enrich their English expression with the use of adjectives, adverbs, and other descriptive language
- Identify cause and effect
- Cite evidence correctly using appropriate punctuations
- Anticipate and negate opposing arguments
- Support their persuasive writing pieces using various methods of persuasion

### Suggested Resources/Technology Tools for In-Person and/or Virtual Learning

The following **suggested resources/technology tools** for virtual instruction encompasses a combination of synchronous and asynchronous approaches including all four language domains (listening, speaking, reading, writing) may include but are not limited to:

- Bitmoji Classroom
- Closed Captioning Features
- Edpuzzle
- Flipgrid
- Google G-Suite Tech. Features (*BrainPOPs, Hangouts, Slides, Youtube, and Google Meet for direct instruction and small group instruction*)
- Kami
- Interactive Game Websites (Quizlet, Kahoot)

- Online Dictionaries (Heinle’s Newbury House Dictionary, Merriam-Webster’s Learner’s Dictionary)
- Online Translation Tools - (Word Reference, Reverso Dictionary)
- Remind or other communication apps
- Schoology
- Screencastify (pre recorded lessons, audio recording)
- Teacher-made activities (Google Docs, Google Slides, etc,)
- Duolingo
- Educational Websites (Worldbook Kids, etc)
- Newsela
- Oxford Picture Dictionary OPD
- Scholastic Action
- ReadWorks

**Note:** The WIDA Remote Model Screener shall be utilized to test potential ESL students entering the district if instruction is 100% remote and no one is permitted to enter school premises.

Additional materials may include but are not limited to:

- Teacher- generated PowerPoint/Google slides presentations for classroom display
- Various teacher -created practice pages
- Flashcards/picture prompts to elicit vocabulary and sentences in both written and spoken form
- Authentic readings, age-/level -appropriate from online resources
- Schoology, Google Drive and Chromebooks or iPads for newcomers
- Google applications to create graphs, documents, slides, etc.
- Brain Pop; Quizlet; wordreference.com; RAZ kids ELL; OPD, ESL Library, Imagine Learning, etc.
- Scholastic Library Books and Scholastic Action materials for authentic readings
- Materials for demonstrations, i.e. manipulatives, games, realia, etc. related to thematic units to convey meaning
- Story books and Storyboards
- Graphic organizers, Venn diagrams, etc. sentence frames, word banks, vocabulary notebooks, journals
- Online websites for research based on proficiency level
- YouTube for videos
- Specific texts and practice pages further detailed in Unit Plans for each curriculum cluster supported by TEAM - Teaching ELLs for Academic Language Mastery by Continental Press
- Word- to -Word Dictionaries Thematic presentation of vocabulary and academic language
- Varied activities to maintain student focus
- TPR / TPRS; Storytelling
- Role-Play and Cooperative Practice, partner activities and dialogues
- Use of CDs, videos, and audio files to aid in comprehension
- Interpersonal communication, rehearsed dialogues, projects, and songs

In-Person and/or Virtual Learning Modifications

English Language Proficiency Level/504s/GT - All activities will be modified to students' proficiency levels based on the WIDA Model, Screener, and ACCESS as described in Fig. 1.3. Modifications for ELP levels include, but are not limited to using picture representations, gestures, front-loading vocabulary, teacher modeling and providing scaffolds such as sentence frames, graphic organizers, and word banks.

Special Education - Students' IEPs will be read and implemented by the teacher and modifications such as the following will be implemented throughout lessons:

Extended time, quiz or test correction, directions or text read aloud for students, activities broken down into segments, etc.

**Virtual Support:** In order to support the individual needs of students and varying language proficiency levels in a virtual setting, instruction and tasks will be differentiated. Smaller groups and one-on-one live google meet will be offered in order to reteach, as well as, the use of support videos, and extension activities for students seeking additional support. Based on specific needs, students have the option to submit work via Schoology in written or audio form, teacher email, text/audio message, or educational apps, such as Flipgrid.

### Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

*Please select all standards that apply to this unit of study:*

- ✓ Act as a responsible and contributing community member and employee.
- ✓ Attend to financial well-being
- ✓ Consider the environmental, social, and economic impacts and decisions
- ✓ Demonstrate creativity and innovation
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them
- ✓ Demonstrate creativity and innovation.
- ✓ Model integrity, ethical leadership and effective management
- ✓ Plan education and career paths aligned to personal goals
- ✓ Use technology to enhance productivity increase collaboration and communicate effectively
- ✓ Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at:<https://www.nj.gov/education/standards/clicks/>

## Unit 3

### Extended Reading Literature

### Summary and Rationale

In this unit, students will progress from reading selected fiction/non-fiction excerpts to full-length novels. Novels in this unit may be read using any combination of teacher readings, choral readings, audio recordings and individual student copies of the books. Lessons will build vocabulary, develop oral fluency and grammatical understanding, as well as focus on reading comprehension skills such as sequencing, predicting, determining cause and effect, visualizing and summarizing. Additionally, students will be exposed to the elements of a story. Readers will examine the novels through thematic prisms, and will analyze how works reflect historical/social events and conditions. Possible thematic units are: Facing Adversity, The Role of Women in Societies, Immortality, The Nature of the Human Beings, War and Its Consequences, and Growing Up in Times of Conflict.

When applicable, students will have an opportunity to use authentic historical documents and realia, read authentic testimony, and watch film footage to aid in comprehending the historical background of the text they are reading. This unit will build on students’ prior knowledge and past experiences. Cross-cultural connections will be made between students’ native cultures and those of the characters in the works of fiction covered. Writing activities that engage with the text will be assigned. These activities will be scaffolded as deemed necessary by the teacher.

Overall, a lifelong love and appreciation of reading and writing will continue to be encouraged and nurtured throughout the unit.

**The quality and quantity of the writing will be directly tied to each student’s level of English proficiency. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed.**

### Recommended Pacing

8-10 weeks

### Standards

WIDA/ELD:

- Standard 1: English language learners communicate for social and instructional purposes within the school setting.
- Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

### ELA STANDARDS CONNECTION

Reading Strategies

RL. 9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL. 9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL. 9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL. 9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Writing Focus	
W. 9-10.2	<p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
W. 9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W. 9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W. 9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
Speaking & Listening	
SL. 9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL. 9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL. 9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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Language: Grammar and English Conventions

L. 9-10.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>e. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>f. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>g. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>h. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
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L. 9-10.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>d. Analyze nuances in the meaning of words with similar denotations.</p>
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L. 9-10.6	Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Integration of Technology

W. 9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
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SL. 9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
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Instructional Focus

<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
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- Reading is a necessary skill in the 21st century.
- Reading can be pleasurable as well as informative.
- Reading regularly can help develop a person's vocabulary and knowledge.
- The ability to read and comprehend a variety of difficult texts is a necessary skill for successful study of other academic subjects.
- Habits such as pausing to reflect, asking questions and making predictions, help me become a better reader
- Effective writers use strategies to grab a reader's attention
- Reading expands understanding of the world, its people and oneself
- Good readers use strategies to construct meaning
- Historical/societal events have an ongoing impact on today's world.
- Characters can be confronted with various conflicts.
- Characters are not static, they develop over the course of a story.
- That writers use descriptive language to create emotional depth to a text.

- What motivates people to read?
- How do good readers choose what they read?
- How do good readers approach unfamiliar words?
- How does reading help our understanding of various subjects?
- What are the habits of a good reader?
- How do effective writers hook and hold their readers?
- How do stories from other cultures and time periods connect to me?
- What do good readers do when they don't comprehend a text?
- Why are past events still relevant today?
- What various types of conflicts do characters face in stories?
- What influences a character's transformation in a story?
- How does descriptive language make a reader feel?

**Language Differentiations:**

Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators in Fig. 1.3.

**Suggested Academic Language:**

Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency.

**Objectives (SLO)**

Students will know:

- Regular reading develops vocabulary and knowledge
- How to utilize various reading strategies
- The various elements that comprise a story
- Good readers are not passive, they engage with the text in a number of ways
- Reading about different cultures can broaden cultural awareness

Students will be able to:

- Identify the main ideas and themes in fiction/non-fiction books
- Extract universal messages from the themes presented in the fiction books they read
- Compare and contrast characters in fiction and then compare and contrast them to real people

- Reading can be entertaining and enjoyable
- That a good conflict is essential for a good story
- Characters develop during the course of a story
- That descriptive language can create an emotional connection to the story.

- Discuss questions raised in books they have read.
- Identify the elements of a story
- Explain the author's purpose in writing a particular book
- Debate the author's degree of success in creating fictional scenarios that engage the reader
- Integrate vocabulary learned by reading books into their own lexicon
- Improve their grammar by incorporating Standard English used in works of fiction, while simultaneously learning to recognize colloquialisms and non-Standard English
- Identify the conflict(s) the main character is facing
- Pinpoint the changes that occur in a character in a story
- Identify and utilize descriptive language in reading/writing.

### Suggested Resources/Technology Tools for In-Person and/or Virtual Learning

The following **suggested resources/technology tools** for virtual instruction encompasses a combination of synchronous and asynchronous approaches including all four language domains (listening, speaking, reading, writing) may include but are not limited to:

- Bitmoji Classroom
- Closed Captioning Features
- Edpuzzle
- Flipgrid
- Google G-Suite Tech. Features (*BrainPOPs, Hangouts, Slides, Youtube, and Google Meet for direct instruction and small group instruction*)
- Kami
- Interactive Game Websites (Quizlet, Kahoot)
- Online Dictionaries (Heinle's Newbury House Dictionary, Merriam-Webster's Learner's Dictionary)
- Online Translation Tools - (Word Reference, Reverso Dictionary)
- Remind or other communication apps
- Schoology
- Screencastify (pre recorded lessons, audio recording)
- Teacher-made activities (Google Docs, Google Slides, etc.)
- Duolingo
- Educational Websites (Worldbook Kids, etc)



- Newsela
- Oxford Picture Dictionary OPD
- Scholastic Action
- ReadWorks

**Note:** The WIDA Remote Model Screener shall be utilized to test potential ESL students entering the district if instruction is 100% remote and no one is permitted to enter school premises.

Additional materials may include but are not limited to:

- Teacher- generated PowerPoint/Google slides presentations for classroom display
- Various teacher -created practice pages
- Flashcards/picture prompts to elicit vocabulary and sentences in both written and spoken form
- Authentic readings, age-/level -appropriate from online resources
- Schoology, Google Drive and Chromebooks or iPads for newcomers
- Google applications to create graphs, documents, slides, etc.
- Brain Pop; Quizlet; wordreference.com; RAZ kids ELL; OPD, ESL Library, Imagine Learning, etc.
- Scholastic Library Books and Scholastic Action materials for authentic readings
- Materials for demonstrations, i.e. manipulatives, games, realia, etc. related to thematic units to convey meaning
- Story books and Storyboards
- Graphic organizers, Venn diagrams, etc. sentence frames, word banks, vocabulary notebooks, journals
- Online websites for research based on proficiency level
- YouTube for videos
- Specific texts and practice pages further detailed in Unit Plans for each curriculum cluster supported by TEAM - Teaching ELLs for Academic Language Mastery by Continental Press
- Word- to -Word Dictionaries Thematic presentation of vocabulary and academic language
- Varied activities to maintain student focus
- TPR / TPRS; Storytelling
- Role-Play and Cooperative Practice, partner activities and dialogues
- Use of CDs, videos, and audio files to aid in comprehension
- Interpersonal communication, rehearsed dialogues, projects, and songs

### In-Person and/or Virtual Learning Modifications

English Language Proficiency Level/504s/GT - All activities will be modified to students' proficiency levels based on the WIDA Model, Screener, and ACCESS as described in Fig. 1.3. Modifications for ELP levels include, but are not limited to using picture representations, gestures, front-loading vocabulary, teacher modeling and providing scaffolds such as sentence frames, graphic organizers, and word banks.

Special Education - Students' IEPs will be read and implemented by the teacher and modifications such as the following will be implemented throughout lessons:

Extended time, quiz or test correction, directions or text read aloud for students, activities broken down into segments, etc.

**Virtual Support:** In order to support the individual needs of students and varying language proficiency levels in a virtual setting, instruction and tasks will be differentiated. Smaller groups and one-on-one live google meet will be offered in order to reteach, as well as, the use of support videos, and extension activities for students seeking additional support. Based on specific needs, students have the option to submit work via Schoology in written or audio form, teacher email, text/audio message, or educational apps, such as Flipgrid.

### Career Readiness, Life Literacies, and Key Skills NJSL (June 2020)

*Please select all standards that apply to this unit of study:*

- ✓ Act as a responsible and contributing community member and employee.
- ✓ Attend to financial well-being
- ✓ Consider the environmental, social, and economic impacts and decisions
- ✓ Demonstrate creativity and innovation
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them
- ✓ Demonstrate creativity and innovation.
- ✓ Model integrity, ethical leadership and effective management
- ✓ Plan education and career paths aligned to personal goals
- ✓ Use technology to enhance productivity increase collaboration and communicate effectively
- ✓ Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## Unit 4

### Expository Writing based on Current Events

#### Summary and Rationale

In this current events unit, students will examine non-fiction texts focusing on world and local issues that affect students' everyday lives, such as economics, government, conflict and aspects of American culture. Readings will feature newspapers, magazines, online media, and political cartoons. Additional material in the form of videos and newscasts will supplement and support class discussions. Each reading experience will be accompanied by a series of comprehension, grammar, fluency, and/or vocabulary building activities. Students will use the articles as springboards for a wide variety of writing assignments.

This unit will build upon the structure and purpose of expository writing first introduced in the Intermediate ESL Unit 4 curriculum. Guided writing practice will be offered throughout this unit in order for the students to habituate the steps required for effective writing and to develop performance stamina. Analysis of news events will focus on a multi-perspective approach that examines the American viewpoint, as well as how these same issues might be understood in varying cultural contexts.

**The quality and quantity of the writing will be directly tied to each student's level of English proficiency. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed.**

### Recommended Pacing

8-10 weeks

### Standards

**WIDA/ELD:**

- Standard 1: English language learners communicate for social and instructional purposes within the school setting.
- Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

### ELA STANDARDS CONNECTION

#### Reading Strategies

RI.9-10.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative,
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	connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.9-10.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.9-10.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
Writing Focus	
W.9-10.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 2–3 above.)
W.9-10.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Speaking & Listening	
SL. 9-10.1	<p>Engage electively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>

	d. Acknowledge new information expressed by others and, when warranted, modify their own views.
SL. 9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Language: Grammar & English Conventions	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.
L.9-10.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
Interdisciplinary Connections	
See WIDA ELD Standards	
<p><b>Standard 2:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard 3:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> <p><b>Standard 4:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p> <p><b>Standard 5:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	

Integration of Technology	
W.9.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Newspapers and magazines use highly sophisticated vocabulary.</li> <li>● There is an assumed level of academic language proficiency embedded in newspaper and magazine text.</li> <li>● The strengths and weaknesses of details supporting an idea can be assessed.</li> <li>● Cognitive academic language proficiency differs greatly from basic interpersonal communications skills.</li> <li>● Newspaper and magazine articles may require extensive background building prior to reading.</li> <li>● These articles may serve as springboards for further research.</li> <li>● Students will explain tools and methodology for analyzing biases in different media sources.</li> <li>● There are multiple methods of researching a topic.</li> <li>● There is a difference between plagiarism and paraphrasing.</li> </ul>	<ul style="list-style-type: none"> <li>● What is particularly challenging about reading newspaper and magazine articles?</li> <li>● What skill sets do I need in order to comprehend messages being conveyed in these articles?</li> <li>● What makes a supporting argument strong?</li> <li>● How can I build background and/or schema before engaging with a text?</li> <li>● How do you discern media bias?</li> <li>● Why is identifying biases important?</li> <li>● What resources can I use to research my topic?</li> <li>● Why is it important to express my ideas in my own voice?</li> </ul>
<b>Language Differentiations:</b>	<b>Suggested Academic Language:</b>
Students may be in groups of varying proficiency levels. In these groups, teachers will provide activities that encourage students to participate in all domains of language acquisition at a level that is appropriate to them based on the ELP indicators in Fig. 1.3.	Academic language includes discipline-specific content vocabulary, grammar and punctuation, and language conventions specific to a content area. Each unit includes academic language by tiers (as seen in Fig. 1.4) depending on students' English language proficiency.
<b>Objectives (SLO)</b>	

Students will know:

- The different types of news: print, broadcast news and internet
- Cultural/historical background (schema) is helpful in understanding news relating to current events
- That authors have different purposes when writing articles
- That facts can be presented in a distorting manner
- That an opinion contained in a news article may not be stated directly and will have to be inferred.
- How to effectively create an expository piece based on topic research
- Various methods of researching a topic
- The correct manner to cite evidence
- Plagiarism versus paraphrasing

Students will be able to:

- Identify the various forms of news articles
- Utilize research to help them understand the historical context of an event
- Hone in on clues to understand an author's purpose
- Critically evaluate the source(s) of facts and their validity
- Pinpoint bias and/or opinion embedded in a news article
- Effectively create an expository piece based on topic research
- Use a variety of resources when researching a topic
- Correctly cite sources and materials in an expository piece
- Paraphrase information

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