



ESL Beginner Reading and Writing 1 & 2

Grades 9-12

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Effective Date: September 1, 2020

Scope and Sequence

September - Marking Period 1	Unit 1 The Fundamentals of English Conventions
October - MP 1	
November MP 2	Unit 2 Narrative writing: descriptions of myself, others and the world
December MP 2	
January MP 2	
January (23) - MP 3	Unit 3 Persuasive writing: my opinions, ideas and emotions
February - MP 3	
March - MP 3	
April - MP 3	Unit 4 Introduction to English language literature
May MP 4	
June - MP 4	

Fig. 1.1 WIDA ELD Standards

WIDA ELD Standards	Abbreviation	Standard
Standard 1	Social and Instructional Language	English language learners communicate for social and instructional purposes within the school setting.
Standard 2	Language of Language Arts	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
Standard 3	Language of Mathematics	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
Standard 4	Language of Science	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
Standard 5	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 Features</u>	<u>Features</u>
Discourse	Linguistic Complexity (Quantity and variety of oral and written text)	<ul style="list-style-type: none"> • Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Coherence and cohesion of ideas • Variety of sentence types to form organized text
Sentence	Language Forms and Conventions (Types, array, and use of language structures)	<ul style="list-style-type: none"> • Types and variety of grammatical constructions • Mechanics of sentence types • Fluency of expression • Match language forms to purposes/perspectives • Formulaic and idiomatic expressions
Word/Phrase	Vocabulary Usage (Specificity of word or phrase choice)	<ul style="list-style-type: none"> • General, specific, and technical language • Multiple meanings of words and phrases • Nuances and shades of meaning • Collocations and idioms

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"> ● Comprehend some key points of teacher explanations, if supported with visuals, gestures, and other scaffolds ● Use basic social language to participate in simple face-to-face conversations ● Read brief grade-level texts with simple sentences and familiar vocabulary, supported by graphics or pictures ● Write or use familiar vocabulary in everyday contexts
Developing	<ul style="list-style-type: none"> ● Comprehend most key points of teacher explanations with moderate support ● Express a variety of personal needs, ideas, and opinions in simple sentences ● Read and comprehend simple sentences independently and more complex text supported by graphics or pictures ● Write expanded sentences with learned vocabulary
Expanding/Bridging	<ul style="list-style-type: none"> ● Comprehend almost all key points of teacher explanations with minimal support ● Participate in academic conversations in expanded sentences with moderate support ● Read increasingly complex grade-level text while relying on prior knowledge and context to gain meaning ● Write to meet increasingly complex academic purposes with support
<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.	

The Fundamentals of English Conventions

Summary and Rationale

In this unit students will build English foundational skills. Vocabulary will be introduced and enriched. The correct use of conventions such as spelling, capitalization, punctuation and grammar will be examined. Additionally, there will be focus on development of phonemic awareness and if necessary English orthography. The objective of this unit is to introduce the skills necessary for engaging in basic English communication in all four domains: listening, speaking, reading and writing.

Individual and small group practice activities will be implemented to build student's ability and confidence at English expression. To this end, any articulation difficulties will receive the necessary focus and exercises to ameliorate such obstacles.

The overall goal is to engender a lifelong comfort and ease with communication in English.

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 Foundational Skills (as deemed necessary)

RF.K.1

Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

	<p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
RF.K.4	<p>Read emergent-reader texts with purpose and understanding.</p>
Reading Strategies	
RI. 9-12.2	<p>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.</p>
Speaking Focus	
SL.K.2	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
SL.K.3	<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
SL.K.4	<p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>

SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Language: Grammar and 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.
Writing Focus	
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.
Interdisciplinary Connections	
See WIDA ELD Standards	
<p>Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p> <p>Standard 5: 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	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.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Convey personal information Express wants and needs 	<ul style="list-style-type: none"> What is the primary function of language? What are the basic conventions of English?

<ul style="list-style-type: none"> ● Recognize and use the 26 letters and 44 phonemes that comprise English ● Identify parts of speech ● Adjectives add richness to language ● Distinguish between the simple present and past tense ● Give compliments/thanking ● I will apply my L1 knowledge of grammar and cognates to help me understand my L2. ● Bilingual and monolingual dictionaries are essential tools in language learning 	<ul style="list-style-type: none"> ● How can I describe my experience of my 5 senses? ● How can I describe events occurring in various time frames? ● What are verbally polite gestures? ● How can knowledge of my L1 help me in my acquisition of my L2? ● How can dictionaries assist me in my study of English?
Language Differentiations:	Suggested Academic Language:
<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>
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The phrases used to commonly convey personal information ● The letters of the English alphabet and their corresponding sounds ● The 3 main parts of speech ● That verbs conjugate to indicate subject verb agreement and tense ● Adjectives help us to distinguish nouns and add richness to language ● That knowledge of my L1 will help me grasp my L2 ● The many varieties of dictionaries (both bilingual and monolingual) are essential tools for language learning 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● State their names, age and country of origin, as well as some other personal information ● Correctly identify letters of the alphabet and their corresponding sounds, possibly including in digraph and diphthong combinations ● Distinguish a noun, verb and adjective ● Correctly conjugate basic verbs to agree with both their subject and tense (present or past) ● Use basic descriptive nouns ● Use prior knowledge of grammar structure and cognates to aid in their English language acquisition ● Look up the meanings and pronunciation of unfamiliar words using a variety of paper and digital based dictionaries
<p style="text-align: center;">Suggested Resources/Technology Tools for In-Person and/or Virtual Learning</p>	

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

Narrative speaking/writing - the ability to describe myself and the world

Summary and Rationale

In this unit students will utilize their knowledge of basic verb conjugation, adjectives and vocabulary to convey information about themselves and the world around them. Vocabulary enrichment will continue to be an on-going focus, as will the practice of expressing ideas in the simple present, past and perhaps even future tense. All four domains will be utilized in various teacher designed activities aimed at developing accuracy, automaticity and confidence. Among such activities could be: chants and songs, rhyming, choral recitation, paired/small group activities, language used to describe pictures or other forms of realia, question and answer games, whole class readings, individual readings, and any other activities deemed beneficial by the teacher.

Additionally, this unit will focus on the rudimentary forms of sequencing, such as the difference between present and past tense, as well as any sequential vocabulary deemed appropriate. The goal is to have the students understand the basic framework of narrative, in particular that events occur in sequence. As in every unit, the correct use of English conventions, as well as the development of phonemic awareness will be highlighted.

The quality and quantity of the writing will be directly tied to each student's level of English proficiency. Throughout this unit, students are encouraged to use their bilingual and/or monolingual dictionaries as a tool to build on their listening, speaking, reading, and writing in their second language.

WIDA/ELD:

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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. 9-12.2	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. 9-12.4	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. 9-12.5	<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>

Speaking and Listening

SL.K.3	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language: Grammar and 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	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
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L. 9-10.6	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.
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Writing Focus	
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W. 9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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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.
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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.
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Integration of Technology	
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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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Interdisciplinary Connections	
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See WIDA ELD Standards	
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<p>Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p> <p>Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>	
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Instructional Focus	
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Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Use a combination of vocabulary and grammar to clearly relate events ● A narrative is an account of events and/or , experiences ● A narrative can be based on fiction or nonfiction ● The use of describing words to help the reader visualize a text 	<ul style="list-style-type: none"> ● How can I retell an event? ● What is a narrative? ● What are different types of narrative texts? ● Why is it important to use describing words when writing a narrative? ● What is the purpose of different tenses and/or transition words? ● How can my L1 knowledge aid in my acquisition of my L2?

- Sequence of events can be shown with both verb tense and the use of transition words
- I can use various bilingual/monolingual dictionaries to aid in my comprehension and expression
- I will apply my L1 knowledge of grammar and cognates to help me understand my L2.
- Good readers use different reading strategies to help them understand a text.

- What reading strategies do good readers use to help them better understand a text?

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:

- Events occur in a particular sequential order
- Time sequence is indicated by verb tense
- The purpose of a narrative
- That adjectives add precision and interest to writing
- That dictionaries can assist me in reading, writing, listening and speaking English
- My knowledge of my native language can help me learn English

Students will be able to:

- Decipher the time sequence of events in readings and express sequentially events in both speaking/writing
- Use the appropriate present/past and perhaps even future verb tense
- Clearly describe events and actions
- Use appropriate adjectives to elaborate expression
- Utilize the appropriate dictionary based on linguistic need
- Apply their knowledge of grammar and cognates to aid in English comprehension and expression

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

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- Closed Captioning Features
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- 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)
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- 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
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- 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
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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:

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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 3

Persuasive writing: my opinions, ideas and emotions

Summary and Rationale

In this unit students will utilize their knowledge of basic verb conjugation, adjectives and vocabulary to express their opinions, ideas and feelings. Vocabulary enrichment will continue to be an on-going focus, with an introduction to comparative and superlative adjective forms to foster the expression of intensity of feeling, as well as degrees of

assessment and value. All four domains will be utilized in various teacher designed activities aimed at developing accuracy, automaticity and confidence.

The objective is to have the students understand the aim of persuasive texts, and to be able to discern the linguistic elements that are used towards persuasion, In particular, words that denote an opinion instead of a fact, such as “believe, feel, think” as well as subjective adjectives “pretty, bad, fun, etc” will be focused upon. As in every unit, the correct use of English conventions, as well as the development of phonemic awareness will be highlighted.

The quality and quantity of the writing will be directly tied to each student’s level of English proficiency. Throughout this unit, students are encouraged to use their bilingual and/or monolingual dictionaries as a tool to build on their listening, speaking, reading, and writing in their second language.

WIDA/ELD:

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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 strong and thorough 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	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p> <p>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 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	<p>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.)</p>
W.9-10.5	<p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p>
W.9-10.10	<p>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</p>
Speaking & Listening	
SL. 9-10.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>

SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
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.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)
Language: Grammar & English Conventions	
L.9-10.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>
L.9-10.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>
L.9-10.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</p>

(e.g., *analyze, analysis, analytical; advocate, advocacy*).

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, its part of speech, or its etymology.

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.9-10.6

Acquire and use accurate 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.

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 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

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.

Instructional Focus

Enduring Understandings:

- I will apply my L1 knowledge of grammar and cognates to help me understand my L2.
- The purpose of persuasion is to convince or argue a point.
- Some words have stronger synonyms (ie. "good" versus "excellent")
- Persuasion comes in many different forms.

Essential Questions:

- How will I apply my L1 knowledge of grammar to help me understand my L2?
- What is persuasion and its purpose?
- Which words convey a strong meaning?
- How should a persuasive argument be crafted?

<ul style="list-style-type: none"> ● I know the elements of persuasive writing. ● Persuasive pieces have a targeted audience. 	<ul style="list-style-type: none"> ● What are the differences between persuasive commercials, speeches, letters and single/multiple paragraphs? ● How do I craft a strong persuasive writing piece? ● How does the target audience affect the methods of persuasion used?
<p>Language Differentiations:</p>	<p>Suggested Academic Language:</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>Objectives (SLO)</p>	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The purpose of persuasive writing ● Recognize and express a personal opinion ● That the proper lexicon strengthen a persuasive writing piece ● Persuasive pieces are created with a “target” audience in mind 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● State the purpose of persuasive writing in its various forms ● Easily recognize and clearly state an opinion ● Use strong adjective and verbs, comparative and superlative forms to enrich their persuasive pieces ● Identify the target audience of a persuasive piece
<p>Suggested Resources/Technology Tools for In-Person and/or Virtual Learning</p>	
<p>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:</p> <ul style="list-style-type: none"> ● Bitmoji Classroom ● Closed Captioning Features ● Edpuzzle ● Flipgrid ● Google G-Suite Tech. Features (<i>BrainPOPs, Hangouts, Slides, Youtube, and Google Meet for direct instruction and small group instruction</i>) ● 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

Introduction to English language literature

Summary and Rationale

In this unit, students will progress from reading selected fiction/non-fiction excerpts to multi-chapter stories. The stories 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. Depending on students' language proficiency, readers may be asked to make self to text connections.

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.

The quality and quantity of the writing will be directly tied to each student's level of English proficiency. Throughout this unit, students are encouraged to use their bilingual and/or monolingual dictionaries as a tool to build on their listening, speaking, reading, and writing in their second language.

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

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).

Writing Focus

W. 9-12.2	<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. 9-12.5	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. 9-12.4	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. 9-12.5	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. 9-12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language: Grammar and English Conventions	
L. 9-12.4	<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>
L. 9-12.5	<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>
L. 9-12.6	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.

Interdisciplinary Connections

See WIDA ELD Standards

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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. 9-12.6 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.

Instructional Focus

Enduring Understandings:

- 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.
- Stories are comprised of characters, plot and setting
- 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
- Tools such as dictionaries and tools such as think about sentence context can help us comprehend

Essential Questions:

- 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 basic parts of a story?
- 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?

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)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● How to read for sustained periods of time ● Regular reading develops vocabulary and knowledge ● How to utilize various reading strategies. ● Good readers are not passive, they engage with the text in a number of ways ● Reading about different cultures can broaden cultural awareness ● Reading can be entertaining and enjoyable 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Students will be able to recap previously read portions of a story in order to prepare for its continuation ● Integrate vocabulary learned by reading books into their own lexicon ● Improve their grammar by incorporating Standard English forms used in works of fiction ● Compare and contrast characters in fiction and then compare and contrast them to real people ● Discuss questions raised in books they have read.
Suggested Resources/Technology Tools for In-Person and/or Virtual Learning	
<p>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:</p> <ul style="list-style-type: none"> ● Bitmoji Classroom ● Closed Captioning Features ● Edpuzzle ● Flipgrid ● Google G-Suite Tech. Features (<i>BrainPOPs, Hangouts, Slides, Youtube, and Google Meet for direct instruction and small group instruction</i>) ● 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 	

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- ✓ Utilize critical thinking to make sense of problems and persevere in solving them
- ✓ Demonstrate creativity and innovation.
- ✓ Model integrity, ethical leadership and effective management
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