



ESL Entering-Emerging & ESL Emerging-Expanding (Two-Period Block)

Grade 7-8

Developed By: Angela Irene and Prudence Soobrattie

Supported by: Julie Mitschow, K-12 World Language and ELL/Bilingual Coordinator, and Mrs. Janine Loconsolo, Director of Curriculum, Instruction, and Assessment, K-12

Effective Date: September 1, 2020

Scope and Sequence

Month	Unit - Topic
September - Marking Period 1	Unit 1 Introduction to Narrative Writing based on fiction and non-fiction texts
October - MP 1	
November MP 2	Unit 2 Introduction to 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	Unit 4 Introduction to Expository Writing Non-fiction texts
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.

Unit 1

Introduction to 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, chorally, as well as some 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 habitualize 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. 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.

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. 7-8.2	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. 7-8.4	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. 7-8.5	<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>
Writing Focus	
W. 7-8.2	<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. 7-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W. 7-8.5	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. 7-8.6	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.
W. 7-8.10	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. 7-8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L. 7-8.4	<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. 7-8.5	<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>

	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L. 7-8.6	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.
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. 7-8.6	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"> • I will apply my L1 knowledge of grammar and cognates to help me understand my L2. • A narrative is an account of events, experiences, or the like, written in a narrative (story-telling) fashion aimed to entertain readers. • There are different types of narrative texts. • The use of describing words to help the reader visualize a text. • Transition words are different depending on the purpose of writing. • I can distinguish between formal and informal English. • Good readers use different reading strategies to help them understand a text. 	<ul style="list-style-type: none"> • How will I apply my L1 knowledge of grammar and cognates to help me understand my L2? • What is a narrative and its purpose? • What are different types of narrative texts? • Why is it important to use describing words when writing a narrative? • What is the purpose of transition words? • What is the difference between informal dialogue and formal narrative? • 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)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The definition and purpose of a narrative ● The different types of narrative texts/writing ● The four elements of a narrative ● The writing process ● Transitional words ● The ability to sequence events ● Descriptive language ● Appropriate language conventions ● How to distinguish main idea from details ● How to distinguish cause and effect ● A summary 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify the four elements of a narrative: character, setting, problem, solution/ending ● Engage in the writing process ● Use transitional phrases appropriately ● Sequence events ● Use the correct verb tense (conjugation) to depict the correct time frame ● Enrich their English expression with the use of descriptive words ● Identify main idea and details in a text ● Identify cause and effect ● Write a summary using wh-questions
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 ● Schoology ● Screencastify (pre recorded lessons, audio recording) ● Teacher-made activities (Google Docs, Google Slides, etc,) ● Duolingo ● Educational Websites (Worldbook Kids, Pebblego, etc) ● Learning Chocolate ● Newsela ● Oxford Picture Dictionary OPD ● Scholastic Action 	

- Raz-Plus
- 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
- RolePlay 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: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 2

Introduction to 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 habitualize 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. 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.

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.7-8.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7-8.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7-8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RL.7-8.5	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.
RL.7-8.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Writing Focus

W.7-8.1	Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
W.7-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7-8.5	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. 7-8.1	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. 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.
SL. 7-8.2	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.
Grammar & English Conventions	
L. 7-8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L. 7-8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L. 7-8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7-8.4	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.7-8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.7.6	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:	Essential Questions:
<ul style="list-style-type: none"> ● 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. ● 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. 	<ul style="list-style-type: none"> ● How will I apply my L1 knowledge of grammar to help me understand my L2? ● 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 single/multiple paragraphs? ● How do I craft a strong persuasive writing piece? ● How does the target audience affect the methods of persuasion used?
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 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 correctly 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● 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 ● Create single and/or multi paragraphs
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>	

- 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, Pebblego, etc)
- Learning Chocolate
- Newsela
- Oxford Picture Dictionary OPD
- Scholastic Action
- Raz-Plus
- 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

- RolePlay 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: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

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. Depending on students' language proficiency, readers may be asked to examine full-length novels through thematic prisms, and analyze how works reflect historical/social events and conditions. Possible thematic units are: Facing Adversity, Survival, Family, etc.

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.

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. 7-8.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL. 7-8.2	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. 7-8.4	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. 7-8.6	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. 7-8.2	<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. 7-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W. 7-8.5	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. 7-8.6	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. 7-8.4	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. 7-8.5	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. 7-8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language: Grammar and English Conventions	
L. 7-8.4	<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. 7-8.5	<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. 7-8.6	<p>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.</p>
Integration of Technology	
W. 7-8.6	<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>
SL. 7-8.5	<p>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.</p>
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> I will apply my L1 knowledge of grammar and cognates to help me understand my L2. Reading is a necessary skill in the 21st century. Reading can be pleasurable as well as informative. 	<ul style="list-style-type: none"> How will I apply my L1 knowledge of grammar to help me understand my L2? What motivates people to 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?

<ul style="list-style-type: none"> ● Readers use context clues to help construct meaning to unfamiliar words. ● 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 different reading strategies to help them understand a text. ● Historical/societal events have an ongoing impact on today's world. 	<ul style="list-style-type: none"> ● 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?
<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"> ● How to read for sustained periods of time ● 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 ● 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 ● Use text clues to determine the meaning of unfamiliar words ● Utilize a variety of strategies to aid in understanding a text ● Identify the main ideas and themes in fiction/non-fiction books, if applicable ● Compare and contrast characters in fiction and then compare and contrast them to real people ● Discuss questions raised in books they have read. ● Identify the elements of a story

- Build on their fluency
- Explain the author's purpose in writing a particular book
- 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
- Create single and/or multi paragraphs

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, Pebblego, etc)
- Learning Chocolate
- Newsela
- Oxford Picture Dictionary OPD
- Scholastic Action
- Raz-Plus
- 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 and Modern Dramas, such as Ramona's Adventures
- Word to Word Dictionaries Thematic presentation of vocabulary and academic language
- Varied activities to maintain student focus
- TPR / TPRS; Storytelling
- RolePlay 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:

<http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Unit 4

Introduction to Expository Writing Non-fiction texts

Summary and Rationale

In this unit students will continue to be exposed to nonfiction reading selections and their various structures as well as text features. Each reading experience will be accompanied by a series of comprehension, grammar, fluency, and/or vocabulary building activities.

In conjunction with this, students will first be introduced to the structure and purpose of expository writing. Once students have been exposed to the various forms of expository writing such as compare and contrast, they will attempt scaffolded writing opportunities. Depending on students' language proficiency, the correct method of research and citation will be explained and practiced in various assignments, as well as distinguishing between citation and plagiarism. 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 habitualize 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. 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.

Recommended Pacing

8-10 weeks	
Standards	
<u>WIDA/ELD:</u> 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.7-8.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7-8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7-8.5	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.7-8.7	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.7-8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.7-8.4	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.7-8.5	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. 7-8.1	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. 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. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
SL. 7-8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Language: Grammar & English Conventions	
L.7-8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7-8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.
L.7-8.3	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.7-8.4	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.7-8.5	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	

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.7-8.6	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:

- Expository writing differs from other types of writing
- Expository writing is used to explain, describe, give information, or inform.
- Literary techniques are used in informational texts and in expository writing.
- Transition words are different depending on the purpose of writing.
- I know that using different reading strategies will help me understand a text.
- There are multiple methods of researching a topic.
- There is a difference between plagiarism and paraphrasing.

Essential Questions:

- How does expository writing differ from persuasive or other types of writing?
- What is the purpose of informational text and expository writing?
- How do expository texts convey information?
- What is the purpose of transition words?
- What reading strategies will help me better understand a text?
- What resources can I use to research my topic?
- Why is it important to express my ideas in my own voice?

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:

- The purpose of expository writing
- The 5 nonfiction text structures
- Terms/vocabulary related to the reading
- The most effective strategies for reading informational texts
- The writing process
- Transitional words
- Various methods of researching a topic
- The correct manner to cite evidence
- Plagiarism versus paraphrasing

Students will be able to:

- Identify and explain the purpose of expository writing
- Identify the structure(s) of an informational text
- Incorporate new vocabulary into their personal lexicon
- Utilize appropriate reading strategies to aid reading comprehension
- Engage in the writing process
- Use transitional phrases appropriately
- Use a variety of resources when researching a topic
- Correctly cite sources and materials in an expository piece
- Paraphrase information
- Create single and/or multi paragraphs

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, Pebblego, etc)
- Learning Chocolate
- Newsela
- Oxford Picture Dictionary OPD
- Scholastic Action
- Raz-Plus
- 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
- RolePlay 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: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>