

Secaucus
Board of
Education

ESL 9-12 Curriculum

Course Codes: 1131 & 1132

ESL Department



ENGLISH AS A SECOND LANGUAGE

Born on December 2016

Aligned to the WIDA English Language Development (ELD) Standards (2012)

and the NJSLS for English Language Arts (2016)

Adopted by the Secaucus Board of Education on: December 22, 2016

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016.

Course Description

This course is a multi-leveled ESL class that introduces and develops students' understanding of structures and vocabulary of the English language. Class activities are designed to develop grade appropriate communication skills. These skills include: listening, speaking, reading, writing, pronunciation, vocabulary, and linguistic skills through a content-based and multi-cultural curriculum. Students work towards expanding oral and written comprehensibility. Students work towards meeting all grade level requirements to be considered fluent in all content area classes.

Course Prerequisite: Language Assessment

Statement of Purpose

The purpose of the English Language Learning Program is to provide a basic foundation in English for the Non-English and Limited English Proficient (LEP) student. The goal of this transitional program is the progressive development of language skills that will enable learners to function successfully in school and society. The ELL program facilitates students' adjustment to a new environment by introducing them to American culture.

In the Secaucus district, the ESL activities are designed to develop basic communication skills. These basic skills include: listening, speaking, reading, writing, pronunciation, vocabulary, and linguistic skills through a content-based and multi-cultural curriculum.

The focus of the English Language Learners program is the fulfillment of the academic, social, and personal goals of each individual student. It recognizes individual differences in language proficiency and cultural backgrounds. It endeavors to provide learners with opportunities to develop and realize their potential, interests, and aspirations.

Ultimately, the ESL program hopes to achieve the following goals:

1. To help ESL students attain proficiency in English for communication in school and the community.
2. To help students attain proficiency in English in order to make satisfactory progress in the regular school program.
3. To prepare students to successfully meet criteria on standardized tests such as the PARCC, ACCESS, WAPT, and other language and content area testing.

Timing

The timing of this curriculum varies based on students' language levels and abilities. As our ESL program is designed to instruct students for as many years as they need this type of instruction, some students may progress through more of the curriculum than others. Unit 1 and Unit 4 are designed to be taught ongoing for students who need basic communication skills such as phonics and vocabulary and content support. The remaining units are designed under themes to encourage students to work towards grade level skills while learning vocabulary needed for academic success. Students will complete the majority of the curriculum before exiting the program after meeting the language objectives needed to be successful in their general education classes.

Course Modifications (ELLs, Special Education, Gifted and Talented)

The teacher will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Unit 1	<i>All About Me, Family, Friends, School, Home, Community, & American Holidays</i>	
Standards	<p><i>WIDA Standards</i></p> <p>ELD Standard 1: Social and Instructional Language ELD Standard 2: The Language of Language Arts ELD Standard 3: The Language of Mathematics ELD Standard 4: The Language of Science ELD Standard 5: The Language of Social Studies</p> <p><i>NJSLS for English Language Arts</i></p> <p>L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6 SL.9-10.1, SL.9-10.6 RF.1.1, RF.1.2, RF.5.3, RF.5.4</p>	
Essential Questions	Enduring Understandings	Objectives
<ul style="list-style-type: none"> ● What language do students need in order to demonstrate comprehension and engage in the topic of introducing themselves? ● What language do students need in order to demonstrate comprehension and engage in the topic of family and friends? ● What language do students need in order to demonstrate 	<ul style="list-style-type: none"> ● Listening, speaking, reading, and writing about you self requires specific language. ● Listening, speaking, reading, and writing about family and friends requires specific language. ● Listening, speaking, reading, and writing about school and home requires specific language. 	<ul style="list-style-type: none"> ● Students will introduce themselves. ● Students will answer simple questions about themselves. ● Students will recall rules for capitalization. ● Students will name the members of their family. ● Students will answer simple questions about their family.

<p>comprehension and engage in the topic of school and home life?</p> <ul style="list-style-type: none"> • What language do students need in order to demonstrate comprehension and engage in the topic of community? • What language do students need in order to demonstrate comprehension and engage in the topic of American holidays? 	<ul style="list-style-type: none"> • Listening, speaking, reading, and writing about the community requires specific language. • Listening, speaking, reading, and writing about American holidays requires specific language. 	<ul style="list-style-type: none"> • Students will recall rules for punctuation. • Students will identify and learn cardinal numbers and ordinal numbers. • Students will describe friends. • Students will recall vocabulary for simple action verbs. • Students will identify and tell about time. • Students will compare and contrast their new school to old school. • Students will locate places in the school. • Students will recall and apply simple past tense verbs. • Students will define and use vocabulary related to school. • Students will name the rooms in a home. • Students will discuss likes and dislikes about their room. • Students will use there is and there are. • Students will identify and use weather words.
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		<ul style="list-style-type: none"> ● Students will name the places in a community. ● Students recall and apply WH-question words. ● Students will identify jobs in the community. ● Students will name different types of transportation. ● Students will identify unfamiliar holidays. ● Students will ask questions about holidays. ● Students will read about the background of unfamiliar holidays. ● Students will write about their new experiences or feelings about holidays. ● Students will define and use vocabulary related to self, family, friends, home, school, community, and holidays
<p>Materials</p>	<p>Resources</p>	

<ul style="list-style-type: none"> • Videos / picture cues • Computer with interactive whiteboard to view videos or powerpoints to introduce new vocabulary and background information. • Computer search engines for students to research new information about community at large. • iPads for research or viewing 	<ul style="list-style-type: none"> • <i>Keys to Learning Series</i> • <i>Picture Dictionaries and workbook</i> • <i>Plays or readings about various topics</i> • <i>Intro level texts and workbooks</i> • <i>Videos (such as Brainpop to build background knowledge)</i> • <i>leveled readers/ sight word worksheets</i> • <i>Phonics sheets</i>
<p>Formative Assessments</p>	<p>Summative Assessments</p>
<ul style="list-style-type: none"> • Class participation • Projects that recall facts about various American holidays • graphic organizers • Create a family tree and label family members • Write complete sentences • Write simple paragraph • Fill out a form • Ask and answer Wh- questions 	<p>Create a writing portfolio about life including: family, hobbies, school, community, etc.</p> <p>Present an oral presentations on above topics.</p> <p style="padding-left: 40px;">Leveled rubric attached as Appendix A: WIDA Speaking Rubric of the WIDA Consortium</p> <p style="padding-left: 40px;">Leveled rubric attached as Appendix B: WIDA Writing Rubric of the WIDA Consortium</p>
<p>Example Instructional Activities at Different Language Levels</p>	

--Learning and using all specific vocabulary needed for basic communication for beginner level ESL students.

All About Me:

ELP 1: Match illustrations to the correct words of common objects.

ELP 2: Listen and point to the correct word.

ELP 3: Describe personal interest through writing.

Family:

ELP 1: Draw images related to family and family traits.

ELP 2: Restate facts from reading sample about families.

ELP 3: Compare and contrast two family members through writing.

Friends:

ELP 1: Match action words to images.

ELP 2: Write information about favorite weekend activities.

ELP 3: Describe orally different actions using written time.

School:

ELP 1: Follow oral directions with the use of a map.

ELP 2: Classify objects and colors within a classroom.

ELP 3: Write a description of a school day using past tense.

Home:

ELP 1: Label objects in a house.

ELP 2: Ask WH-questions about the weather.

ELP 3: Sequence events in a home using time order words.

Community:

ELP 1: Draw and label a map of a dream community.

ELP 2: Describe community jobs orally.

ELP 3: Write a brief narrative about an experience in Secaucus

American Holidays:

ELP 1: Draw and label images and symbols related to holidays.

ELP 2: Follow oral directions for analyzing a calendar.

ELP 3: Retell events of simple texts related to holidays.

Unit 2	Reaching Out	
Standards	<p><i>WIDA Standards</i> ELD Standard 1: Social and Instructional Language ELD Standard 2: The Language of Language Arts ELD Standard 3: The Language of Mathematics ELD Standard 4: The Language of Science ELD Standard 5: The Language of Social Studies</p> <p><i>NJSLS for English Language Arts</i> L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6 RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.10 RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.7 RST.9-10.1, RST.9-10.2, RST.9-10.4, RST.9-10.7, RST.9-10.10 W.9-10.4, W.9-10.5, W.9-10.8, W.9-10.10 SL.9-10.1, SL.9-10.2, SL.9-10.6</p>	
Essential Questions	Enduring Understandings	Objectives
<ul style="list-style-type: none"> ● What language do students need in order to demonstrate comprehension and engage in the topic of reaching out? ● Why do we reach out to others? ● Who can we reach out to in our everyday life? 	<ul style="list-style-type: none"> ● Students will understand that listening, speaking, reading, and writing about reaching out requires specific academic language. ● Students will identify charities and their importance in the world. 	<ul style="list-style-type: none"> ● Students will define and use vocabulary related to reaching out to others. ● Students will show understanding of literary terms: characterization, setting, figurative language, allegory,

		<p>narrative poem, and poetic devices.</p> <ul style="list-style-type: none"> ● Students will write compound sentences. ● Students will use can and can't. ● Students will use simple present for routines. ● Students will use the possessive case. ● Students will describe a place, a person, an event, and an object. ● Students will write paragraphs with correct structure. ● Students will write a poem. ● Students will learn to read for comprehension and fluency.
Materials	Resources	
<ul style="list-style-type: none"> ● Chromebooks / computers ● Headsets with Mic ● Interactive Whiteboard ● Windows Movie Maker or similar multimedia presentation tool 	<ul style="list-style-type: none"> ● <i>Keystone Textbook and workbook</i> ● <i>Leveled readers / Novels</i> ● <i>Graphic organizers</i> ● <i>WIDA rubrics</i> 	
Formative Assessments	Summative Assessments	

<ul style="list-style-type: none"> ● Class participation ● Writing simple paragraphs describing objects, people, places, and events. ● Answer comprehension questions of varying difficulties on readings. ● Graphic Organizers ● Vocabulary Quizzes ● Fluency practice ● Create a collage ● Make a travel brochure 	<p>Write a poem and read it aloud.</p> <p>Find a charity they feel we should support and write letters and organize ideas to help the charity.</p> <p style="text-align: center;">Leveled rubric attached as Appendix A: WIDA Speaking Rubric of the WIDA Consortium</p> <p style="text-align: center;">Leveled rubric attached as Appendix B: WIDA Writing Rubric of the WIDA Consortium</p>
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Examples of Instructional Activities by ELP levels

Lesson 1:

A novel excerpt and/or poem

Examples:

Criss Cross

by Lynne Rae Perkins

Oranges

by Gary Soto

ELP 1: Point to different pictures of characters in the story.

ELP 2: Sort pictures of people by various traits.

ELP 3: Recall facts from the poem or story to illustrate what characters looked like.

ELP 4: Write a detailed paragraph describing a place.

ELP 5: Defend which situations would cause students to reach out to someone.

Lesson 2:

Informational science text

Examples:

Managing Stress

By Sarah Lennard-Brown

Your Brain and Nervous System

Textbook excerpt

ELP 1: Use native language dictionary to translate key concept from article.

ELP 2: Listen to words and organize into categorize. Ex: good / bad

ELP 3: orally compare topics that students find stressful with peers.

ELP 4: Match cause and effect statements from the reading.

ELP 5: Write a meaning for assertiveness in their own words and give 3 examples of being assertive.

Lesson 3:

Novel Excerpt and/or Poetry

Examples:

The Phantom Tollbooth

By Norton Juster

Grandma Ling

By Amy Ling

ELP 1: Identify parts on a schedule.

ELP 2: Locate main idea in a series of sentences from narrative.

ELP 3: Compare and contrast characters from 2 reading selections.

ELP 4: Compose a first personal narrative on an important life event.

ELP 5: Predict what a character should do to help solve problems.

Lesson 4:

Leveled Readers and/or novels

Examples:

Listening center

Classroom Library book sets

Whole group novels

ELP 1: Utilize reference (Ex: picture dictionaries) to help with English reading.

ELP 2: Locate main ideas to support reading.

ELP 3: Answer questions about explicit information in texts.

ELP 4: Compare and contrast points of view, characters, information, or events.

ELP 5: Interpret grade level literature.

Unit 3	Identity	
Standards	<p><i>WIDA Standards</i> ELD Standard 1: Social and Instructional Language ELD Standard 2: The Language of Language Arts ELD Standard 3: The Language of Mathematics ELD Standard 4: The Language of Science ELD Standard 5: The Language of Social Studies</p> <p><i>NJSLS for English Language Arts</i> L.9-10.1, L.9-10.1.b, L.9-10.2, L.9-10.4, L.9-10.4.c, L.9-10.4.d, L.9-10.6 RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.10 RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.7, RI.9-10.10 RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.7, RH.9-10.10 RST.9-10.1, RST.9-10.2, RST.9-10.4, RST.9-10.5, RST.9-10.7, RST.9-10.10 W.9-10.2, W.9-10.3, W.9-10.3.a, W.9-10.3.b, W.9-10.3.c, W.9-10.3.d, W.9-10.3.e, W.9-10.4, W.9-10.5, W.9-10.10 SL.9-10.1, SL.9-10.1.a, SL.9-10.1.c, SL.9-10.4, SL.9-10.5, SL.9-10.6</p>	
Essential Questions	Enduring Understandings	Objectives
<ul style="list-style-type: none"> ● What language do students need in order to demonstrate comprehension and engage in the topic of introducing themselves? ● What shapes our identity? ● Who Am I? 	<ul style="list-style-type: none"> ● Students will understand that listening, speaking, reading, and writing about self identity requires specific academic language. 	<ul style="list-style-type: none"> ● Students will define and use vocabulary related to identity. ● Students will show understanding of literary terms: conflict, point of view, theme, and suspense.

	<ul style="list-style-type: none"> ● Students will define what shapes their identity. ● Students will discuss who they are and what is important to them in life. 	<ul style="list-style-type: none"> ● Students will explain the steps in a process. ● Students will explain how something is classified. ● Students will write a cause and effect paragraph. ● Students will write instructions. ● Students will write a short story. ● Students will use modals for ability, possibility, or necessity. ● Students will use would + rather + verb and unreal Conditional. ● Students will identify restrictive and nonrestrictive clauses. ● Students will write a poem. ● Students will write a personal narrative about self identity. ● Students will learn to read for comprehension and fluency.
<p>Materials</p>	<p>Resources</p>	
<ul style="list-style-type: none"> ● Chromebooks / computers ● Headsets with Mic ● Interactive Whiteboard 	<ul style="list-style-type: none"> ● <i>Keystone Textbook and workbook</i> ● <i>Leveled readers / Novels</i> ● <i>Graphic organizers</i> ● <i>WIDA rubrics</i> 	

<ul style="list-style-type: none"> • Windows Movie Maker or similar multimedia presentation tool such as Voicethread 	
<p>Formative Assessments</p>	<p>Summative Assessments</p>
<ul style="list-style-type: none"> • Class participation • Write a short story or personal narrative • Write directions • Answer comprehension questions of varying difficulties on readings. • Graphic Organizers • Vocabulary Quizzes • Fluency practice • Create a collage • write a poem. 	<p>Write a poem and read it aloud.</p> <p>Research and write about a cultural art or artist and share their work with the class.</p> <p>Write a personal narrative about their own self identity.</p> <p>Leveled rubric attached as Appendix A: WIDA Speaking Rubric of the WIDA Consortium</p> <p>Leveled rubric attached as Appendix B: WIDA Writing Rubric of the WIDA Consortium</p>
<p>Examples of Instructional Activities by ELP levels</p>	
<p>Lesson 1: A novel excerpt and/or interview and/or poem</p> <p>Examples:</p>	

Finding Miracles

by Julia Alvarez

and

A Conversation with Julia Alvarez

And / or

A Step from Heaven

By An Na

and

An Interview with An Na

And / or

Learning English

By Luis Alberto Ambroggio

ELP 1: Point to different pictures of characters in the story.

ELP 2: Point out parts of text that show it is an interview.

ELP 3: Answer questions about likes and dislikes of characters.

ELP 4: Write captions for images throughout reading.

ELP 5: Explain the cause and effects within the reading.

Lesson 2:

Informational social studies text

Examples:

What Do You Stand For?

For Teens: A Guide to Building Character.

By Barbara A. Lewis

- ELP 1: Use native language dictionary to translate key concept from article.
- ELP 2: Read aloud important trait words.
- ELP 3: Write sentences telling how someone they know shows character.
- ELP 4: Explain famous quotes about character and apply them to their lives.
- ELP 5: Write a detailed paragraph about how things are classified. Present orally to class.

Lesson 3:

Informational science text

Examples:

Crime Solvers: How investigators use science to track down bad guys

By Vivian Bowers

- ELP 1: Match fingerprints using loops, whorls, and arches.
- ELP 2: Fill in sentence blanks
- ELP 3: Answer Wh- questions about article.
- ELP 4: Write down sentences in step-by-step graphic organizer.
- ELP 5: Compose a set of instructions that classmates must follow to complete an activity.

Lesson 4:

Leveled Readers and/or novels

Examples:

Listening center

Classroom Library book sets

Whole group novels

ELP 1: Utilize reference (Ex: picture dictionaries) to help with English reading.

ELP 2: Locate main ideas to support reading.

ELP 3: Answer questions about explicit information in texts.

ELP 4: Compare and contrast points of view, characters, information, or events.

ELP 5: Interpret grade level literature.

<p>Unit 4</p>	<p>Take a Stand</p>	
<p>Standards</p>	<p><i>WIDA Standards</i> ELD Standard 1: Social and Instructional Language ELD Standard 2: The Language of Language Arts ELD Standard 3: The Language of Mathematics ELD Standard 4: The Language of Science ELD Standard 5: The Language of Social Studies</p> <p><i>NJSLS for English Language Arts</i> L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.4.c, L.9-10.4.d, L.9-10.6 RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10 RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, RI.9-10.10 RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH. 9-10.6, RH.9-10.8, RH.9-10.10 W.9-10.1, W.9-10.4, W.9-10.5, W.9-10.7, W.9-10.8, W.9-10.10 SL.9-10.1, SL.9-10.1.c, SL.9-10.3, SL.9-10.4, SL.9-10.6 WHST.9-10.4, WHST.9-10.5</p>	
<p>Essential Questions</p>	<p>Enduring Understandings</p>	<p>Objectives</p>
<ul style="list-style-type: none"> ● What language do students need in order to demonstrate comprehension and engage in the topic of taking a stand? ● When should you take a stand? 	<ul style="list-style-type: none"> ● Students will understand that listening, speaking, reading, and writing about taking a stand requires specific academic language. 	<ul style="list-style-type: none"> ● Students will define and use vocabulary related to courage and taking a stand. ● Students will show understanding of literary terms:

<ul style="list-style-type: none">• How would you define a hero?	<ul style="list-style-type: none">• Students will define what makes a person a hero• Students will give examples when someone should take a stand and when they shouldn't.	<p>hyperbole, dialogue, flashback, and plot</p> <ul style="list-style-type: none">• Students will write an advertisement.• Students will write a critique.• Students will write a personal letter.• Students will write a formal letter.• Students will write a short analytical essay.• Students will use used to + verb phrases.• Students will use simple past phrases.• Students will use should + be past participle forms.• Students will write using reciprocal pronouns.• Students will create a newspaper to show an issue in our school.• Students will make a travel brochure.• Students will learn to read for comprehension and fluency.
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Materials	Resources
<ul style="list-style-type: none"> ● Chromebooks / computers ● Headsets with Mic ● Interactive Whiteboard ● Publisher program to make travel brochure ● Windows Movie Maker or similar multimedia presentation tool such as Voicethread 	<ul style="list-style-type: none"> ● <i>Keystone Textbook and workbook</i> ● <i>Leveled readers / Novels</i> ● <i>Graphic organizers</i> ● <i>WIDA rubrics</i>
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Class participation ● Write a friendly letter ● Write a critique. ● Students will write a personal letter. ● Answer comprehension questions of varying difficulties on readings. ● Graphic Organizers ● Vocabulary Quizzes ● Fluency practice ● Create a newspaper 	<p>Writing assignment on writing a formal letter to take a stand on an important issue. Create a multimedia presentation about the issue to inform others about the issue.</p> <p style="text-align: center;">Leveled rubric attached as Appendix A: WIDA Speaking Rubric of the WIDA Consortium</p> <p style="text-align: center;">Leveled rubric attached as Appendix B: WIDA Writing Rubric of the WIDA Consortium</p>

- Make a travel brochure

Examples of Instructional Activities by ELP levels

Lesson 1:

Novel Excerpt

Examples:

Going Going

By Naomi Shihab Nye

ELP 1: Label pictures with feeling words.

ELP 2: Match rhyming word pairs.

ELP 3: Evaluate information given by peers during discussion.

ELP 4: Interpret character's motivation using visually supported text.

ELP 5: Create an original advertisement.

Lesson 2:

Social Studies Informational Text

Examples:

Freedom Walkers

By Russell Freedman

or

Speak Your Mind

Textbook excerpt

ELP 1: Match descriptive adjectives to pictures of people.

ELP 2: Describe feelings.

ELP 3: Distinguish fact and opinion by sorting statements into correct category.

ELP 4: Take a stance and use evidence to defend it when writing a speech and / or letter.

ELP 5: Engage in debate with others on their speeches.

Lesson 3:

Short Story

Examples:

The Ravine

By Graham Salisbury

ELP 1: Group visuals of places by common landforms or climates.

ELP 2: Sort oral reading by time frame to recall information.

ELP 3: Complete graphic organizer to sequence events in the story.

ELP 4: Write alternative endings to the story.

ELP 5: Infer word meanings based on context clues and explain in detail to others their meanings.

Lesson 4:

Leveled Readers and/or novels

Examples:

Listening center

Classroom Library book sets

Whole group novels

ELP 1: Utilize reference (Ex: picture dictionaries) to help with English reading.

ELP 2: Locate main ideas to support reading.

ELP 3: Answer questions about explicit information in texts.

ELP 4: Compare and contrast points of view, characters, information, or events.

ELP 5: Interpret grade level literature.

Unit 5	Beat the Odds	
Standards	<p><i>WIDA Standards</i> ELD Standard 1: Social and Instructional Language ELD Standard 2: The Language of Language Arts ELD Standard 3: The Language of Mathematics ELD Standard 4: The Language of Science ELD Standard 5: The Language of Social Studies</p> <p><i>NJSLS for English Language Arts</i> L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.4.c, L.9-10.4.d, L.9-10.5, L.9-10.6 RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.10 RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.10 RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.10 RST.9-10.1, RST.9-10.2, RST.9-10.4, RST.9-10.10 W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.9, W.9-10.10 SL.9-10.1, SL.9-10.2, SL.9-10.6 WHST.9-10.4, WHST.9-10.5</p>	
Essential Questions	Enduring Understandings	Objectives
<ul style="list-style-type: none"> • What language do students need in order to demonstrate comprehension and engage in the topic of beating the odds? • What does it take to beat the odds? 	<ul style="list-style-type: none"> • Students will understand that listening, speaking, reading, and writing about beating the odds requires specific academic language. 	<ul style="list-style-type: none"> • Students will define and use vocabulary related to obstacles and beating the odds. • Students will show understanding of literary terms:

<ul style="list-style-type: none"> • Who do you know that has beaten the odds and what can you learn from their story? 	<ul style="list-style-type: none"> • Students will list the traits a person must have to be able to beat the odds. • Students discuss the challenges teenagers face today. • Students discuss the obstacles people with chronic illnesses face. • Students will identify struggles they and others have in life and brainstorm solutions to get passed these obstacles. 	<p>character, narrator, archetype, imagery, repetition, alliteration, assonance, rhyme, and rhythm.</p> <ul style="list-style-type: none"> • Students will write using transitional words. • Students will write a story with a starter. • Students will write a familiar story. • Students will research and write a biographical short essay. • Students will use negatives correctly. • Students will contractions correctly. • Students will create a manual. • Students will share about how they can help ESL students beat the odds or how they plan to beat the odds. • Students will learn to read for comprehension and fluency.
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Materials	Resources
<ul style="list-style-type: none"> ● Chromebooks / computers ● Headsets with Mic ● Interactive Whiteboard ● Windows Movie Maker or similar multimedia presentation tool such as Voicethread 	<ul style="list-style-type: none"> ● <i>Keystone Textbook and workbook</i> ● <i>Leveled readers / Novels</i> ● <i>Graphic organizers</i> ● <i>WIDA rubrics</i>
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Class participation ● Write a story with a starter. ● Write and retell about a familiar story. ● Create a manual. ● Answer comprehension questions of varying difficulties on readings. ● Graphic Organizers ● Vocabulary Quizzes ● Fluency practice 	<p>Writing assignment on writing a biographical essay on someone they feel really “beat the odds.” Either famous or personal.</p> <p style="padding-left: 40px;">Leveled rubric attached as Appendix A: WIDA Speaking Rubric of the WIDA Consortium</p> <p style="padding-left: 40px;">Leveled rubric attached as Appendix B: WIDA Writing Rubric of the WIDA Consortium</p>

Example Instructional Activities by ELP levels**Lesson 1:**

Novel Excerpt and/ or Tall Tales

Examples:

The Great Circle

By Hehaka Sapa

Or

John Henry

By Adrien Stoutenburg

ELP 1: Match weather words to pictures of the weather.

ELP 2: Fill transitional words into sentences.

ELP 3: Make predictions while reading.

ELP 4: Compose a tall tale or retell one from their country.

ELP 5: Produce a story with dialogue.

Lesson 2:

Math and Science Informational Text

Examples:

Take a Chance

By Johnny Ball

And / or

A Survival Mini Manual

Article except

Example Instructional Activities by ELP levels:

ELP 1: Identify cardinal and ordinal numbers.

ELP 2: Students will complete skeleton outline to understand information in reading.

ELP 3: Match science vocabulary words from the reading to their meanings.

ELP 4: Write about a scientific topic using sentence starters.

ELP 5: Create a manual and use it to teach the class about safety.

Lesson 3:

Social Studies Informational Text

Examples:

Franklin Delano Roosevelt: The New Deal President

By Brenda Haugen

And

Madam President: Eleanor Roosevelt

By Catherine Thimmesh

ELP 1: Supply missing words in short sentences about USA.

ELP 2: Take notes using graphic organizer about US Presidents

ELP 3: Differentiate between facts and opinions in text.

ELP 4: Take a stance and use evidence to defend it.

ELP 5: Engage in debates based on persuasive speeches.

Lesson 4:

Literary Biography

Examples:

Steve Jobs: A Virtual Genius

ELP 1: Repeat memorized chunks of language.

ELP 2: Fill in Venn Diagram comparing 2 people.

ELP 3: Write dialogue and punctuate it correctly with models.

ELP 4: Explain how people we read about “beat the odds.”

ELP 5: Evaluate the intent for speaking when creating a video of their dialogue.

Lesson 5:

Leveled Readers and/or novels

Examples:

Listening center

Classroom Library book sets

Whole group novels

ELP 1: Utilize reference (Ex: picture dictionaries) to help with English reading.

ELP 2: Locate main ideas to support reading.

ELP 3: Answer questions about explicit information in texts.

ELP 4: Compare and contrast points of view, characters, information, or events.

ELP 5: Interpret grade level literature.

Unit 6	Conflict	
Standards	<p><i>WIDA Standards</i> ELD Standard 1: Social and Instructional Language ELD Standard 2: The Language of Language Arts ELD Standard 3: The Language of Mathematics ELD Standard 4: The Language of Science ELD Standard 5: The Language of Social Studies</p> <p><i>NJSLS for English Language Arts</i> L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.4.b, L.9-10.4.c, L.9-10.4.d, L.9-10.6 RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.10 RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.10 RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.9, RH.9-10.10 W.9-10.2, W.9-10.3, W.3.b, W.9-10.3.c, W.9-10.4, W.9-10.5, W.9-10.10 SL.9-10.1, SL.9-10.6 WHST.9-10.4, WHST.9-10.5</p>	
Essential Questions	Enduring Understandings	Objectives
<ul style="list-style-type: none"> ● What language do students need in order to demonstrate comprehension and engage in the topic of conflicts? ● How do conflicts affect us? 	<ul style="list-style-type: none"> ● Students will understand that listening, speaking, reading, and writing about conflicts requires specific academic language. ● Students will make connections to conflicts in their own lives. 	<ul style="list-style-type: none"> ● Students will define and use vocabulary related to conflicts and resolutions. ● Students will show understanding of literary terms: foreshadowing, stage directions, allusion, mood, and plot.

<ul style="list-style-type: none">• What are conflicts that are going on in the world today and what are their causes?	<ul style="list-style-type: none">• Students discuss the long-term effects of feuds and grudges.• Students discuss whether good things come from conflict.• Students will understand how families have conflicts and how they resolve them.	<ul style="list-style-type: none">• Students will learn about conflicts that affect Romeo and Juliet that still exist today.• Students will transform nouns into adjectives.• Students will write a news article.• Students will use adverb clauses beginning with although, even though, and even after.• Students will write a problem and solution paragraph.• Students will use should, ought to, and had better.• Students will use ‘if’ to write sentences.• Students will support a position in their writing.• Students will write a compare and contrast essay.• Students will write a book review and create a trailer advertising their book.• Students will complete a survey and explain the results.• Students will write a script.
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		<ul style="list-style-type: none"> • Students will learn to read for comprehension and fluency.
Materials	Resources	
<ul style="list-style-type: none"> • Chromebooks / computers • Headsets with Mic • Interactive Whiteboard • Windows Movie Maker or similar multimedia presentation tool such as Voicethread 	<ul style="list-style-type: none"> • <i>Keystone Textbook and workbook</i> • <i>Leveled readers / Novels</i> • <i>Graphic organizers</i> • <i>WIDA rubrics</i> 	
Formative Assessments	Summative Assessments	
<ul style="list-style-type: none"> • Class participation • Write a news article • Write a problem and solution paragraph. • Support a position. • Write a compare and contrast essay. • Write a script. • Write a book review. • Complete a survey. • Answer comprehension questions of varying difficulties on readings. • Graphic Organizers 	<p>Writing assignment on a book review. Students will write a book review and create a presentation advertising the book.</p> <p style="text-align: center;">Leveled rubric attached as Appendix A: WIDA Speaking Rubric of the WIDA Consortium</p> <p style="text-align: center;">Leveled rubric attached as Appendix B: WIDA Writing Rubric of the WIDA Consortium</p>	

- Vocabulary Quizzes
- Fluency practice

Example Instructional Activities by ELP levels

Lesson 1:

Play and / or novel excerpt

Examples:

Romeo and Juliet

By William Shakespeare

Or

Romiette and Julio

By Sharon Draper

ELP 1: Read sight words aloud.

ELP 2: Describe pictures that tell about the story.

ELP 3: Make predictions while reading.

ELP 4: Write their opinion of the play.

ELP 5: Write a detailed news article using the 5 Ws.

Lesson 2:

Social Studies Informational Text

Examples:

Furious Feuds: Enemies by Association

By Alfred Meyer

Or

Conflicts Resolution: The Win-Win Situation

By Carolyn Casey

ELP 1: Create a label a family tree using Romeo and Juliet as a model.

ELP 2: Identify long vowel spelling patterns in the reading.

ELP 3: Retell 3 facts from the reading.

ELP 4: Fill in a problem--solution graphic organizer.

ELP 5: Write a problem--solution paragraph.

Lesson 3:

One Act Play

Examples:

Hometown Hero

ELP 1: Recite polite requests.

ELP 2: Create a word web on the term: quest or hero.

ELP 3: Describe the relationship of the characters in the play.

ELP 4: Identify idiomatic expressions and explain their meanings.

ELP 5: Write your own one act play script.

Lesson 4:

Leveled Readers and/or novels

Examples:

Listening center

Classroom Library book sets

Whole group novels

ELP 1: Utilize reference (Ex: picture dictionaries) to help with English reading.

ELP 2: Locate main ideas to support reading.

ELP 3: Answer questions about explicit information in texts.

ELP 4: Compare and contrast points of view, characters, information, or events.

ELP 5: Interpret grade level literature.

Unit 7

Change

<p>Standards</p>	<p><i>WIDA Standards</i></p> <p>ELD Standard 1: Social and Instructional Language ELD Standard 2: The Language of Language Arts ELD Standard 3: The Language of Mathematics ELD Standard 4: The Language of Science ELD Standard 5: The Language of Social Studies</p> <p><i>NJSLS for English Language Arts</i></p> <p>L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4 RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.10 RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.7, RI.9-10.10 RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.10 RST.9-10.2, RST.9-10.6, RST.9-10.8, RST.9-10.9, RST.9-10.10 W.9-10.2, W.9-10.2.a, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.7, W.9-10.8, W.9-10.10 SL.9-10.1, SL.9-10.1.c, SL.9-10.6 WHST.9-10.4, WHST.9-10.5</p>	
<p>Essential Questions</p>	<p>Enduring Understandings</p>	<p>Objectives</p>
<ul style="list-style-type: none"> ● What language do students need in order to demonstrate comprehension and engage in the topic of change? ● Do things really change? 	<ul style="list-style-type: none"> ● Students will understand that listening, speaking, reading, and writing about change requires specific academic language. ● Students will identify challenges that women face today. 	<ul style="list-style-type: none"> ● Students will define and use vocabulary related to change. ● Students will show understanding of literary terms: first-person point of view, third-person point of view, theme, and tone.

<ul style="list-style-type: none">• What are some ways that people define change and how do you define change?	<ul style="list-style-type: none">• Students discuss how war has changed over time.• Students understand the need for sending secret messages today.• Students will explain how their lives have changed in the past and how they may change in the future.	<ul style="list-style-type: none">• Students will read to learn about how women were viewed in society and how that view has changed over time.• Students will read about scientific discoveries and advances that have changed the way we deal with disease.• Students will identify differences between ancient civilizations and modern times.• Students will identify points of view can be different and similar.• Students will use relative pronouns.• Students will write a powerful introductory paragraph.• Students will write using quotations and citations.• Students will support ideas with examples.• Students will write a research report.• Students will write about a major change they have gone through in their lives.
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		<ul style="list-style-type: none"> • Students will learn to read for comprehension and fluency.
Materials	Resources	
<ul style="list-style-type: none"> • Chromebooks / computers • Headsets with Mic • Interactive Whiteboard • Windows Movie Maker or similar multimedia presentation tool such as Voicethread 	<ul style="list-style-type: none"> • <i>Keystone Textbook and workbook</i> • <i>Leveled readers / Novels</i> • <i>Graphic organizers</i> • <i>WIDA rubrics</i> 	
Formative Assessments	Summative Assessments	
<ul style="list-style-type: none"> • Class participation • Write a powerful introduction. • Write a personal narrative • Identify different points of view. • Answer comprehension questions of varying difficulties on readings. • Graphic Organizers • Vocabulary Quizzes • Fluency practice 	<p>Writing assignment: Students will write a full research paper including quotations and citations. Students will present on their topic to the class.</p> <p>Leveled rubric attached as Appendix A: WIDA Speaking Rubric of the WIDA Consortium</p> <p>Leveled rubric attached as Appendix B: WIDA Writing Rubric of the WIDA Consortium</p>	
Example Instructional Activities by ELP levels		

Lesson 1:

Novel excerpt or short story

Examples:

Catherine, Called Birdy

By Karen Cushman

Or

The Dinner Party

By Mona Gardner

ELP 1: Reorder words into sentences.

ELP 2: Write their own sentence using an academic word.

ELP 3: Explain how you know what point of view the story is told.

ELP 4: rewrite a diary entry from 1st person point of view to 3rd person point of view.

ELP 5: Write a dialogue between 2 characters as a play creating the scene in a different manner.

Lesson 2:

Social Studies and Science Informational Text

Examples:

Oh, Rats!: The Story of Rats and People

By Albert Marrin

And / or

Outbreak: Plagues That Changed History

By Bryn Barnard

Or

Top Secret: A handbook of Codes, Ciphers, and Secret Writing

By Paul B. Janeczko

and/or

Solving the Mystery of Marfa's Lights

ELP 1: Point to different countries on a map.

ELP 2: Keep lists of difficult vocabulary to add to personal dictionaries.

ELP 3: Retell 3 facts from the reading.

ELP 4: Explain how the Bubonic plague was spread.

ELP 5: Write using quotations and citations.

Lesson 3:

Myth

Examples:

Dateline: Troy

By Paul Fleischman

ELP 1: View pictures of the Trojan Horse and say words to describe it.

ELP 2: Write captions for the illustrations in the reading.

ELP 3: Act out a Reader's Theater selection of the myth.

ELP 4: Paraphrase information from the reading.

ELP 5: Write your own myth.

Lesson 4:

Leveled Readers and/or novels

Examples:

Listening center

Classroom Library book sets

Whole group novels

ELP 1: Utilize reference (Ex: picture dictionaries) to help with English reading.

ELP 2: Locate main ideas to support reading.

ELP 3: Answer questions about explicit information in texts.

ELP 4: Compare and contrast points of view, characters, information, or events.

ELP 5: Interpret grade level literature.

Unit 8

Content Support

<p>Standards</p>	<p><i>WIDA Standards</i> ELD Standard 1: Social and Instructional Language ELD Standard 2: The Language of Language Arts ELD Standard 3: The Language of Mathematics ELD Standard 4: The Language of Science ELD Standard 5: The Language of Social Studies</p> <p><i>NJSLS for English Language Arts</i> SL.9-10.1, SL.9-10.4, SL.9-10.6 RL.9-10.10 RI.9-10.10 W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.10 L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6</p>	
<p>Essential Questions</p>	<p>Enduring Understandings</p>	<p>Objectives</p>
<ul style="list-style-type: none"> ● What language do students need in order to demonstrate comprehension and engage in the topic of Math? ● What language do students need in order to demonstrate comprehension and engage in the topic of Science? ● What language do students need in order to demonstrate 	<ul style="list-style-type: none"> ● Students need to understand the material in their content area classes. ● Students will understand that listening, speaking, reading, and writing in high school content classes requires specific academic language. ● Students may need scaffolding and modifications in order to 	<ul style="list-style-type: none"> ● Students will be able to listen to content tests be read aloud as needed. ● Students will be able to get notes or videos to help with challenging materials as needed. ● Students will be able to access online resources as needed. ● Students can orally tell answers as needed.

<p>comprehension and engage in the topic of Social Studies?</p> <ul style="list-style-type: none"> • What language do students need in order to demonstrate comprehension and engage in the topic of Language Arts? 	<p>show their knowledge in content area classes.</p>	<ul style="list-style-type: none"> • Students can be assisted with independent work as needed.
<p>Materials</p>	<p>Resources</p>	
<ul style="list-style-type: none"> • Computer • Content class work • Interactive Whiteboard 	<ul style="list-style-type: none"> • Educational videos • Content Area Textbooks, quizzes, tests, and notes. 	
<p>Formative Assessments</p>	<p>Summative Assessments</p>	
<ul style="list-style-type: none"> • Content area progress and performance • Class Participation 	<p>Passing of all content area classes without assistance to show fluency in English under WIDA Standards.</p>	
<p>Activities, Investigations and Student Experiences/Interdisciplinary Connections</p>		
<p>Scaffolding techniques pair / share skeleton outlines notes given</p>		

work read aloud
quiz or test read aloud
partner work
Summaries
Use Visual Aids

Connect to struggling students content area teachers to help students and teachers work together.

Support teachers where possible with ESL students.

Additional Resources:

WIDA Speaking and Writing Rubrics

https://www.wida.us/standards/RG_Speaking%20Writing%20Rubrics.pdf

WIDA Can Do Descriptors

https://www.wida.us/standards/CAN_DOs/

WIDA Standards

<https://www.wida.us/standards/eld.aspx>

Accommodation and Modification List for English Language Learners

https://docs.google.com/a/sboe.org/document/d/1h_DiCvj74k3djwN7CHrUYTHMtfsfthyfYrH0FOWhL-Y/edit?usp=sharing