

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

**English as a Second Language
Level 1 (Entering) and Level 2 (Beginning)**

Length of Course: Term

Elective/Required: Required

Schools: High Schools

Eligibility: Grades 9-12

Credit Value: N/A

Date Approved: September 23, 2014

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STATEMENT OF PURPOSE

The knowledge of English is a universal tool that opens gateways to human understanding and presents a new approach to dealing with everyday realities of life. The study of English as a second language and of American culture sensitizes students to the reality of cultural differences and similarities. Thus, a full and rich experience in the learning of English as a second language develops understanding of and appreciation for people of differing cultures.

We believe that the study of language plays an essential role in the intellectual development and total enrichment of the individual. Furthermore, language study contributes to the fulfillment of academic, vocational and/or personal goals.

An effective ESL program recognizes individual differences in learning patterns and abilities and tailors courses to students with diverse needs and interests. Thus, we endeavor to provide a comprehensive and coordinated foreign ESL program that is a rewarding and satisfying experience for each learner.

About the WIDA English Language Proficiency Standards

WIDA's English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade 12: Frameworks for Formative and Summative Assessment and Instruction, 2007 edition, is a key component of the World-Class Instructional Design and Assessment (WIDA) Consortium's assessment system. WIDA's vision of language proficiency encompasses both social and academic contexts tied to schooling, particularly to standards, curriculum, and instruction. By developing these English language proficiency (ELP) standards, first published in 2004, the WIDA Consortium has responded to this emergent vision to link language learning with academic content. Furthermore, these ELP standards guide the development of test blueprints, task specifications, and ELP measures, primarily WIDA's ACCESS for ELLs® test.

Originally developed by consortium members with funding from a U.S. Department of Education Enhanced Assessment Grant, the standards are designed for the many audiences in the field of education who are impacted by English language learners (ELLs). This second edition reflects an evolving understanding of the needs of ELLs and their educators in the use of the ELP standards as an instructional and assessment tool.

Organization of the Standards

There are five WIDA ELP Standards, which appear in two frameworks: Summative (the outcomes of learning) and Formative (the processes of learning). The standards, identical for both frameworks, reflect the social and academic dimensions of acquiring a second language that are expected of ELLs in grade levels PreK-12 attending schools in the United States. Each ELP standard addresses a specific context for English language

development. Overall, the standards center on the language needed and used by ELLs to succeed in school.

Each standard is organized by grade level cluster (PreK-K, grades 1-2, grades 3-5, grades 6-8, and grades 9-12) and by language domain (listening, speaking, reading, and writing). Within each grade cluster and domain, there are five model performance indicators (MPIs), one for each language proficiency level from 1, Entering, to 5, Bridging. All five MPIs focus on the same example topic from a content area reflected in the standard, forming a "strand" that illustrates the language development continuum. Each MPI contains three elements: a language function (e.g., describe, justify), an example topic (e.g., weather, human populations), and a form of support through level 4 (e.g., pictures or illustrations, working in small groups). The components of the ELP standards, from frameworks down to the elements of an MPI, work together to form the standards document, a critical tool for educators of ELLs for curriculum development, instruction and assessment.

The WIDA English Language Proficiency Standards

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

Performance Definitions for the levels of English language proficiency




At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5 Bridging	<ul style="list-style-type: none"> • the technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; • oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas; • expanded sentences in oral interaction or written paragraphs; • oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2 Beginning	<ul style="list-style-type: none"> • general language related to the content areas; • phrases or short sentences; • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 Entering	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas; • words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support



Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
<p>Example Topics</p> <ul style="list-style-type: none"> • Assignments/Research • Character development • Instructions/Assignments • Resources & supplies • School behavior • School life • Social interaction • Use of information • Use of multiple resources • Use of register 	<p>Example Genres</p> <ul style="list-style-type: none"> • Adventures • Ballads • Editorials • Historical documents • Human interest • Mythology • Poetry/Free verse • Science fiction • Technical texts <p>Example Topics</p> <ul style="list-style-type: none"> • Alliteration • Author's purpose • Biographies • Comprehension strategies • Dialogue • Editing • Figures of speech • Literacy devices • Metaphors & similes • Multimedia • Multiple meanings • Personification • Synonyms & antonyms • Test-taking strategies • Word origins 	<p>Example Topics</p> <ul style="list-style-type: none"> • Algebraic equations • Area, volume & circumference • Complex two- & three-dimensional figures • Data interpretation & statistics • Data sets & plots • Decimals • Estimation • Factors • Fractions • Geometric relations • Integers • Line segments & angles • Measures of central tendency (mean, median, mode, range) • Metric & standard units of measurement • Parallel lines • Percent • Perimeter • Probability • Ratio & proportion • Square root 	<p>Example Topics</p> <ul style="list-style-type: none"> • Atoms & molecules • Bacteria to plants • Body systems & organs • Chemical building blocks • Climate/Temperature change • Climate zones • Comets & meteorites • Cycles • Elements & compounds • Forms of energy • Light • Motion & force • Natural disasters • Populations, resources & environments • Processes • Reproduction • Scientific inventions or discoveries • Scientific tools or instruments • Solar system • Sound • Universe: Stars and planets • Water 	<p>Example Topics</p> <ul style="list-style-type: none"> • Agriculture • America's story • Ancient/Medieval civilizations • Bill of Rights • Civic rights & responsibilities • Civil wars • Colonization • Countries & continents • Cultural perspectives & frames of reference • Economic trends • Forms & organization of government • Freedom & democracy • Human resources • Longitude/Latitude/Time zones • Maps • Revolution • Slavery • U.S. Constitution 



Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5 Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support



Grade Level Cluster Can Do Descriptors

The grade level cluster Can Do Descriptors have been created by teachers, primarily for teachers, who work with English language learners throughout the consortium. During 2007-08, over 900 teachers and administrators participated in refining and validating five grade level clusters of Descriptors from the original document spanning the K-12 spectrum. These Descriptors for the four language domains—listening, speaking, reading, and writing—and five levels of English language proficiency are based on the WIDA English Language Proficiency Standards.

Interpretation of the Can Do Descriptors

To maintain the succinctness of the individual statements, some basic assumptions need to be made in interpreting the Can Do Descriptors.

1. Sensory, graphic, or interactive support are present through language proficiency level 4, Expanding.
2. English language learners can process or produce the **language** associated with the stated language functions.
3. Linguistic complexity, vocabulary usage, and language control increase incrementally as students move from one English language proficiency level to the next.

The Can Do Descriptors are a sampling of the language expectations of English language learners as they travel along the continuum of English language development. Unlike the strands of model performance indicators that scaffold across levels of language proficiency, the Can Do Descriptors function independently within a given level of language proficiency.

Uses for the Can Do Descriptors

The Can Do Descriptors are a resource, in addition to the English language proficiency standards, to use in classrooms with English language learners. As an instructional assessment tool, language teachers may:

- Share the Descriptors with classroom teachers and administrators to describe the second language acquisition process around the levels of English language proficiency
- Provide resource teachers, such as Title I or literacy coaches, additional information about English language learners
- Use to plan with tutors or mentors who work with English language learners
- Develop or co-develop lessons and units of study with differentiated language objectives
- Set language goals with their English language learners*
- Explain to parents students' progress in listening, speaking, reading, and writing*
- Suggest language goals to be incorporated into Individual Education Programs (IEPs) for English language learners with diagnosed disabilities
- Translate English language proficiency test scores (i.e., ACCESS for ELLs®, W-APT™, and WIDA MODEL™) into classroom practice
- Observe and note levels of student performance as a precursor to using WIDA Speaking and Writing Rubrics for formative assessment
- Use the Descriptors to advocate on behalf of English language learners

** For these uses, the Can Do Descriptors are also available in Spanish on pp. 8-11 of this booklet.*



Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> Follow one-step oral commands/instructions Match social language to visual/graphic displays Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) Match instructional language with visual representation (e.g., “Use a sharpened pencil.”) 	<ul style="list-style-type: none"> Follow multi-step oral commands/instructions Classify/sort content-related visuals per oral descriptions Sequence visuals per oral directions Identify information on charts or tables based on oral statements 	<ul style="list-style-type: none"> Categorize content-based examples from oral directions Match main ideas of familiar text read aloud to visuals Use learning strategies described orally Identify everyday examples of content-based concepts described orally Associate oral language with different time frames (e.g., past, present, future) 	<ul style="list-style-type: none"> Identify main ideas and details of oral discourse Complete content-related tasks or assignments based on oral discourse Apply learning strategies to new situations Role play, dramatize, or re-enact scenarios from oral reading 	<ul style="list-style-type: none"> Use oral information to accomplish grade-level tasks Evaluate intent of speech and act accordingly Make inferences from grade-level text read aloud Discriminate among multiple genres read orally
SPEAKING	<ul style="list-style-type: none"> Answer yes/no and choice questions Begin to use general and high frequency vocabulary Repeat words, short phrases, memorized chunks Answer select WH-questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences 	<ul style="list-style-type: none"> Convey content through high frequency words/phrases State big/main ideas of classroom conversation Describe situations from modeled sentences Describe routines and everyday events Express everyday needs and wants Communicate in social situations Make requests 	<ul style="list-style-type: none"> Begin to express time through multiple tenses Retell/rephrase ideas from speech Give brief oral content-based presentations State opinions Connect ideas in discourse using transitions (e.g., “but,” “then”) Use different registers inside and outside of class State big/main ideas with some supporting details Ask for clarification (e.g., self-monitor) 	<ul style="list-style-type: none"> Paraphrase and summarize ideas presented orally Defend a point of view Explain outcomes Explain and compare content-based concepts Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence 	<ul style="list-style-type: none"> Defend a point of view and give reasons Use and explain metaphors and similes Communicate with fluency in social and academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)

Level 6 - Reaching

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.



Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Associate letters with sounds and objects Match content-related objects/pictures to words Identify common symbols, signs, and words Recognize concepts of print Find single word responses to WH- questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text Use picture dictionaries/illustrated glossaries 	<ul style="list-style-type: none"> Sequence illustrated text of fictional and non-fictional events Locate main ideas in a series of simple sentences Find information from text structure (e.g., titles, graphs, glossary) Follow text read aloud (e.g., tapes, teacher, paired-readings) Sort/group pre-taught words/phrases Use pre-taught vocabulary (e.g., word banks) to complete simple sentences Use L1 to support L2 (e.g., cognates) Use bilingual dictionaries and glossaries 	<ul style="list-style-type: none"> Identify topic sentences, main ideas, and details in paragraphs Identify multiple meanings of words in context (e.g., “cell,” “table”) Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”) Differentiate between fact and opinion Answer questions about explicit information in texts Use English dictionaries and glossaries 	<ul style="list-style-type: none"> Order paragraphs Identify summaries of passages Identify figurative language (e.g., “dark as night”) Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and informational texts Use an array of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> Differentiate and apply multiple meanings of words/phrases Apply strategies to new situations Infer meaning from modified grade-level text Critique material and support argument Sort grade-level text by genre 	
WRITING	<ul style="list-style-type: none"> Draw content-related pictures Produce high frequency words Label pictures and graphs Create vocabulary/concept cards Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups) 	<ul style="list-style-type: none"> Complete pattern sentences Extend “sentence starters” with original ideas Connect simple sentences Complete graphic organizers/forms with personal information Respond to yes/no, choice, and some WH- questions 	<ul style="list-style-type: none"> Produce short paragraphs with main ideas and some details (e.g., column notes) Create compound sentences (e.g., with conjunctions) Explain steps in problem-solving Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons 	<ul style="list-style-type: none"> Create multiple-paragraph essays Justify ideas Produce content-related reports Use details/examples to support ideas Use transition words to create cohesive passages Compose intro/body/conclusion Paraphrase or summarize text Take notes (e.g., for research) 	<ul style="list-style-type: none"> Create expository text to explain graphs/charts Produce research reports using multiple sources/citations Begin using analogies Critique literary essays or articles 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.

ESL LEVEL 1/2 CURRICULUM

Unit Title: Unit 1: My Own World

Targeted Standards: WIDA Standards: #1: Social and Instructional language, #2: The language of Language Arts, #3: The language of Mathematics, #4: The language of Science, #5: The language of Social Studies.

CCCS: RL9-10.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 RL9-10.2: Determine a theme or central idea of a text and analyze in detail the 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.
 RL9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
 RL9-10.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed to the text.

Unit Objectives/Conceptual Understandings: (Students will understand that) Students will demonstrate the ability to use basic vocabulary: for family descriptions, personal descriptions and incorporate colors and numbers. Students will engage in classroom discussion on family and self in target language. Student will understand a speaker’s message on family information, community information and self descriptions.

Essential Questions: Who am I? Who is in my school? Who is in my family? How can members of my family and community help me to adjust to my new culture?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Summative assessments, formative assessments, Projects: Family tree and write about their family, write about their school(s). Draw and label a floor plan of their home.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
Listening <i>(Entering)</i> <ul style="list-style-type: none"> Identify places and people from oral statements, and visuals <i>(Beginning)</i> <ul style="list-style-type: none"> Match oral descriptions to visually represented, content-related examples Sort oral language statements according to time frames 	1. What constitutes a family unit <i>(Entering)</i> 2. An understanding of the American School system (in Edison, New Jersey). <i>(Entering and Beginning)</i> 3. Their personal information <i>(Entering)</i> and how to complete an informational form or application requesting same. <i>(Beginning)</i> 4. Who their human resources are. <i>(Entering and Beginning)</i>	In the target language <i>Entering</i> students will: 1. Identify family relationships and connections. 2. Name, identify school places, staff. 3. Read a high school class schedule. 4. Read a map. 5. Be able to identify full name, address, telephone number. 6. Identify basic terms in English/Social Studies/Science/Mathematics.	1. Model academic language in target language. <i>(Entering and Beginning)</i> 2. Group students with more proficient learners. <i>(Entering)</i> 3. Use visuals to teach basic key vocabulary. <i>(Entering)</i> 4. Ask yes/no, either/or questions. <i>(Entering and Beginning)</i> 5. Student-generated dialogues about map reading, directions, family and community information. <i>(Beginning)</i> 6. Asking permission,	1. Observation rubric. 2. Formative assessment. 3. Summative assessment. 4. Reflective learning logs/journals (words and images). 5. Four square learning log for content area subjects. 6. <i>Do Now</i> or <i>Ticket Out</i> slips.

Unit Title: Unit 1: My Own World (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Speak: <i>(Entering)</i></p> <ul style="list-style-type: none"> • Answer yes/no or choice questions within context of lessons • Name pre-taught vocabulary • Repeat words, short phrases and memorized chunks of language • Provide identifying information about self <p><i>(Beginning)</i></p> <ul style="list-style-type: none"> • Describe places and people • Ask Wh-questions to clarify meaning • Characterize situations shown in illustrations <p>Read: <i>(Entering)</i></p> <ul style="list-style-type: none"> • Match visual representation to words/phrases • Read everyday signs, symbols, schedules, and school-related words and phrases • Respond to Wh-questions related to illustrated text 	<p>5. Key vocabulary in all five WIDA standards. <i>(Entering and Beginning)</i></p> <p>6. How to identify what they understand in their core content subjects <i>(Entering and Beginning)</i></p>	<p>7. Dictionary usage: L1/L2.</p> <p>In addition to the above, <i>Beginning</i> students will:</p> <ol style="list-style-type: none"> 1. Write and complete a form and application with personal information 2. Write an expository paragraph about their family using a model 	<p>information and using role plays. <i>(Entering)</i></p> <p>7. Listen to the song, “We Are Family” and follow along with lyrics in English. <i>(Entering and Beginning)</i></p> <p>8. Creating/labeling a family tree. <i>(Entering and Beginning)</i></p> <p>9. Faculty visitations <i>(Entering and Beginning)</i></p> <p>10. Completion of personal information forms to be distributed to teachers <i>(Beginning)</i></p>	<p>7. Q/A for visiting staff and guest speakers.</p>

Unit Title: Unit 1: My Own World (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> Use references (e.g. picture dictionaries, bilingual glossaries, technology) Read signs and symbols on a map <p><i>(Beginning)</i></p> <ul style="list-style-type: none"> Organize information presented in visuals Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations <p>Write: <i>(Entering)</i></p> <ul style="list-style-type: none"> Provide personal information on forms read orally Produce short answer responses to oral questions with visual support Supply missing words in short sentences <p><i>(Beginning)</i></p> <ul style="list-style-type: none"> Make content-related lists of words, phrases or expressions Complete reports from 				

Unit Title: Unit 1: My Own World (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
templates <ul style="list-style-type: none"> • Formulate yes/no, choice and WH-questions from models • Correspond for social purposes 				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices National Geographic series: <u>Edge</u> [Fundamentals]: textbook, workbook, online software access [hbedge.net]. National Geographic series: <u>Edge</u> [Fundamentals]: supplemental library paperback readers (i.e. <u>Families</u> by Ann Morris.) National Geographic series: Inside the USA. Great Writing Foundations with audio and companion websites. ESL Reading Smart software and website Appropriate and current websites Visiting staff and guest speakers. You Tube: "We Are Family" song recording			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings 1. Adjust curriculum to basic target language terms and "chunks" to meet the specialized needs of newcomers with no language skills in English and/or in their heritage language. 2. Peer support in L1. 3. Increased visuals and images. 4. Dictionary usage: L1/L2.	

Unit Title: Places

Targeted Standards: WIDA Standards: #1: Social and Instructional language, #2: The language of Language Arts, #5: The language of Social Studies.

CCCS: RL9-10.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 RL9-10.2: Determine a theme or central idea of a text and analyze in detail the 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.
 RL9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
 RL9-10.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed to the text.
 RI3.7: Analyze how the author unfolds a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
 RI4.7: 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.
 RI5.7: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Unit Objectives/Conceptual Understandings: (Students will understand that) Students will be able to identify and describe places in the community and associated activities. Students will be able to read a map: school or local or state.

Essential Questions: Where do I live in Edison? Where is New Jersey located? What and who are in my community? How do I get to school and shopping? How do I follow directions on a map? What is a neighborhood? Am I a good neighbor?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Summative assessments, formative assessments, Projects: write about their neighborhood, write about where they live in Edison. Draw and label a basic map of their neighborhood. Map out their class schedule. Kinesthetically walk around their high school to get from point A to a point B. Students will keep a journal using past tense to describe community places they have gone to and activities they have done.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
Listening <i>(Entering)</i> <ul style="list-style-type: none"> Identify places from oral statements, and visuals <i>(Beginning)</i> <ul style="list-style-type: none"> Match oral descriptions to visually represented, 	1. What makes up a neighborhood <i>(Entering)</i> 2. An understanding of basic map concepts. <i>(Entering and Beginning)</i> 3. How to read a map. <i>(Entering and Beginning)</i> 4. Their house locations and street directions. <i>(Entering)</i>	In the target language, <i>Entering</i> students will: 1. Identify names of places in a neighborhood and their functions 2. Identify and locate areas of interest on a map 3. Ask and answer yes/no	1. Students will make their own books of photographs and/or clip art displaying parts of their neighborhood and Edison, NJ. <i>(Entering and Beginning)</i> 2. Students will be given a large street map of Edison, NJ and they will find the location of key buildings and landmarks.	1. Observation rubric. 2. Formative assessment. 3. Summative assessment. 4. <i>Do Now</i> or <i>Ticket Out</i> slips. 5. Q/A for visiting

Unit Title: Places (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> content-related examples Sequence visuals according to oral directions <p>Speak: <i>(Entering)</i></p> <ul style="list-style-type: none"> Answer yes/no or choice questions within context of lessons Name pre-taught vocabulary Repeat words, short phrases and memorized chunks of language <p><i>(Beginning)</i></p> <ul style="list-style-type: none"> Describe places Ask Wh-questions to clarify meaning Give features of content-based material Characterize regions shown in illustrations <p>Read: <i>(Entering)</i></p> <ul style="list-style-type: none"> Match visual representation to words/phrases Respond to Wh-questions related to 	<p><i>and Beginning)</i></p> <p>5. Who the people are in their community and where they work [locating places on a map.] <i>(Entering)</i></p> <p>6. How to use the simple past tense. <i>(Beginning)</i></p> <p>7. Transitions of sequence in oral and written directions <i>(Beginning)</i></p>	<p>and <i>Where</i> questions</p> <p>In addition to the above, <i>Beginning</i> students will:</p> <ol style="list-style-type: none"> 1. Interpret information presented visually, orally, or quantitatively 2. (i.e., charts, graphs, diagrams, interactive elements on web pages). 3. Describe information from the illustrations [or maps] of a grade appropriate text, reading, or website. 4. Locate information in grade-appropriate print or digital sources. 5. Use the simple past tense to describe their activities and visits to local places in Edison. 	<p><i>(Entering and Beginning)</i></p> <p>Students will be guided to write its name and glue it on the correct location on the map. They can use this source as a guideline. <i>(Entering)</i></p> <ol style="list-style-type: none"> 3. Students will use their own language ability and willingness to speak in target language to point to a location on their maps and generate a simple sentence using that understood information. <i>(Entering)</i> 4. Find their own house and/or apartment on their map using guided vocabulary on directionality. <i>(Entering and Beginning)</i> 5. Using sentence starters and a model, students will compare and contrast their neighborhoods in their home country to Edison. <i>(Entering)</i> 6. Students will write a compare/contrast paragraph comparing their neighborhoods in their home country to Edison. <i>(Beginning)</i> 	<p>staff and guest speakers</p> <p>6. Student progress tracker (adapted from www.brainpopesl.com)</p> <p>7. Observe work progress on individual student maps.</p>

Unit Title: Places (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> • illustrated text • Use references (e.g. picture dictionaries, bilingual glossaries, technology) • Read signs and symbols on a map <p><i>(Beginning)</i></p> <ul style="list-style-type: none"> • Organize information presented in visuals • Follow multi-step instructions supported by visuals or data • Match data or information with its source • Match sentence-level descriptions to visual representations <p>Write: <i>(Entering)</i></p> <ul style="list-style-type: none"> • Label content-related diagrams/pictures from word/phrase banks • Produce short answer responses to oral questions with visual support • Supply missing words in short sentences <p><i>(Beginning)</i></p> <ul style="list-style-type: none"> • Make content-related 				

Unit Title: Places (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> • lists of words, phrases or expressions • Complete reports from templates • Formulate yes/no, choice and WH-questions from models • Compose short expository pieces 				
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices National Geographic series: <u>Edge</u> [Fundamentals]: textbook, workbook, online software access [hbedge.net]. National Geographic series: <u>Edge</u> [Fundamentals]: supplemental library paperback readers (i.e. <u>Families</u> by Ann Morris.) National Geographic series: Inside the USA. <u>Great Writing Foundations</u> with audio and companion websites. <u>ESL Reading Smart</u> software and website Appropriate and current websites Visiting staff and guest speakers. Website: www.brainpopesl.com, www.everythingsl.net Individual maps for students: school map, Edison map, New Jersey map</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <ol style="list-style-type: none"> 1. Adjust curriculum to basic target language terms and “chunks” to meet the specialized needs of newcomers with no language skills in English and/or in their heritage language. 2. Peer support in L1. 3. Increased visuals and images. 4. Dictionary usage: L1/L2. 5. Modifications will be made to accommodate IEP mandate for classified students. 	

Unit Title: Global Village

Targeted Standards: WIDA Standards: #1: Social and Instructional language, #2: The language of Language Arts, #4: The language of Science, #5: The language of Social Studies.

CCCS: RI9-10.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL9-10.2: Determine a theme or central idea of a text and analyze in detail the 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.

RI9-10.3: Analyze how the author unfolds analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects such as mystery, tension and surprise.

RI4.7: 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.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W. 9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SL.9-10.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL. 9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.

SL. 9-10.5: Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.4a: 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 a phrase.

Unit Objectives/Conceptual Understandings: (Students will understand that)

Essential Questions: What makes us the same? What makes us different? How does my environment affect my choices? How do my choices affect my environment?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Summative assessments, formative assessments, Projects: Descriptive writing piece on a cultural tradition or event, presentation and written report on an extreme weather event, Earth Day presentation on how to reduce, reuse, and recycle.

Unit Title: Global Village (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Listening (<i>Entering</i>)</p> <ul style="list-style-type: none"> Identify information on charts or tables based on oral description Group visuals by common traits named orally <p>(<i>Beginning</i>)</p> <ul style="list-style-type: none"> Match oral descriptions to visually represented, content-related examples Identify main idea after listening to extended oral discourse <p>Speak: (<i>Entering</i>)</p> <ul style="list-style-type: none"> Answer yes/no or choice questions within context of lessons Name pre-taught vocabulary Repeat words, short phrases and memorized chunks of language <p>(<i>Beginning</i>)</p> <ul style="list-style-type: none"> Describe places and events Ask Wh-questions to 	<ol style="list-style-type: none"> Names of weather conditions in the target language (<i>Entering</i>) Types and causes of extreme weather conditions (<i>Entering and Beginning</i>) How our actions affect the environment (<i>Beginning</i>) Names of popular, multicultural foods in target language (<i>Entering</i>) Names of clothing apparel in target language (<i>Entering</i>) How to understand a weather report (<i>Entering and Beginning</i>) How to use sensory adjectives in descriptive writing. (<i>Entering and Beginning</i>) How to scan for information while reading (<i>Entering and Beginning</i>) How to determine what is important in nonfiction to understand main idea (<i>Beginning</i>) Structure of a persuasive paragraph. (<i>Beginning</i>) Using modals (e.g. <i>should</i>) and transitions in 	<p>In the target language, <i>Entering</i> students will:</p> <ol style="list-style-type: none"> Identify current weather conditions and temperature Identify extreme weather conditions and discuss causes. Identify clothing worn in different weather conditions. Answer Yes/No and Wh-Questions after viewing a weather report, or reading from a web site. Identify and use sensory adjectives in simple sentences. <p>In addition to the above, <i>Beginning</i> students will:</p> <ol style="list-style-type: none"> Research and discuss extreme weather events in the U.S. (e.g. Hurricane Sandy) Report on ways to keep our environment clean Compare and contrast foods and eating habits across cultures Summarize and identify main ideas of a weather report using technical vocabulary. Identify and use sensory adjectives in descriptive paragraphs. Organize a persuasive writing piece using appropriate 	<ol style="list-style-type: none"> Give daily weather reports using visual cues (<i>Entering</i>) Group students with more proficient learners. (<i>Entering and Beginning</i>) View an online weather report and ask students yes/no and Wh-questions to check understanding (<i>Entering</i>) View documentary on extreme weather and ask students yes/no and Wh-questions to check understanding (<i>Entering and Beginning</i>) Read and summarize informational articles and personal accounts on extreme weather events. (<i>Beginning</i>) Design posters and write persuasive paragraphs on saving the environment. (<i>Entering and Beginning</i>) Express likes and dislikes of popular foods. (<i>Entering</i>) Plan a trip using online resources while completing a “travel form”, and decide what to pack based on weather conditions. (<i>Entering and Beginning</i>) Write 3 descriptive sentences describing a cultural tradition. (<i>Entering</i>) 	<ol style="list-style-type: none"> Formative assessment. Summative assessment. <i>Do Now</i> or <i>Ticket Out</i> slips. Earth Day presentation on how to reduce, reuse, and recycle. Presentation and report on extreme weather events Descriptive writing about a cultural tradition or event Persuasive writing environmental piece

Unit Title: Global Village (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> clarify meaning Give features of content-based material <p>Read: <i>(Entering)</i></p> <ul style="list-style-type: none"> Match visual representation to words/phrases Respond to Wh-questions related to illustrated text Use references (e.g. picture dictionaries, bilingual glossaries, technology) <p><i>(Beginning)</i></p> <ul style="list-style-type: none"> Organize information presented in visuals Follow multi-step instructions supported by visuals or data Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences <p>Write: <i>(Entering)</i></p> <ul style="list-style-type: none"> Label content-related diagrams/pictures from 	<p>persuasive writing, <i>(Beginning)</i></p>	<p>transitions and persuasive language.</p>	<p>10. Write a 5 – 7 sentence descriptive paragraph describing a cultural tradition. <i>(Beginning)</i></p>	

Unit Title: Global Village (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> word/phrase banks Produce short answer responses to oral questions with visual support Supply missing words in short sentences <p><i>(Beginning)</i></p> <ul style="list-style-type: none"> Make content-related lists of words, phrases or expressions Complete reports from templates Compose short expository pieces 				
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices National Geographic series: <u>Edge</u> [Fundamentals]: textbook, workbook, online software access [hbedge.net]. National Geographic series: <u>Edge</u> [Fundamentals]: supplemental library paperback readers (i.e. <u>Families</u> by Ann Morris.) National Geographic series: Inside the USA. <u>Great Writing Foundations</u> with audio and companion websites. <u>ESL Reading Smart</u> software and website Appropriate and current websites Weatherchannel.com Brainpop.com</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <ol style="list-style-type: none"> 1. Adjust curriculum to basic target language terms and “chunks” to meet the specialized needs of newcomers with no language skills in English and/or in their heritage language. 2. Peer support in L1. 3. Increased visuals and images. 4. Dictionary usage: L1/L2. 	

Unit Title: Immigrant Experiences

Targeted Standards: WIDA Standards: #1: Social and Instructional language, #2: The language of Language Arts, #3: The language of Mathematics, #5: The language of Social Studies.

CCCS: RL9-10.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL9-10.2: Determine a theme or central idea of a text and analyze in detail the 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.

RL9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RL9-10.6: Determine an author's point of view or purpose in a text and explain how it is conveyed to the text.

RI3.7: Analyze how the author unfolds a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI4.7: 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.

RI5.7: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W. 9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SL.9-10.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL. 9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.

SL. 9-10.5: Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.4a: 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 a phrase.

Unit Objectives/Conceptual Understandings: (Students will understand that) Students will demonstrate the ability to explain what an immigrant is. Students will understand the unique experiences that an immigrant has had. Students will understand they are not alone in their immigrant experiences. Students will read, write and become familiar with famous immigrants and their achievements.

Essential Questions: What is an Immigrant? What are the special experiences of an immigrant to the USA? How do immigrants survive today in the USA? Who are famous immigrants that have been beneficial to the American culture?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Unit assessment, reading project on selected novel, writing activity on immigration, immigration project on researching a famous immigrant.

Unit Title: Immigrant Experiences (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Listening (<i>Entering</i>)</p> <ul style="list-style-type: none"> Point to features or people named orally Identify places from oral statements and visuals <p>(<i>Beginning</i>)</p> <ul style="list-style-type: none"> Match oral descriptions to visually represented, content-related examples Sort oral language statements according to time frames <p>Speak: (<i>Entering</i>)</p> <ul style="list-style-type: none"> Answer yes/no or choice questions within context of lessons Name pre-taught vocabulary Repeat words, short phrases and memorized chunks of language <p>(<i>Beginning</i>)</p> <ul style="list-style-type: none"> Describe places and events Ask Wh-questions to clarify meaning Give features of 	<ol style="list-style-type: none"> The definition of an immigrant (<i>Entering and Beginning</i>) The skills and talents that famous immigrants have brought and offered in the USA. (<i>Beginning</i>) Their own immigrant experiences are unique and special. (<i>Entering and Beginning</i>) Surviving as an immigrant can be both rewarding and challenging. (<i>Entering and Beginning</i>) Strategies for reading and comprehending a novel in the target language (<i>Beginning</i>) Literary elements such as character, setting, plot, conflict, and theme. (<i>Beginning</i>) Protocols of book discussion (<i>Beginning</i>) 	<p>In the target language, <i>Entering</i> students will:</p> <ol style="list-style-type: none"> Recount their own immigration experiences by answering Yes/No or Wh-questions Choose, research, write a report, and present information about a famous immigrant using sentence starters <p>In addition to the above, <i>Beginning</i> students will:</p> <ol style="list-style-type: none"> Recount their own immigration experiences in a narrative paragraph Share with peers their ability to initially survive in a new country with a new culture and new language. Choose, research, write a report, and present information about a famous immigrant. Identify characters, setting, plot, conflict and theme while reading <u>Anne Frank</u>. Identify and analyze various types of conflict in literature Participate in and analyze group discussion after 	<ol style="list-style-type: none"> Compose a narrative paragraph and share with class their own immigration experiences. (<i>Beginning</i>) Choose and research one famous immigrant. (<i>Beginning</i>) Give a brief oral presentation using the Promethean board on that chosen famous immigrant. (<i>Beginning</i>) Create and present a personal timeline of preparing, and moving to Edison, NJ. (<i>Entering</i>) Create a timeline of a famous immigrant. (<i>Beginning</i>) Read the novel: <u>Anne Frank</u> and discuss each chapter's events. Create a timeline of Anne Frank's life while in hiding. Answer select key questions on novel reading. (<i>Beginning</i>) Keep an ongoing character chart of how Anne Frank changes during her time in hiding (<i>Beginning</i>) Write an essay explaining and analyzing conflicts in the Secret Annex. (<i>Beginning</i>) Write entries in a reflective reading journal (<i>Beginning</i>) Participate in a Socratic seminar discussion following the 	<ol style="list-style-type: none"> Formative assessment. Summative assessment. <i>Do Now</i> or <i>Ticket Out</i> slips. Q/A for visiting staff and guest speakers who can share their own immigrant experiences. Writing pieces <u>Anne Frank</u> Reading Journal Socratic Seminar

Unit Title: Immigrant Experiences (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> content-based material Characterize issues, situations, regions shown in illustrations Use speaking strategies Suggest ways to resolve issues or pose solutions <p>Read: <i>(Entering)</i></p> <ul style="list-style-type: none"> Respond to Wh-questions related to illustrated text Use references (e.g. picture dictionaries, bilingual glossaries, technology) <p><i>(Beginning)</i></p> <ul style="list-style-type: none"> Organize information presented in visuals Locate main ideas in a series of related sentences Answer questions about explicit information in texts <p>Write: <i>(Entering)</i></p> <ul style="list-style-type: none"> Produce short answer responses to oral 		reading <u>Anne Frank</u>	reading of <u>Anne Frank</u> . <i>(Beginning)</i>	

Unit Title: Immigrant Experiences (cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> • questions with visual support • Supply missing words in short sentences <p><i>(Beginning)</i></p> <ul style="list-style-type: none"> • Complete reports from templates • Compose short expository and narrative pieces • Take notes using graphic organizers or models • Formulate yes/no, choice and Wh-questions from models 				
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>National Geographic series: <u>Edge</u> [Fundamentals]: textbook, workbook, online software access [hbedge.net]. [Specifically: Unit 4: Survival].</p> <p>National Geographic series: <u>Edge</u> [Fundamentals]: supplemental library paperback readers (i.e. <u>Families</u> by Ann Morris.)</p> <p>National Geographic series: Inside the USA.</p> <p><u>Great Writing Foundations</u> with audio and companion websites.</p> <p><u>ESL Reading Smart</u> software and website</p> <p>Appropriate and current websites</p> <p>Visiting staff and guest speakers.</p> <p>Novel: <u>Anne Frank: The Diary of a Young Girl</u></p> <p>Promethean board: images of famous immigrants</p> <p>Interactive tour of Ellis Island(http://teacher.scholastic.com/activities/immigration/tour/)</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <ol style="list-style-type: none"> 1. Adjust curriculum to basic target language terms and “chunks” to meet the specialized needs of newcomers with no language skills in English and/or in their heritage language. 2. Peer support in L1. 3. Increased visuals and images. 4. Dictionary usage: L1/L2. 	