

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

“Speak a new language so that the world will be a new world.” -Rumi

Department of English as a Second Language
Paula Paredes-Corbel, Supervisor

Curriculum Committee
Yacqueline Cruz
Michelle Land

Curriculum Developed:
July 2019

Date of Board Approval:
August 20, 2019

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Table of Contents

Section	
Mission Statement.....	3
Affirmative Action Statement.....	3
Education Goals	4
Introduction.....	5
Curriculum Pacing Chart	6
Unit I: Getting Started in a New Academic Setting.....	7
Unit II: Homes Around the World.....	11
Unit III: The Art of Expression.....	16
Unit IV: Discover the Past	20
Unit V: The Living World Around Us.....	25
Unit VI: True Self.....	30
Appendix A.....	35

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum

EDUCATIONAL GOALS
VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum

Introduction

The primary goal of Randolph Township Schools' English as a Second Language (ESL) curriculum is to deepen student understanding of the language and culture of their new homeland. This curriculum is intended to provide our linguistically and culturally diverse students with a foundation for their success in our schools and community. It enables students who are non-native speakers of English to effectively use content knowledge and skills to develop within their new linguistic community. With academic language development and successful social communication as its goals, the ESL program addresses the needs of its growing population of English Language Learners (ELLs) from around the globe.

This curriculum aligns the WIDA (World Class Instructional Design and Assessment) standards and the NJ Student Learning Standards within the Understanding by Design framework. It integrates the six levels of English language proficiency within the language domains of listening, speaking, reading and writing. According to WIDA, its English language development standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools in the following areas: Social and Instructional, Language Arts, Mathematics, Science, and Social Studies. These five areas provide the foundation of this curriculum.

The Beginner ESL program at Randolph Middle School provides instruction in English to non-native speakers of English who are at a beginning level of English fluency. It will reinforce and develop vocabulary, develop listening and speaking comprehension skills as well as writing and reading a variety of texts in English. These skills will allow the student to become successful academically as well as in social interactions, thus enriching our student body.

Placement in Beginner ESL is based on scores from a state mandated language assessment along with the ESL teacher recommendation.

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum
Curriculum Pacing Chart**

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
3 weeks	I	Getting Started in a New Academic Setting
5 weeks	II	Homes around the World
8 weeks	III	Art of Expression
8 weeks	IV	Discover the Past
6 weeks	V	The Living World Around Us
6 weeks	VI	True Self

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit I: Getting Started in a New Academic Setting

TRANSFER: Students will be able to communicate effectively with classmates and use new vocabulary to understand new surroundings.		
<p>STANDARDS / GOALS:</p> <p>WIDA: Standard 1: English Language Learners communicate for social and instructional purposes within the school setting.</p> <p>Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p> <p>NJSLS for ELA: RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Personal information helps when meeting new people in a new environment.	<ul style="list-style-type: none"> • What do you do when you meet new people?
	School policies, procedures, protocol and interpersonal communication are important skills necessary to assimilate in a new academic setting.	<ul style="list-style-type: none"> • What are the best ways to assimilate and become successful in a new academic setting?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to: (based on ELP levels in Appendix)
	Personal information helps with knowing more about a person and their background.	<p>Introduce and present information about themselves, such as name, age, birth date, address, and country of origin.</p> <p>Compare and contrast themselves to classmates using personal information.</p> <p>Explain information about themselves and others.</p>

Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum

Unit I: Getting Started in a New Academic Setting

<p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Appropriate methods of interpersonal communication are culturally determined and help to create an easier transition into a new academic setting.</p> <p>Important information about school policies, procedures, and protocol will be helpful to their assimilation and adaption into school in Randolph.</p> <p>Valuable resources help students to succeed in a new academic setting.</p> <p>Domain specific vocabulary is used to describe people, locations, resources, and school expectations.</p> <p>Technology has appropriate and accepted uses when in a new academic setting.</p> <p>A noun is a person, place, thing, animal or idea.</p> <p>A verb can be an action word.</p> <p>Readers listen to details to gain better insight on the topic.</p>	<p>Evaluate and utilize appropriate methods of interpersonal communication.</p> <p>Search for and comprehend school policies, procedures, and protocol.</p> <p>Name, list, and describe school resources.</p> <p>Define and categorize vocabulary necessary to describe a new academic setting.</p> <p>Evaluate and define appropriate uses for technology in an academic setting.</p> <p>Use nouns correctly in a sentence when communicating about themselves.</p> <p>Use verbs to communicate about things they like to do, (e.g. <i>I like to read</i>).</p> <p>Listen to details to gain a better understanding of a text or discussion.</p>
--	--	---

Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum

Unit I: Getting Started in a New Academic Setting

	<p>Readers use strategies to read and remember new words.</p> <p>Writers use capital letters at the beginning of sentences and names of places, people, and things.</p> <p>VOCABULARY: name, birth date, address, policy, country, technology</p>	<p>Use strategies to recall and say new words.</p> <p>Write simple sentences with capitalization.</p>
--	---	---

ASSESSMENT EVIDENCE: Students will show their learning by:

- Answering and presenting personal information about themselves.
- Listing resources in the school that help them academically.
- Using domain specific vocabulary to compare and contrast themselves to others.

KEY LEARNING EVENTS AND INSTRUCTION:

- Read the school policies and classroom rules.
- Use bilingual dictionaries and translators to get familiar with English.
- Define and use new vocabulary words.
- Listen to rules for technology uses in an academic setting.
- Illustrate and present information about themselves.
- Use TPR to understand new vocabulary.
- Use images and realia to build background knowledge.

Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum

Unit I: Getting Started in a New Academic Setting

SUGGESTED TIME ALLOTMENT	3 weeks
SUPPLEMENTAL UNIT RESOURCES	Articles on personal information Videos about personal introductions School and classroom rules

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit II: Homes Around the World

TRANSFER: Students will be able to expand their vocabulary and knowledge of English conventions in order to learn and convey information about different living arrangements around the world.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>WIDA: Standard 1: English Language Learners communicate for social and instructional purposes within the school setting.</p> <p>Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>People have different lifestyles and live in different regions.</p>	<ul style="list-style-type: none"> • How are homes different depending on their location?
<p>Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p>	<p>The United States is made up of regions where people, homes, and living varies.</p>	<ul style="list-style-type: none"> • How are the parts of the United States similar and different?
<p>NJSLS for ELA: Reading Literature: RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Informational Text:</p>	<p><u>KNOWLEDGE</u> Students will know:</p>	<p><u>SKILLS</u> Students will be able to: (based on ELP levels in Appendix)</p>
	<p>The world is made of water and land.</p> <p>Parts of the Earth were created as a result of historical events.</p>	<p>Identify landforms and bodies of water around the world.</p> <p>Recognize and discuss changes that have happened to the Earth over time.</p>

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit II: Homes Around the World

<p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>Writing: W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Speaking and Listening: SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>The United States is made up of a variety of places with different people, cultures, and lifestyle.</p> <p>There are many famous Americans that have made an impact.</p> <p>Biographies tell about a person's life.</p> <p>Facts are true statements and opinions are someone's beliefs.</p> <p>Informational text has facts.</p> <p>Text features, e.g. captions, help readers better comprehend a text.</p> <p>Asking questions leads to better understanding of a topic.</p> <p>Classifying ideas can help a reader remember important information while reading.</p>	<p>Identify the regions of the United States, e.g. West, Midwest, Northeast, Southeast, and Southwest.</p> <p>Compare and contrast the different regions of the United States.</p> <p>Read and identify facts about the life of famous Americans.</p> <p>Write a biography about a famous person.</p> <p>Identify and write facts and opinions.</p> <p>Use facts when writing information that is true.</p> <p>Identify labels, highlighted words, and captions when reading a text.</p> <p>Build questions using who, what, where, and when.</p> <p>Use a graphic organizer to classify information from a text.</p>
---	---	---

Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum

Unit II: Homes Around the World

<p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>Language: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Parts of speech have rules that aid in effective communication and comprehension.</p> <p>Multisyllabic words have patterns of consonants and vowels.</p> <p>There are many strategies we can use to learn a new word.</p> <p>High frequency words help readers strengthen reading fluency.</p> <p>Readers listen to details to gain better insight on the topic.</p> <p>Writers follow a plan when responding to a prompt.</p>	<p>Write proper nouns with capitalization.</p> <p>Identify actions using a verb.</p> <p>Write simple sentences with a noun and verb.</p> <p>Identify and use a noun and verb when speaking and writing.</p> <p>Use adjectives to describe a noun when speaking and writing.</p> <p>Use strategy of breaking up syllables to read longer unknown words.</p> <p>Choose the best strategy to learn new words.</p> <p>Recall high frequency words when reading.</p> <p>Listen to details to gain a better understanding of a text or discussion.</p> <p>Follow the writing steps to complete a prompt.</p>
--	--	--

**Randolph Township Schools
 Randolph Middle School
 Beginner English as a Second Language Curriculum**

Unit II: Homes Around the World

	<p>VOCABULARY: region, geography, map, states, explore, miles, culture, cowboy, survive, bodies of water, landform, sea, near</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Identifying the different regions of the United States. • Reading and answering questions using a biography. • Creating a biography about a famous person in history. • Sorting common and proper nouns. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Read and listen to text. • Answer comprehension questions about different places in the world. • Discuss and elaborate on the history of America and their own native country. • Compare America to their native country. • Identify and explore informational text. • Use TPR to understand new vocabulary. • Use images and realia to build background knowledge. 		
SUGGESTED TIME ALLOTMENT	8 weeks	
SUPPLEMENTAL UNIT RESOURCES	<i>Inside Fundamentals 2: unit 7</i> , Moore, Short et al. National Geographic/Cengage Learning, 2014 (textbook) Online videos about American regions	

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit II: Homes Around the World

	Online videos of landforms and bodies of water Online illustrated maps of the United States Brainpop Brainpop ESL
--	--

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit III: The Art of Expression

TRANSFER: Students will be able to express themselves and communicate through different types of literature, i.e. plays, poems, comics, short stories.		
<p>STANDARDS / GOALS:</p> <p>WIDA: Standard 1: English Language Learners communicate for social and instructional purposes within the school setting.</p> <p>Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p> <p>NJSLS for ELA: Reading Literature: RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Authors can use a wide range of modalities to express themselves through literature.	<ul style="list-style-type: none"> • What are the different types of literature writers use for expression?
	Effective communication relies on the usage of proper form.	<ul style="list-style-type: none"> • How does the audience influence how people communicate?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to: (based on ELP levels in Appendix)
	Literature helps writers express their ideas, thoughts, and feelings.	<p>Identify types of literature, such as short stories, poems, myths, plays, and comics.</p> <p>Compare and contrast different types of literature.</p>

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit III: The Art of Expression

<p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Informational Text: RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>Writing: W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Myths have been used to describe and explain natural and supernatural phenomena.</p> <p>There are methods to finding and citing textual evidence to support analysis of a text.</p> <p>Plays, comics, and short stories have different forms and appeal to different audiences.</p> <p>Readers use story elements to better understand a text.</p> <p>Readers can identify a theme or central idea of a text using story elements and character traits.</p> <p>Phrases of time tell about when and where a setting is happening.</p>	<p>Relate myths to different natural and supernatural phenomena.</p> <p>Identify, cite, and analyze textual evidence.</p> <p>Differentiate between plays, comics, and short stories.</p> <p>List story elements: characters, setting, and plot.</p> <p>Identify the beginning, middle, and end of a story using a graphic organizer.</p> <p>Identify character traits to learn more about characters in a story.</p> <p>Identify or determine a general theme or idea of a text using clues from the text.</p> <p>Tell a story using appropriate phrases of time.</p>
--	---	---

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit III: The Art of Expression

<p>Speaking and Listening: SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors.</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>	<p>Commands tells someone to do something.</p> <p>Verbs have tenses that show time.</p> <p>Diphthongs are two letters that make a new sound.</p> <p>Synonyms are words that have similar meanings.</p> <p>Readers listen to details to gain a better insight on a topic.</p> <p>Writers use short stories to write about real life or made up events.</p> <p>Writers use different conventions of standard English capitalization, punctuation, and spelling.</p>	<p>Use commands when speaking and writing.</p> <p>Identify the time represented by a verb.</p> <p>Identify and pronounce the sound of two vowels together (e.g. oy, oo, aw, au, oi, ou, ow, al, all, ew).</p> <p>Use synonyms to expand vocabulary when speaking and writing.</p> <p>Listen to details to gain a better understanding of a text or discussion.</p> <p>Write short stories with story elements, beginning, middle, and end.</p> <p>Use a writing plan to create a short story.</p> <p>Use punctuation, capitalization, and correct word forms when writing.</p>
---	---	--

**Randolph Township Schools
 Randolph Middle School
 Beginner English as a Second Language Curriculum**

Unit III: The Art of Expression

<p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>VOCABULARY: ancient, characters, plot, content, greedy, plot, setting, traits, idea, each, made</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Identifying story elements when reading a text. • Completing a story map with setting, characters, plot, beginning, middle, and end. • Creating a short story with characters, setting, and a plot. • Sorting words with different diphthongs. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Read short stories, plays, and comics to compare and contrast. • Say and recall diphthong sounds. • Match story elements from different texts. • Use TPR to understand new vocabulary. • Use images and realia to build background knowledge. 		
<p>SUGGESTED TIME ALLOTMENT</p>	<p>8 weeks</p>	
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p><i>Inside Fundamentals 2: unit 5</i>, Moore, Short et al. National Geographic/Cengage Learning, 2014 (textbook) Brainpop ESL Brainpop History.com Videos about Ancient Greece</p>	

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit IV: Discover the Past

TRANSFER: Students will be able to apply knowledge of history to engage in discussion on relevant issues.		
<p>STANDARDS / GOALS:</p> <p>WIDA: Standard 1: English Language Learners communicate for social and instructional purposes within the school setting.</p> <p>Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</p> <p>NJSLS for ELA: Reading Literature: RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	History tells a story of the past which helps us to understand the present.	<ul style="list-style-type: none"> • Why do we study the past?
	Good citizenship requires adherence to laws.	<ul style="list-style-type: none"> • What makes someone a good citizen?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to: (based on ELP levels in Appendix)
	<p>Most countries, throughout recent and distant history, have experienced periods of change that have had an impact on citizens and immigrants.</p> <p>An immigrant needs to adapt to their host country in order to successfully assimilate and thrive.</p>	<p>Analyze the effects of immigration on a region of the world during a specific period of time.</p> <p>List strategies for becoming familiar with a new country and its people.</p>

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit IV: Discover the Past

<p>Informational Text:</p> <p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>Writing:</p> <p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by</p>	<p>The United States government is made up of three major parts.</p> <p>Timelines help readers learn and understand important events from the past.</p> <p>The United States Flag has different parts with different representations.</p> <p>Readers can use different resources to learn about the past, i.e. magazines, books, photographs, movies, or media.</p> <p>Making comparisons incorporates the use of specific vocabulary words i.e. alike, same, both, unlike, different, and but.</p> <p>A pronoun is used to take the place of a noun.</p>	<p>Describe their own experience living in a new country and present it to the class.</p> <p>Name and explain the different parts of the United States Government.</p> <p>Use a timeline to understand past events and answer questions about the past.</p> <p>Identify the United States Flag and its parts.</p> <p>Define the meaning of the parts of the flag of the United States.</p> <p>Participate in discussions using information from different resources.</p> <p>Compare two or more topics, events, people, or things.</p> <p>Recall and use pronouns when speaking and writing.</p>
---	---	--

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit IV: Discover the Past

<p>planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>Speaking and Listening: SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors.</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>Object pronouns should match the subject pronouns.</p> <p>Past tense verbs are used when talking about the past events.</p> <p>Some irregular verbs have spelling changes when used in the past tense.</p> <p>The letter y can have three sounds when it's at the end of a word.</p> <p>Readers listen to details to gain better insight on a topic.</p> <p>Writers use a range of different conventions of standard English capitalization, punctuation, and spelling.</p> <p>Writers use facts, examples, and other details to explain their ideas.</p>	<p>Match subject and object pronouns.</p> <p>Match present and past verbs.</p> <p>Use past tense verbs when writing and talking about the past.</p> <p>Match the correct present and past irregular verbs.</p> <p>Read and write words that end in y.</p> <p>Listen to details to gain a better understanding of a text or discussion.</p> <p>Write an expository essay using comparison transition words.</p> <p>Write an expository passage with a topic sentence, details, and facts.</p>
--	--	--

**Randolph Township Schools
 Randolph Middle School
 Beginner English as a Second Language Curriculum**

Unit IV: Discover the Past

<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>VOCABULARY: news, words, much, along, question, before, miss, example, ever, back, declared, freedom, government, laws, power</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Matching past and present tense verbs, including irregular verbs. • Recalling the different parts of the United States government. • Using a timeline to answer comprehension questions about past events. 		

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit IV: Discover the Past

- Completing a comparison chart about two topics using comparison transition words.
- Comparing two things using details and graphic organizers.

KEY LEARNING EVENTS AND INSTRUCTION:

- Read articles and short stories about United States Government in the past and present.
- Watch media related to governments.
- Discuss and elaborate on the importance of governments and the responsibilities of a citizen.
- Compare and contrast past events to the present.
- Write about past events using correct English conventions.
- Use TPR to understand new vocabulary.
- Use images and realia to build background knowledge.

SUGGESTED TIME ALLOTMENT	8 weeks
SUPPLEMENTAL UNIT RESOURCES	<i>Inside Fundamentals 2: unit 4</i> , Moore, Short et al. National Geographic/Cengage Learning, 2014 (textbook) History.com https://www.ducksters.com/history/us_government.php https://www.elcivics.com/civics.html http://www.everythingsl.net/downloads/U.S_flag.pdf Brainpop ESL Brainpop Islcollective.com

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit V: The Living World Around Us

TRANSFER: Students will be able to use research skills to gather data in order to engage in discourse on a topic.		
<p>STANDARDS / GOALS:</p> <p>WIDA: Standard 1: English Language Learners communicate for social and instructional purposes within the school setting.</p> <p>Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard 3: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Math.</p> <p>Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p>NJSLS for ELA: Reading Literature: RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Informational Text:</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Water is a resource that makes life possible on earth.	<ul style="list-style-type: none"> • How does water make life possible?
	Living things all have a unique habitat with different resources.	<ul style="list-style-type: none"> • What are ecosystems and how are they different?
	It's important to protect the environment by keeping the Earth clean.	<ul style="list-style-type: none"> • How does contamination affect the living cycle?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to: (based on ELP levels in Appendix)
Water is the main resource that makes life possible.	Discuss and evaluate the importance of water for all living things.	
The life cycle of living things has different stages.	Compare and contrast the stages of living things.	
There are many kinds of animals on our planet.	Name different types of animals and their habitats.	

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit V: The Living World Around Us

<p>RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>Writing: W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>An ecosystem is a group of living and nonliving things that work together.</p> <p>An opinion is a personal thought and a fact is a true statement.</p> <p>Adjectives describe a noun.</p> <p>Adverbs are used to modify or describe a noun, in relation to place, time, circumstance, manner, cause, or degree.</p> <p>Opinion words help and can add emphasis when giving an opinion.</p> <p>Details give readers extra information about a topic.</p> <p>Text features help readers better understand what they are reading.</p>	<p>Identify and classify living and nonliving things in the same ecosystem.</p> <p>Use facts and opinions to discuss a topic when speaking and writing.</p> <p>Use adjectives to describe a place and its surroundings.</p> <p>Use adverbs to answer <i>how</i> questions.</p> <p>State their opinions on a variety of subjects using words such as must, think, should, and believe.</p> <p>Listen to details to gain a better understanding of a text or discussion.</p> <p>Describe a given topic when reading and writing using details in the description.</p> <p>Identify and use labels, captions, pictures, and highlights when reading about a topic.</p>
---	---	--

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit V: The Living World Around Us

<p>W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>Speaking and Listening: SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors.</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Using multiple and varied resources when studying a topic gives the research more comprehensive results.</p> <p>Writers use facts to give information and details on a topic.</p> <p>Writers use opinions to discuss what they think or how they feel about a given topic.</p> <p>There are procedures for presenting information (claims, findings) orally in a logical and effective manner.</p> <p>VOCABULARY: habitats, mountains, found, forest, pond, soil, survive, ecosystem, cycle, living, nonliving</p>	<p>Use different resources to seek information on a scientific matter.</p> <p>Write a research paper on a scientific topic.</p> <p>Write expository passages using their opinions and thoughts.</p> <p>Present information orally, effectively, and meaningfully.</p>
---	--	---

**Randolph Township Schools
 Randolph Middle School
 Beginner English as a Second Language Curriculum**

Unit V: The Living World Around Us

<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
---	--	--

ASSESSMENT EVIDENCE: Students will show their learning by:

- Classifying living things in an ecosystem.
- Labeling and explaining the cycle of living things.
- Using adjectives to describe nouns.
- Researching information on a given topic.
- Writing and opinions facts about a given topic.

KEY LEARNING EVENTS AND INSTRUCTION:

- Use TPR to understand new vocabulary.
- Use images and realia to build background knowledge.
- Label parts of the Earth and living things.
- Read information about a living thing on Earth.
- Use videos to understand ecosystems and habitats around the world.

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit V: The Living World Around Us

SUGGESTED TIME ALLOTMENT	6 weeks
SUPPLEMENTAL UNIT RESOURCES	<i>Inside Fundamentals 2: unit 3</i> , Moore, Short et al. National Geographic/Cengage Learning, 2014 (textbook) Longman Science Brainpop ESL Brainpop http://www.sciencekids.co.nz/ www.islcollective.com https://www.youtube.com/watch?v=SNF8b7KKJ2I https://www.neok12.com/Ecosystems.htm

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit VI: True Self

TRANSFER: Students will be able to apply knowledge of essential health concepts into healthy actions for life.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>WIDA: Standard 1: English Language Learners communicate for social and instructional purposes within the school setting.</p> <p>Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard 3: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Math.</p> <p>Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</p> <p>NJSLS for ELA: Reading Literature: RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the</p>	Taking care of your body benefits your physical, mental, and social benefits.	<ul style="list-style-type: none"> • How does mental and emotional development impact all components of wellness?
	Setting goals helps with creating a healthy relationship with others and oneself.	<ul style="list-style-type: none"> • How can we keep positive relationships with others?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to: (based on ELP levels in Appendix)
	The human body has different parts and each part has its own function.	Name the parts of the human body.
A routine is important for a healthy mental and physical lifestyle.	Explain the functions of each part of the human body.	
Giving advice to others is a way to help guide them in their future.	Discuss a healthy daily routine for in and out of school.	
	Create a personal routine for health and wellness.	
	Give good advice to others using personal experiences.	

Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum

Unit VI: True Self

<p>impact of a specific word choice on meaning and tone.</p> <p>Informational Text: RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>Writing: W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Sports have evolved over time.</p> <p>A procedure is a series of actions done in a specific order or manner.</p> <p>One purpose of present tense verbs is to tell what happens on a daily or ongoing basis.</p> <p>The letters C and G make a hard and soft sound when they are next to e, i, or y.</p> <p>Words have silent consonant spellings such as wr, kn, gn, and mb.</p> <p>Object pronouns must match the subject pronoun (i.e., me, you, him, her, it, us, them).</p> <p>Synonyms are words that have similar meaning as another word in the same language.</p> <p>Antonyms are words that have opposite meaning.</p>	<p>Be receptive to advice and suggestions about personal health.</p> <p>Give examples of how sports have changed through time.</p> <p>Create a procedure for a specific purpose using steps or making a list.</p> <p>Use present tense verbs to discuss day-to-day activities.</p> <p>Read and write words with the hard and soft C or G.</p> <p>Sort words with soft G and hard G, soft C and hard C.</p> <p>Read and write words with silent consonant spelling.</p> <p>Use the correct object pronouns when writing and speaking.</p> <p>Identify and match synonyms.</p> <p>Identify and match antonyms.</p>
--	--	--

Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum

Unit VI: True Self

<p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>Speaking and Listening: SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors.</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Readers use main ideas and details to comprehend a text.</p> <p>Readers use text features to gain additional information about a text.</p> <p>Listening to details leads to a more thorough understanding of what is being said or read.</p> <p>Writers use transitional words to create order and sequence to their work.</p> <p>VOCABULARY: skeleton, heart, lungs, muscles, stomach, nerves, brain, athletic, compete, female, male, photograph, habits, routine</p>	<p>Create graphic organizers to keep track of main ideas and details while reading a text.</p> <p>Examine a map, table, or figure to gain additional information about a text.</p> <p>Listen to details to gain a better understanding of a text or discussion.</p> <p>Use transitional words when writing about a procedure.</p>
---	--	---

**Randolph Township Schools
 Randolph Middle School
 Beginner English as a Second Language Curriculum**

Unit VI: True Self

<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Listing the steps to a routine or procedure. • Naming and explaining the function of different body parts. • Discussing the importance of healthy choices. • Applying knowledge about physical, social, emotional and intellectual dimensions of wellness when speaking or writing. • Listing a serious of steps in the correct order. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Use TPR to understand new vocabulary. • Use images and realia to build background knowledge. • Label parts of the human body. • Match body parts and their function. • Identify and create healthy choices for a positive healthy lifestyle. 		

**Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum**

Unit VI: True Self

SUGGESTED TIME ALLOTMENT	6 weeks
SUPPLEMENTAL UNIT RESOURCES	<i>Inside Fundamentals 2: unit 6</i> , Moore, Short et al. National Geographic/Cengage Learning, 2014 (textbook) https://www.teach-this.com/general-activities-worksheets/parts-of-the-body Islcollective.com https://kidshealth.org/en/kids/bodymovies.html Youtube Brainpop ESL Brainpop

Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum

APPENDIX A

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally Match everyday oral information to pictures, diagrams, or photographs Group visuals by common traits named orally (e.g., "These are polygons.") Identify resources, places, products, figures from oral statements, and visuals 	<ul style="list-style-type: none"> Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions 	<ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<ul style="list-style-type: none"> Distinguish between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> Interpret cause and effect scenarios from oral discourse Make inferences from oral discourse containing satire, sarcasm, or humor Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) Evaluate intent of speech and act accordingly 	
SPEAKING	<ul style="list-style-type: none"> Answer yes/no or choice questions within context of lessons or personal experiences Provide identifying information about self Name everyday objects and pre-taught vocabulary Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH- questions to clarify meaning Give features of content-based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Compare/contrast features, traits, characteristics using general and some specific language Sequence processes, cycles, procedures, or events Conduct interviews or gather information through oral interaction Estimate, make predictions or pose hypotheses from models 	<ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> Give multimedia oral presentations on grade-level material Engage in debates on content-related issues using technical language Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") Negotiate meaning in pairs or group discussions 	

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.

Randolph Township Schools
Randolph Middle School
Beginner English as a Second Language Curriculum

	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"> Match visual representations to words/phrases Read everyday signs, symbols, schedules, and school-related words/phrases Respond to WH- questions related to illustrated text Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic contexts Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in texts Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 	<ul style="list-style-type: none"> Interpret grade-level literature Synthesize grade-level expository text Draw conclusions from different sources of informational text Infer significance of data or information in grade-level material Identify evidence of bias and credibility of source 	
WRITING	<ul style="list-style-type: none"> Label content-related diagrams, pictures from word/phrase banks Provide personal information on forms read orally Produce short answer responses to oral questions with visual support Supply missing words in short sentences 	<ul style="list-style-type: none"> Make content-related lists of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH- questions from models Correspond for social purposes (e.g., memos, e-mails, notes) 	<ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g., rubrics) 	<ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports 	<ul style="list-style-type: none"> Produce research reports from multiple sources Create original pieces that represent the use of a variety of genres and discourses Critique, peer-edit and make recommendations on others' writing from rubrics Explain, with details, phenomena, processes, procedures 	

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.