Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

"Never judge someone by the way he looks or a book by the way it's covered;
for inside those tattered pages, there's a lot to be discovered."
Stephen Cosgrove

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

Curriculum Committee
Nancy Black
Luke Mason

Curriculum Developed:
August 2019

Date of Board Approval:
September 3, 2019

Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

Table of Contents

Section

Randolph Township Schools
Randolph Middle School
High-Intensity 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

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
High-Intensity English as a Second Language Curriculum

Introduction

RMS High-Intensity ESL is a multifaceted, comprehensive practice designed to give English Language Learners (ELLs) access to equitable instruction. Students will be participants in a pedagogical approach that is rooted in and responsive to student cultural needs and learning, and the simultaneous development of language, standards-based concepts, and analytical practices.

Students will be actively engaged via literacy-based discourse and dialogue with culturally relevant topics of current concern and interest and apply close reading strategies and 21st century research and writing to actively construct meaning and connect with others. Students will learn to respond thoughtfully and critically to culturally inspired fiction, nonfiction, and visual images and messages, including print and electronic media. RMS ELLs will grow intellectually, socially, and emotionally as they self-reflect and consider enduring understandings and essential questions.   Additionally, through the use of mentor texts and modeling, instruction will develop authentic vocabulary usage in writing, speaking, and listening thus fostering a love of the English language while simultaneously celebrating and maintaining homeland cultural identity.

To achieve these targets and goals, the course will be guided by the New Jersey State Learning Standard, WIDA (World Class Instructional Design and Assessment) and goals established by the Randolph Township Board of Education.

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

Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
8 weeks	I	Expository Nonfiction Reading and Writing
6 weeks	II	Fictional Short Story Reading and Writing
8 weeks	III	Narrative Nonfiction Reading and Writing
8 weeks	IV	Novels, Book Clubs, and Literary Analysis
6 weeks	V	Feature Article – Research and Journalism

Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

Unit I: Expository Nonfiction Reading and Writing

TRANSFER: Students will apply nonfiction close reading strategies, glean relevant evidence, and construct an evidence-based expository response supporting a claim.		

STANDARDS / GOALS:	**ENDURING UNDERSTANDINGS**	**ESSENTIAL QUESTIONS**
WIDA: Standard 1: English Language Learners communicate in English for social and instructional purposes within the school setting. Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. Standard 3: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics. Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science. Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	Features of nonfiction texts guide reading and aid comprehension.	• How are facts organized in expository nonfiction?
	Audience and purpose affect the structure of expository nonfiction.	• How does audience and purpose influence the author's writing?
	Expository writing uses evidence to convey ideas.	• How do writers introduce, support, and develop a topic?
	Effective use of language has the power to support a claim.	• How can a writer use words to support a claim?
	KNOWLEDGE **Students will know:**	**SKILLS** **Students will be able to:** (based on ELP levels in Appendix)
NJSLS for ELA: 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. 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.	Differences exist between various text features in expository nonfiction.	Differentiate between fiction and nonfiction. Use text features, such as headings, subheads, sidebars, captions, and images to aid in comprehension.

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 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. RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 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. 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). 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. W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 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. W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Authors write expository nonfiction for various purposes. Context clues may be used to determine word meaning. The organizational structure of an expository written response includes restatement of the question, textual evidence, explanation of evidence, and closing sentence.	Use a table of contents, index, glossary, and appendix to aid in reading comprehension. Identify the author's purpose and cultural influences. Acknowledge how the author's point of view or purpose influences the reader. Track central ideas to provide an objective summary. Participate in partner and small group discussions to uncover deeper meanings of texts. Use targeted learning strategies, such as main idea finding, summarizing, and surrounding language to aid in acquiring new word meaning. Craft a topic sentence/claim via identifying and restating key words and phrases from the question. Include textual evidence to support topic sentence/claim.

Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

Unit I: Expository Nonfiction Reading and Writing

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 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. W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 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. 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. 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. L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	The writing process is not complete without significant revision and editing. An argument should be supported by facts to present a claim or point of view. Positive perspectives exist for most issues.	Explain how textual evidence supports topic sentence/claim. Craft a closing summary statement. Analyze, draft, and revise the writing piece as needed. Argue by selecting words and phrases to represent a claim or point of view. Interpret a speaker's verbal and nonverbal messages. Infer meaning of nonverbal messages and gestures. Evaluate pros and cons of an issue. Verbally persuade classmates via debate. Justify and support claims.

vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Speaking and listening in pairs and small groups aids in reading comprehension and overall understanding.	Practice speaking with a partner then address broader audience to present a topic. Listen for understanding, recognizing importance of verbal and non-verbal messages.
	KEY TERMS: fiction, nonfiction, inform, main idea, details, summary, author, purpose, heading, subhead, title, subtitle, appendix, glossary, table of contents, caption, graph, table, chart	

ASSESSMENT EVIDENCE: Students will show their learning by:

- Writing (via scaffolded structures, if needed: cloze sentences/gap fills) sentences, paragraphs, essays.
- Reading to identify the main idea.
- Writing in dialogue journal for social/emotional response to prompts.
- Completing five-column vocabulary chart.
- Crafting constructed written responses.
- Participating in pair/small group discussions.
- Interpreting verbal and non-verbal cues and verbally responding.

Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

Unit I: Expository Nonfiction Reading and Writing

KEY LEARNING EVENTS AND INSTRUCTION:	
- Model the writing process. - Model close reading strategies. - Pre-learn academic vocabulary and complete five-column chart. - Write sentences, paragraphs or essays. - Recognize text elements of nonfiction versus fiction. - Identify the author's purpose and supply text evidence.	
SUGGESTED TIME ALLOTMENT	**8 weeks**
SUPPLEMENTAL UNIT RESOURCES	www.CommonLit.org NewsELA Saddleback nonfiction hi/low texts RIGOR Kahoot Quizlet

Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

Unit II: Fictional Short Story Reading and Writing

TRANSFER: Students will read, analyze, draw connections and craft short stories based on personal experience.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
WIDA: Standard 1: English Language Learners communicate for social and instructional purposes within the school setting. Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	The choices people and characters make impact themselves and their surroundings.	• How do characters' choices impact their world?
	Through reading fictional short stories, students can better understand themselves and the world around them.	• How do readers create meaning from text? • How is culture reflected in fictional writing?
NJSLS for ELA: 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.	Fictional narrative writing derives from personal experience that utilizes specific story elements.	• How is personal experience connected to fictional writing and why is it vital?
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. RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	**KNOWLEDGE** **Students will know:**	**SKILLS** **Students will be able to:** (based on ELP levels in Appendix)
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. 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.	Character choices will influence outcomes of a short story.	Consider how choices have consequences; recall decisions and resulting consequences and recount to a partner.

Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

Unit II: Fictional Short Story Reading and Writing

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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. | Readers utilize a variety of comprehension strategies to monitor meaning such as inferring, questioning, and visualizing.

Short fiction enables society to learn about cultures, characters, and personal feelings. | In a cloze sentence, sentence, paragraph or essay, compare own choices and lives with those of the character.

Apply a variety of comprehension strategies in order to monitor and gain meaning.

Employ reading strategies to identify the sequence of events in a story.

Retell segment (jigsaw protocol) of a story.

Physically interpret a story or segment.

Write a summary of a story, complete plot chart, or create a storyboard using images and sentence fragments/words.

Contribute in collaborative discussion on a part or whole of a story. (Differentiate portion of text required and level of task.)

Write a journal entry to compare cultural identities represented in text. |

Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

Unit II: Fictional Short Story Reading and Writing

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.	Characters can present qualities that society shares.	Compare and contrast characters to self and society.
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	An author provides a point of view.	Identify the author's point of view that informs the values and morals inferred in the text.
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		Recognize that cultural values differ.
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		Recognize importance of family in the shaping of cultural perspectives and values, as compared with those presented in the text.
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.		
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Lyrics and songs can represent themes in literature, e.g., love, disappointment, longing, loss.	Complete cloze sentences when listening to lyrics or student recitation, related to themes presented in the text.
		Analyze and verbally express theme in cultural/musical poetry.
	Authors utilize personal experience when crafting fiction.	Generate a narrative from a small personal moment and expand upon it.
	All stories have settings, characters, and follow a plot structure.	Craft a short story with setting and character development that follows a plot structure.

14

Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

Unit II: Fictional Short Story Reading and Writing

	In text, verb tenses signal sequences of events.	Identify sequence of story events based on verb tenses. Identify and synthesize various verb tense agreements.
	An audio version of a short story requires listening strategies to aid comprehension.	Listen for understanding using an audio version of a short story. Replay an audio version of a short story, taking notes or drawing images to summarize plot. Comprehend a mentor text via a teacher-led "read-and-think aloud."
	Text evidence is necessary to support a point of view or claim.	Craft a sentence, paragraph, or essay to support a claim using text evidence from a short story.
	Irregular verbs can follow patterns.	Define, identify, and synthesize irregular verb usage.

Unit II: Fictional Short Story Reading and Writing

	KEY TERMS: reflection, insight, evidence, text, narrative, cultural capital, plot, sequence, decision, consequence, theme, value, point of view, complex sentence, trait, setting, irregular verb, spelling patterns	

ASSESSMENT EVIDENCE: Students will show their learning by:

- Numbering story topic sentences to sequence events of plot.
- Matching images with vocabulary.
- Using coordinating conjunctions to connect sentences and thoughts.
- Comparing character traits in story to traits of self or others.
- Creating a storyboard to identify important events of story.
- Writing a narrative essay, paragraph, or sentence.
- Finding text evidence and using correct conventions to support a claim.
- Using grammar and diction effectively to express an idea, spoken or written.
- Listening to audio biography of authors to connect authors' background to their fiction.

KEY LEARNING EVENTS AND INSTRUCTION:

- Read literature and identify plot, characters, theme, and moral.
- Use culturally relevant topics and relate to sense of self.
- Generate fictional narrative based on personal experience.

SUGGESTED TIME ALLOTMENT	**6 weeks**
SUPPLEMENTAL UNIT RESOURCES	**Resources:** *Mother and Daughter* by Gary Soto

Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

Unit II: Fictional Short Story Reading and Writing

	Baseball Saved Us by Ken Mochizuki
	Saddleback hi-lo readers
	Plot/character graphic organizer
	Self-exploration graphic organizer
	Self- vs. character-trait comparison graphic organizer
	Skill Sharpeners, levels I, II, and III
	English Grammar workbook, by Betty Azar

Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

Unit III: Narrative Nonfiction Reading and Writing

TRANSFER: Students will demonstrate comprehension of narrative nonfiction via close reading and crafting an original memoir.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
WIDA: Standard 1: English Language Learners communicate in English for social and instructional purposes within the school setting. Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	Life challenges, experiences, and environment affect a person's growth and character.	• How does conflict shape character? • What happens when cultures interact?
Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	Memoir writing derives from personal experience that incorporates specific story elements.	• How does a meaningful small-moment memory become a written memoir?
NJSLA for ELA:	**KNOWLEDGE** **Students will know:**	**SKILLS** **Students will be able to:** (based on ELP levels in Appendix)
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. 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. 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).	Authors use various points of view in narrative nonfiction. Culture influences a person's life choices and challenges. Readers utilize a variety of comprehension to monitor meaning such as predicting, inferring, questioning, and visualizing.	Classify various points of view authors can use in narrative nonfiction. Determine the influence of culture on a person's life choices and challenges Apply a variety of comprehension skills in order to monitor and gain meaning.

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Life events occur in a sequence that can be retold in a biography.	Synthesize ideas and events using adverbial cues such as first, next, then, and finally.
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.	Charts, graphs, and timelines can be used to supplement a text.	Label/annotate charts, graphs, and timelines.
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Writing a memoir requires an authentic look at one's culture, religion, and experiences.	Write an autobiographical essay or create an annotated graphic to describe one's self.
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.		
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.	Providing important factual information about a person's life is essential in memoir writing.	Write a memoir using factual information.
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).	Asking meaningful questions is important when participating in oral classroom discussion.	Ask meaningful questions of their peers using full sentences.
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	Open-ended questions require complete thoughts and sentences as responses.	With a word or phrase bank, explain by using short-answer responses to open-ended questions.
W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Active listening requires skills and practice.	Listen to dictations of Nobel Prize winner biographies and complete gap fill.
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.		

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 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. W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 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. 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. 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. 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.	**KEY TERMS:** inspiration, memoir, biography, autobiography, timeline, sequence, illustration, icon, cultural capital, adverbs of time, transitions, verb tenses, identity, self-reflection, traits, individuality, position, justification	

Unit III: Narrative Nonfiction Reading and Writing

ASSESSMENT EVIDENCE: Students will show their learning by: • Writing a memoir or creating a graphic representation of a memoir. • Labeling/annotating charts, graphs, timelines. • Recounting important events in a sequence. • Using and reviewing rubrics to guide outcome. • Conferencing with teachers and peers. • Creating an autobiographical timeline related to transformative events. **KEY LEARNING EVENTS AND INSTRUCTION:** • Read memoirs on cultural icon or figures important to student homelands. • Foster investigation and discussion through inquiry groups and literature circles. • Ask relevant questions. • Use personal dictionaries. • Explore social media. • Set goals and reflect on learning. • Document conceptual understandings though semantic maps. • Self-assess on self-awareness and self-discovery.	

SUGGESTED TIME ALLOTMENT	8 weeks
SUPPLEMENTAL UNIT RESOURCES	Memoirs of inspiration Journaling related to social/emotional themes Personal bias related to culture and upbringing Biography related to homeland Biography related to cultural icons Memoir details anchor chart *Marshfield Dreams* by Ralph Fletcher

Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

Unit IV: Novels, Book Clubs, and Literary Analysis

TRANSFER: Students will strengthen analytical skills via academic discourse, explanatory writing, and self-reflection.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
WIDA: Standard 1: English Language Learners communicate for social and instructional purposes within the school setting. Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science. Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	Literary analysis examines a topic and conveys ideas, concepts, and synthesis of information.	• Why is it important to analyze literature?
	Cultural, political, technological, and environmental changes affect a society.	• Why does a reader relate to fiction? • How do adversity, setting, and culture influence character and society?
	Authors deliver a message to the reader through their story telling.	• How can an author's writing be influenced by culture?
NJSLS: 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. 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. RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	**KNOWLEDGE** **Students will know:**	**SKILLS** **Students will be able to:** (based on ELP levels in Appendix)
	Readers utilize a variety of comprehension skills to monitor meaning such as predicting, inferring, questioning, and visualizing.	Apply a variety of comprehension skills in order to monitor and to gain meaning.

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.	Context clues may be used to determine word meaning, and they can determine appropriate definition from reference sources.	Use context clues and/or reference materials to determine appropriate meanings.
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.	The author's message is not always explicit.	Interpret an author's message via text evidence.
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.		Infer meaning of text.
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.		Recognize different points of view.
W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Analytical responses include restatement of the question, an answer to the question(s), textual support, and a closing statement.	Write an analytical response that includes all the required elements in order to express their understanding of a text.
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.		
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	The human experience is shared among us; we develop ourselves when we collaborate with others.	Collaborate with classmates to explore themes in literature.
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		Empathize with a character and compare traits of their own with those of the characters.

23

Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

Unit IV: Novels, Book Clubs, and Literary Analysis

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.	Declarative and interrogative sentences have different word order.	Recognize the basic word order of declarative and interrogative sentences.
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.		Apply rules of grammar when writing different types of sentences.
SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		Craft deeper literature-based discussion questions.
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	A complete sentence must have a subject and verb, as well as correct punctuation.	Classify sentences that adhere to correct punctuation, grammar, and form versus sentence fragments.
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Digital media are important for presentations and writing.	Use digital media to create a presentation.
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		Generate questions for classmates.
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.		
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**KEY TERMS:** analytical response**,** punctuation, context clues, restatement, collaboration, declarative, interrogative, author's message, digital media, evidence, reflection, empathy, self-diagnose errors	

High-Intensity English as a Second Language Curriculum

Unit IV: Novels, Book Clubs, and Literary Analysis

ASSESSMENT EVIDENCE: Students will show their learning by:

- Interpreting an author's message.
- Applying reading strategies.
- Creating a PowerPoint presentation.
- Speaking for an academic presentation.
- Listening to spoken language and responding appropriately.

KEY LEARNING EVENTS AND INSTRUCTION:

- Read using comprehension strategies and support guides.
- Scaffold instruction based on proficiency levels.
- Provide reading supports and sentence stems.
- Use plot charts and graphic organizers to interpret readings.
- Self-assess comprehension and goal setting.

SUGGESTED TIME ALLOTMENT	8 weeks
SUPPLEMENTAL UNIT RESOURCES	*A Good Read: Developing Strategies for Effective Reading,* Cenage Learning
	E-books
	Digital libraries
	Selection recordings
	Building background videos
	Online extension activities
	Plot chart

Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

Unit V: Feature Article - Research and Journalistic Writing

TRANSFER: Students will research a chosen topic, analyze pertinent information from a variety of sources, and organize their writing from a chosen angle and text features.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
WIDA: Standard 1: English Language Learners communicate for social and instructional purposes within the school setting. Standard 2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. Standard 4: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science. Standard 5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	Audience, purpose, and desired outcome affect the structure of the research paper.	• How do audience, purpose, and desired outcome affect how a writer conducts research?
	Explanatory writing uses researched facts to convey ideas.	• How does research enhance informative communication?
	Culture informs worldview and perspective and should be acknowledged and valued.	• How do worldviews, observations, and perspectives on a topic influence one's thinking?
NJSLS for ELA: 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. 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. 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).	**KNOWLEDGE** **Students will know:**	**SKILLS** **Students will be able to:** (based on ELP levels in Appendix)
	Reading informational text requires specific close reading strategies.	Apply close reading strategies such as activating and connecting to background knowledge, asking questions, inferring, visualizing, determining importance, and paraphrasing.

Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

Unit V: Feature Article - Research and Journalistic Writing

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 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. RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 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. 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). W.6.1. Write arguments to support claims with clear reasons and relevant evidence. W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 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. W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Conducting research is a process that includes selecting a topic, source evaluation, note-taking, organizing subtopics, citing sources, revising and editing, and publishing a final draft. Paraphrasing of information from sources is necessary to avoid plagiarism. Differentiating between fact and opinion is an essential skill when evaluating text. Global issues affect social and economic change, including important people who remain in their homelands. Irregular past-tense verbs can follow spelling patterns.	Craft an informational piece by following and implementing each step of the research process. Paraphrase information from research sources. Comprehend research information and discriminate between fact and opinion. Explore solutions to a global issue and empathize to craft a solution. Research a UN Goal and then develop a plan to help mitigate the problem. Make a poster to identify solutions to global issues that impact students here and relatives in their homelands. Apply knowledge of irregular verb spelling patterns then use such verbs in context. Synthesize written and verbal irregular verb usage.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 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. W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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. 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. SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Varied sentence types and lengths, as well as varied vocabulary help a writer to illustrate, clarify, and elaborate on a topic, as well as engage a reader. Determining a speaker's key message or a thesis requires active listening. Multisyllabic words have patterns of consonants and vowels. Writers use different conventions of standard English capitalization, punctuation, and spelling.	Synthesize a variety of sentence types, including imperative, interrogative, and declarative; include independent/dependent clauses, prepositions, adverbs and phrases to engage a reader. Synthesize targeted written vocabulary. Listen to a classmate present a topic to identify the key message or thesis. Listen to stress patterns in multi-syllabic words to recognize patterns. Practice speaking using English stress patterns via clapping on stressed syllables. Recognize basic conventions and mechanics of standard English and use appropriately in sentences, paragraphs or essays. After peer review, self-assess use of appropriate conventions.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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. L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**KEY TERMS:** culture, prewrite, draft, revise, edit, publish, text features, graph, caption, image, subheading, side bar, paraphrase, and writer's angle, irregular verbs, spelling patterns	

ASSESSMENT EVIDENCE: Students will show their learning by:

- Demonstrating writing as a process using prewriting, drafting, reviewing, editing, and publishing.
- Using reference materials to revise writing: bilingual dictionaries, thesaurus, online resources.
- Conducting research using digital sources.
- Publishing written work after peer review.
- Presenting a topic using verbal (emphasis, transitions, stress) and nonverbal (posture, eye contact, pause) cues.

KEY LEARNING EVENTS AND INSTRUCTION:

- Peer review and self-assess written work.
- Use graphic organizers and outlines to elaborate and organize ideas for writing.
- Feature articles related to teen social and emotional learning.

SUGGESTED TIME ALLOTMENT	6 weeks
SUPPLEMENTAL UNIT RESOURCES	Print and digital resources from native language *First Steps in Academic Writing,* Longman Academic Writing Series *Weaving It Together,* National Geographic Learning *Reading for Today Themes,* National Geographic Learning Saddleback hi-lo readers

Randolph Township Schools
Randolph Middle School
High-Intensity English as a Second Language Curriculum

APPENDIX A
WIDA Can Do Descriptors

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• 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	• 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	• 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	• 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	• 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	**Level 6 - Reaching**
SPEAKING	• 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	• 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	• 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	• 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)	• 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
High-Intensity English as a Second Language Curriculum

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• 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)	• 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	• 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	• 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	• 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	**Level 6 - Reaching**
WRITING	• 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	• 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)	• 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)	• 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	• 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.