ENGLISH AS A SECOND LANGUAGE
GRADES 6 – 8

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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INTRODUCTION

English as a Second Language (ESL) is a developmental program of instruction mandated by the State Department of Education for students who have been identified through testing to have limited English proficiency. The program provides instruction in the English language and the American culture for English learners in Grades 6-8. The goal of instruction is to facilitate English language development and to help English learners develop the skills necessary to become active and successful participants in content-area classrooms where language development and social and academic success are paramount. The ESL curriculum is an integrated curriculum designed to prepare English learners to meet the following standards: TESOL (Teachers of English to Speakers of Other Languages), WIDA (World-Class Instructional Design and Assessment) Standards, and the New Jersey Student Learning Standards for English Language Arts. Student placement in ESL courses is based upon requirements set forth by the State of NJ.

PHILOSOPHY

The Ewing Public Schools' ESL program enables English learners (ELs) to gain long-term personal, social and academic success in the United States. Non-English speaking students arriving in the United States have often been separated from all that is familiar: family, friends, school, home, culture and the use of their own language in the greater community.

The education of the ELs is the responsibility of the Ewing Public Schools community. The ESL program does not relinquish responsibility for our ELs at the end of the ESL instructional period. With the help of ESL teachers, classroom content area teachers provide comprehensible input while the students are in the mainstream class by adopting Sheltered English Instruction strategies. Content area teachers have been trained in differentiating instruction and modified materials are provided for all beginning ESL students to be used throughout the school day.

The Ewing Public Schools ESL program strives to:

- Develop English learners' command of English in the language domains: listening, speaking, reading and writing
- Incorporate content into language and literacy development for students, so that they are prepared to meet the required language and content objectives in content area classes and on state-mandated assessments
- Facilitate success in the mainstream/content area classroom
- Measure success by multiple criteria
- Ease the transition of new ELs from one culture to another
- Provide instruction to ensure the ELs demonstrate growth in reading, writing, and mathematics proficiency from year to year
- Plan effective English language instruction for ELs which meets the New Jersey Student Learning Standards and the WIDA Standards
- Establish home/community exchanges of cultural information
- Enrich the instruction activities of the mainstream student population
- Use language to communicate in culturally sensitive ways
- Teach American culture

ESL METHODS AND TECHNIQUES

Using this curriculum guide as a foundation, the ESL teacher, in the role of decision maker, selects the specific method or technique best suited to reach a particular objective. The teacher uses an eclectic approach, drawing upon his or her experience and knowledge of teaching and learning while responding to the English proficiency level of each student and his/her immediate social and academic needs. ESL teachers are sensitive to the differences between what the students are taught and what they bring to class, so lessons and teaching methods are student-centered, based on each student's individual English language needs. Instruction of ELs may include any or all of the following:

Sheltered English Instruction (SEI):

"Sheltered English Instruction (SEI) is a planning process that helps teachers provide English learners with grade-level content instruction by adapting lesson activities to the English proficiency level of individual students" (NJDOE). Through the use of SEI, English learners can be integrated into classrooms with their English-speaking peers and work toward meeting expectations outlined in the New Jersey Student Learning Standards and Next Generation Science Standards.

SEI promotes the use of clear, direct, and easy-to-understand language and a wide range of scaffolding strategies to communicate understanding of content in mathematics, science, social studies, and language arts to students. SEI activities require teachers to analyze lesson content to determine the academic language that must be taught to make content accessible for ELs. SEI methods require teachers to build background knowledge, connect new content to students' prior knowledge, provide time for interaction and collaboration among students, integrate explicit language and vocabulary instruction relevant to content learning, and emphasize the use of many types of instructional strategies including cooperative learning, differentiated instruction, and thematic study.

Cooperative Learning:

Cooperative learning activities give students opportunities to work in groups and share their knowledge. These learning activities are characterized by three components: positive interdependence, individual accountability, and face-to-face interaction. Cooperative learning helps ELs develop social and oral language skills. It motivates ELs to learn English, which helps them become an integral part of the class community, and it has the ability to help students become more confident in social situations.

<u>Differentiated Instruction</u>:

The ESL curriculum strives to implement differentiated instruction in order to meet the WIDA standards. Students must have access to a variety of scaffolded and leveled materials that enable them to learn the same topics being taught in the mainstream classroom. Texts, computer resources, and assessments are modified as needed.

<u>Thematic Approach</u>:

ESL teachers include topics or themes in their lesson planning that incorporate the WIDA standards. Topic or theme-related language and concepts may be spiraled over a period of time, ensuring their conceptualization. Students are continually expected to communicate in all four language domains: listening, speaking, reading and writing.

<u>Technology</u>:

Chromebooks and other forms of technology can be integral in providing ELs with valuable language experiences as they learn a new language. ESL teachers should offer ELs a language-rich environment in which students are constantly engaged in language activities. The Chromebook can act as a tool to increase verbal exchanges, develop content area vocabulary and improve reading and writing skills. Students should be exposed to language learning software and websites, which may be utilized at home and in school.

Interactive whiteboards can also play a major part of hands-on interactive ESL instruction. Interactive whiteboards provide students with visual support that all ESL students need. In addition, they provide a way for teachers to anonymously survey students' understanding of the material being taught.

<u>Reader's Workshop for ELs</u>:

Reader's workshop blends whole group instruction, small needs-based groups, and individual conferring to guide students through the application of basic reading comprehension strategies. Teachers of ELs are familiar with the reader's and writer's workshop, which have been utilized in Ewing elementary and middle schools. Although setting up a reader's workshop classroom in the ESL classroom may not be feasible, ESL teachers can adapt some of the best practices present within the workshop framework. These strategies are as follows:

- Determining What is Important - Identifying themes and diminishing focus on less important ideas or pieces of information (i.e. ten-minute mini-lesson focused on one specific topic or strategy).

- Immediate Application – Provide time for students to independently apply the skill of focus from the mini-lesson, at which time the ESL teacher can float among students and provide guidance as needed.

- Small Group Instruction – While students work independently, the teacher can work with a small group to re-teach a skill, pre-teach something, reinforce a previous concept, or accelerate learning for students ready to move ahead.

- Immediate Targeted Feedback – As students work independently or in small groups, the ESL teacher can provide praise, redirection, or feedback immediately.

PARENT/GUARDIAN INVOLVEMENT

Involving parents/guardians of English learners (ELs) is not only mandated by the New Jersey Department of Education, but is an integral part of a successful ESL program. The ESL teachers should serve as a resource for classroom teachers and administrators since they are the professionals with training in multicultural awareness, and ESL parents/guardians should be valued as an important addition to the cultural heritage of the school.

Meetings between ESL and classroom teachers and with the parents/guardians of ELs should be held in order to discuss the goals of the ESL program, the school's culture, and the expectations of the ESL and content area teachers. These meetings may be held during Back-to-School Night, middle school team meetings, or during an individual parent-teacher conference with the student's guidance counselor and teachers. Communication between home and school should be meaningful and must be accessible to all parents/guardians. Volunteers of different language backgrounds should be invited to collaborate in these meetings in order to help those parents/guardians with little or no English. Translations of important school information must be offered when possible.

ESL teachers should endeavor to provide resources and information that will help parents/guardians understand how their child/children can improve skills and meet class expectations. The parents/gurdians of our linguistically and culturally diverse students can be invited to visit the ESL classroom so they can see and understand what is involved in developing their children's English language and academic skills.

Parents/Guardians of ELs shall receive the following correspondence over the school year. This correspondence will be translated into home languages when possible. Copies of parent correspondence will be kept in each student's ESL file.

- Eligibility Letter: An entry letter will be sent to parents of students who are eligible and enrolled in ESL class.
- ACCESS Test Letter and Report: This letter will inform parents of their child's state-mandated ACCESS for ELLs 2.0 test results.
- Continuation Letter: This letter will be given to parents to advise that their child will be continuing in the ESL program.
- Exit Letter: This letter will be given to parents when a student meets the criteria to exit ESL. Students will need this letter in order to deregister form ESL and enroll in another class. If an exit letter is not sent by the district, parents may write a letter declining services, which will deregister their child from ESL. In the event that a parent declines ESL services, New Jersey code requires the student to continue participating in ACCESS testing until he/she meets the district's criteria to exit ESL.

ENTRY, MONITOR STATUS AND EXIT CRITERIA FOR THE ESL PROGRAM

Entry Criteria for the ESL Program

Eligibility for the ESL program is based on the results of the following measures:

- WIDA Measure of Developing English Language (WIDA MODEL) assessments are approved by the New Jersey Department of Education and can be administered to screen students who enter the district whose first language is other than English. Students whose score falls below the competent and fluent levels will be placed in an ESL class.
- ACCESS for ELLs 2.0 test results from the previous school year
- Participation in an ESL program in another school district
- Arrival to the United States from a country where Standard English is not the first language

Monitor Criteria for the ESL Program

Students who meet the criteria for exit from the ESL program are placed on a monitor status for a minimum of two years and offered support with content area classes. ESL teachers work with content area teachers to ensure a successful transition from the ESL program. In the event that a teacher wants to recommend re-entry into ESL, that request must be submitted to the district ESL supervisor for review. Re-entry into ESL can only be granted by the county superintendent.

Exit Criteria for the ESL Program

Students enrolled in the ESL Program will be tested annually with the ACCESS for ELLs 2.0 language proficiency assessment to determine their level of English language proficiency. The district goal, as determined by the State, is for all students to show growth of at least one proficiency level. Students who score at or above 4.5 are evaluated for exit from the ESL program.

ESL – Grades 6-8
Integrated Reading and Writing Units of Study
Pacing: Approximately 4-6/6-8 weeks per unit
(including assessments and projects)

Why are these units important?
Within each unit of study, students will be exposed to a balance of high-quality informational texts and literature. Texts within each unit align with grade level text complexity requirements as communicated through the New Jersey Student Learning Standards, and lessons will help students build necessary reading and writing skills toward college and career readiness for all English language proficiency levels. Students will become familiar with conversational and academic vocabulary and will conduct close, analytical reading with complex texts. Students will develop the skills necessary to organize narrative, argument, and informational writing, and they will work toward competency of Language Standards application. The four language domains of reading, writing, speaking, and listening will be integrated daily. The Big Ideas embedded in these units of study will include the following:

- English language proficiency increases when one actively reads, writes, speaks, and listens on a daily basis.
- Social and academic vocabulary must be purposefully and strategically taught; doing so improves one's ability to read independently and comprehend a text.
- Close reading is the purposeful reading and rereading of a text for the purpose of increased understanding. Closely reading and annotating a text does improve comprehension.
- One must extrapolate evidence from a text when responding to a text-based prompt verbally or in writing.
- When writing a narrative, argument, or informational piece, organization of ideas is important.
- Applying the rules of Standard English and grade level Language Standards is important to help a writer communicate his/her message.

Core Instructional Materials

- *Inside: Language, Literacy, Content* (Cengage Learning, 2014)
    - o Fundamentals - Volume 1
    - o Fundamentals - Volume 2
    - o Level A
    - o Level B
- Theme books from *Inside: Fundamentals* to support applicable units

Supplemental Instructional Materials

- Core Novels from the ELA curriculum, grades 6-8, where appropriate

Interdisciplinary Connections

- Social Studies
  - Many of the books within the classroom collection are historical fiction novels, which provide for the opportunity of cross-curricular study.
  - WIDA English Language Proficiency Standard 5 – English language learners communicate information, ideas and concepts for academic success in the content area of Social Studies
- Science
  - Informational reading connected to science content will be made available to help students build background knowledge in specific units (e.g., Survival)
  - WIDA English Language Proficiency Standard 4 – English language learners communicate information, ideas and concepts for academic success in the content area of Science

Technology Connections

- E-textbooks
  - *Collections* (Houghton Mifflin Harcourt)
  - *Inside* (National Geographic Cengage Learning, 2014)
- Google Classroom and Drive will be used to assign tasks, submit work, and provide feedback
- Google Apps will be used to promote collaboration through technology
- Websites
  - Online resources such as CommonLit (www.commonlit.org) will be used to supplement curricular materials.
  - Ted Talks will be provided when relevant to curriculum content.
  - Google Translate will be used to help students build academic vocabulary knowledge.

Accommodations or Modifications

- Student assignment in ESL-English classes may be based on the grade-level of the student, so the English Language Proficiency levels of students in any class may vary.
- The Units of Study are organized by theme, so the texts read within each theme can be differentiated by reading level.
- Differentiation in materials, assignments, and assessments can be provided (e.g., *99 Ideas and Activities for Teaching English Learners with the SIOP Model*)

ESL – Newcomers (Fundamentals, Volume 1), approximately 4-6 weeks per unit

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJSLS and WIDA Standards
Unit 1 Glad to Meet You!	How do I Greet People?	**Language:** exchange greetings **Grammar:** pronouns, present tense verbs **Vocabulary:** personal information, communication **Comprehension:** sequence **Phonics & Decoding:** short /a/, short /o/ **Writing:** statements, exclamations **Content:** math (basic operations)	*Inside - Fundamentals*, Volume 1, Unit 1 Theme books: -*Good News* -*New at School* -*Many People to Meet*	Unit 1 Monitor Progress **Writing Project:** E-mail	RL/RI.6.4, RL/RI.8.4 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W4, W5, W6 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 3
Unit 2 Set the Table	How do I describe foods?	**Language:** express likes and dislikes, describe foods **Grammar:** action verbs **Vocabulary:** colors, shapes, and sizes **Comprehension:** steps in a process, classify **Phonics & Decoding:** short /i/, short /u/, digraph /ch/ *(ch, tch)* **Writing:** negative sentences **Content:** science (classification)	*Inside - Fundamentals*, Volume 1, Unit 2 Theme books: -*I Make Pictures Move!* -*Something Good for Lunch* -*U.S. Tour of Food*	Unit 2 Monitor Progress **Writing Project:** How-To Card	RL/RI.6.4, RL/RI.8.4 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W2, W4, W5, W6 W6.2.D, 7.2.D, 8.2.D SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 4
Unit 3 On the Job	Why is it important to learn about careers?	**Language & Vocabulary:** give information, actions and careers, ask/answer questions/tools and careers **Grammar:** present tense verbs, yes/no questions **Comprehension:** details **Phonics & Decoding:** short /e/, digraphs /k/ *(ck)* and /sh/ *(sh)* **Writing:** questions with Who?, What?, Where?, and When? **Content:** science and math (observation log)	*Inside - Fundamentals*, Volume 1, Unit 3 Theme books: -*What is it?* -*Let Ben Take It* -*Geologist: Rock Scientists*	Unit 3 Monitor Progress Units 1-3 Cumulative Review Units 1-3 Monitor Progress **Writing Project:** Interview	RL/RI.6.4, RL/RI.8.4 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W2, W4, W5, W6 W6.2.D, 7.2.D, 8.2.D SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 3 WIDA ELP Standard 4
Unit 4 Numbers Count	What is Important about numbers?	**Language & Vocabulary:** ask questions, express needs/ordinal numbers **Grammar:** negative sentences **Vocabulary:** cardinal numbers **Comprehension:** problem and solution, details **Phonics & Decoding:** digraphs /th/ *(th)*, /wh/ *(wh)*, /ng/ *(ng)*, consonant blends **Writing:** contractions with *not* **Content:** social studies (tables)	*Inside - Fundamentals*, Volume 1, Unit 4 Theme books: -*A Year Without Rain* -*Rush!* -*The Mighty Maya*	Unit 4 Monitor Progress **Writing Project:** Fact Sheet	RL/RI.6.4, RL/RI.8.4 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W4, W5, W6 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5

Unit 5 City Sights	How do I give information and directions?	**Language & Vocabulary:** ask for and give information, neighborhood **Grammar:** regular past tense verbs **Comprehension:** details **Phonics & Decoding:** long /o/, long /e/, long /i/, word patterns, multisyllabic words **Writing:** pronoun-verb contractions **Content:** social studies (maps)	*Inside - Fundamentals*, Volume 1, Unit 5 Theme books: -*More Than a Meal* -*Meet Jo* -*San Francisco*	Unit 5 Monitor Progress **Writing Project:** Journal Page	RL/RI.6.4, RL/RI.8.4 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10 RL/RI.7.10 RL/RI.8.10 W3, W4, W5, W6 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5
Unit 6 Welcome Home!	What are the key features of a home?	**Language & Vocabulary:** give information, rooms in a house **Grammar:** present tense verbs: have and has **Vocabulary:** household objects **Comprehension:** main idea and details, classify details **Phonics & Decoding:** long vowels /a/, /o/, /i/, /u/ with a silent e, words with short/long vowels, plurals **Writing:** plural nouns **Content:** math (fractions, decimals, and percents)	*Inside - Fundamentals*, Volume 1, Unit 6 Theme books: -*Families* -*When We Came to Wisconsin* -*The Family Reunion*	Unit 6 Monitor Progress Units 4-6 Cumulative Review Units 4-6 Monitor Progress **Writing Project:** Family Description	RL/RI.6.4, RL/RI.8.4 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W4, W5, W6 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 3
Unit 7 Pack Your Bags!	What do you need to know about traveling?	**Language & Vocabulary:** give and carry out commands, give information/weather and clothing **Grammar:** verbs: can **Vocabulary:** landforms and transportation **Comprehension:** classify **Phonics & Decoding:** long vowels /a/ (ai, ay), /e/ (ee, ea), /o/ (oa, ow), words with short/long vowels, multisyllabic words **Writing:** capitalization of proper nouns **Content:** science (diagrams)	*Inside - Fundamentals*, Volume 1, Unit 7 Theme books: -*Explore!* -*Explore a Wetland* -*The Water Planet*	Unit 7 Monitor Progress **Writing Project:** Travel Guide	RL/RI.6.4, RL/RI.8.4 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W2, W4, W5, W6 W6.2.D, 7.2.D, 8.2.D SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 4
Unit 8 Friend to Friend	What does it mean to be a friend?	**Language & Vocabulary:** describe actions, express feelings, feeling words **Grammar:** irregular past tense verbs: was/were, negative sentences, contractions with *not* **Comprehension:** sequence, cause and effect **Phonics & Decoding:** verb ending -*ed* **Writing:** apostrophes in possessive nouns **Content:** math (bar graphs)	*Inside - Fundamentals*, Volume 1, Unit 8 Theme books: -*Friends are Like That* -*Eva's Lesson* -*Hand in Hand*	Unit 8 Monitor Progress **Writing Project:** Personal Narrative	RL/RI.6.4, RL/RI.8.4 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W3, W4, W5, W6 W.6.3.D, 7.3.D, 8.3.D SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 3

| Unit 9
Let's Celebrate | How do we celebrate around the world? | **Language & Vocabulary:** ask and answer questions, describe people/country words
Grammar: present progressive verbs, phrases with *like to* and *want to*
Comprehension: classify, details
Phonics & Decoding: verb ending *-ing*
Content: social studies (maps) | *Inside - Fundamentals*, Volume 1, Unit 9

Theme books:
-*Let's Dance!*
-*Dance to Celebrate!*
-*Kite Festival* | Unit 9 Monitor Progress
Units 7-9 Cumulative Review
Units 7-9 Monitor Progress
Writing Project: Blog | RL/RI.6.4, RL/RI.8.4
RL/RI.6.7, RL/RI.7.7
RL/RI.6.10, RL/RI.7.10
W2, W4, W5, W6
W6.2.D, 7.2.D, 8.2.D
SL.6.6, SL.7.6, SL.8.6
L.1-L.6
L.6.6, L.7.6, L.8.6
WIDA ELP Standard 1
WIDA ELP Standard 2
WIDA ELP Standard 5 |

ESL – Newcomers (Fundamentals Volume 2), approximately 4-6 weeks per unit

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 1 Here to Help	How do we get help?	**Language & Vocabulary:** tell what may happen/time **Grammar:** phrases with *have to* and *need to*, possessive adjectives **Comprehension:** cause & effect **Phonics & Decoding:** long vowels /i/ *(ie, igh)*, & /u/ *(ui, ue)* **Content:** ELA (paragraphs)	*Inside - Fundamentals*, Volume 2, Unit 1 Theme books: *-Power Out!* *-Hot Crumbs Cause Fire* *-Dog Detectives*	Unit 1 Monitor Progress **Writing Project:** Friendly Letter	RL/RI.6.4, RL/RI.8.4 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W3, W4, W5, W6 W.6.3.D, 7.3.D, 8.3.D SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 2 Make a Difference!	How do we make a difference in the world?	**Language:** give information, express wants and feelings, civil rights **Grammar:** irregular past tense verbs **Vocabulary:** direction words **Comprehension:** sequence, classify **Phonics & Decoding:** r-controlled vowels *(ar, or, er, ir, ur, air, ear, eer)* **Content:** social studies (interpret data)	*Inside - Fundamentals*, Volume 2, Unit 2 Theme books: *-Who Was Martin Luther King, Jr.?* *-Kids Are Helping Kids* *-Striving For Change*	Unit 2 Monitor Progress **Writing Project:** Personal Narrative	RL/RI.6.4, RL/RI.8.4 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W3, W4, W5, W6 W.6.3.D, 7.3.D, 8.3.D SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5
Unit 3 Our Living Planet	How do we respect our planet?	**Language & Vocabulary:** give your opinion, make a suggestion, plants and habitats **Grammar:** sensory adjectives **Vocabulary:** animals & habitats **Comprehension:** details, main idea, cause & effect **Phonics & Decoding:** syllable types **Content:** science and math (line graphs)	*Inside - Fundamentals*, Volume 2, Unit 3 Theme books: *-Rachel Carson* *-Animals in the Wild* *-Animal Ecosystems*	Unit 3 Monitor Progress Units 1-3 Cumulative Review Units 1-3 Monitor Progress **Writing Project:** Fact and Opinion Article	RL/RI.6.4, RL/RI.8.4 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W4, W5, W6 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 RST.6-8.8 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 3 WIDA ELP Standard 4
Unit 4 Past and Present	Why is it important to learn about the past and the present?	**Language & Vocabulary:** have a discussion, make comparisons, historical records **Grammar:** nouns, present and past tense verbs, object pronouns **Comprehension:** make comparisons **Phonics & Decoding:** words with *y*, plurals **Content:** social studies (three branches of government)	*Inside - Fundamentals*, Volume 2, Unit 4 Theme books: *-The Children We Remember* *-Kidworks for Peace* *-Our Government*	Unit 4 Monitor Progress **Writing Project:** Comparison Paragraph	RL/RI.6.4, RL/RI.8.4 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W4, W5, W6 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 RH.6-8.8 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5

Unit 5 Tell Me More	How do we ask people for help?	**Language & Vocabulary:** ask for and give advice, ask for and accept a favor, opposites **Grammar:** commands **Vocabulary:** phrases for times and places **Comprehension:** character traits, story elements **Phonics & Decoding:** words with /oi/ (oi, oy), /ou/ (ou, ow), long /oo/ (oo, ew), /o/ (au, aw), /ol/ (al, all); diphthongs and variant vowels **Content:** ELA (myths)	*Inside - Fundamentals*, Volume 2, Unit 5 Theme books: -*The Eagle and the Moon Gold* -*A Chill in the Air* -*Stories From Greece*	Unit 5 Monitor Progress **Writing Project:** New Story Ending	RL/RI.6.4, RL/RI.8.4 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W3, W4, W5, W6 W.6.3.D, 7.3.D, 8.3.D SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 6 Personal Best	What can I do to be my best?	**Language & Vocabulary:** ask for and give information, express thanks, sports **Grammar:** present tense verbs, pronouns **Comprehension:** main idea and details, sequence **Phonics & Decoding:** words with hard/soft c, hard/soft g, short /oo/ (oo), silent consonants **Content:** social studies (captions)	*Inside - Fundamentals*, Volume 2, Unit 6 Theme books: -*Body Works* -*Summer Games Are a Big Hit* -*Action Shots*	Unit 6 Monitor Progress Units 4-6 Cumulative Review Units 4-6 Monitor Progress **Writing Project:** Procedure	RL/RI.6.4, RL/RI.8.4 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W4, W5, W6 W.6.2, W.7.2, W.8.2 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 RH.6-8.4, RH.6-8.5 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5
Unit 7 This Land is Our Land	Why do we need to understand land forms?	**Language & Vocabulary:** ask and answer questions, give directions, landforms and bodies of water **Grammar:** questions with *How?* and *Why?*, proper nouns **Comprehension:** classify **Phonics & Decoding:** multisyllabic words **Content:** social studies (interpret data)	*Inside - Fundamentals*, Volume 2, Unit 7 Theme books: -*All Across America* -*Deep Canyon* -*The Big Southwest*	Unit 7 Monitor Progress **Writing Project:** Biography	RL/RI.6.4, RL/RI.8.4 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W4, W5, W6 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 RH.6-8.5 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5
Unit 8 Harvest Time	How do we get food from farms?	**Language:** buy or sell an item **Grammar:** subjects and word order, predicates and word order **Vocabulary:** farming **Comprehension:** make comparisons **Phonics & Decoding:** prefixes and suffixes **Content:** science (flow chart)	*Inside - Fundamentals*, Volume 2, Unit 8 Theme books: -*Crops* -*Many Places to Plant a Plant* -*Plant Power*	Unit 8 Monitor Progress **Writing Project:** Report	RL/RI.6.4, RL/RI.8.4 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W4, W5, W6 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 RST.6-8.7 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 4

| Unit 9 Superstars | Why is it important to learn how to agree or disagree? | **Language:** agree and disagree
Grammar: future tense verbs, contractions, verb tenses
Vocabulary: space
Comprehension: goal and outcome
Phonics & Decoding: syllable types, multisyllabic words
Content: science (moon & stars) | *Inside - Fundamentals*, Volume 2, Unit 9

Theme books:
-*Sunny and Moonshine*
-*Fifth Moon's Story*
-*Exploring Space* | Unit 9 Monitor Progress
Units 7-9 Cumulative Review
Units 7-9 Monitor Progress
Writing Project: Poem | RL/RI.6.4, RL/RI.8.4
RL/RI.6.7, RL/RI.7.7
RL/RI.6.10, RL/RI.7.10
W4, W5, W6
SL.6.6, SL.7.6, SL.8.6
L.1-L.6
L.6.6, L.7.6, L.8.6
RST.6-8.7
WIDA ELP Standard 1
WIDA ELP Standard 2
WIDA ELP Standard 4 |

ESL – Beginners (Level A), approximately 6-8 weeks per unit

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 1 Finding Your Own Place	What Defines Home?	**Language & Grammar:** *express ideas and feelings, statements with *am, is, are* *ask and answer questions, questions and statements *give commands, statements and commands **Writing & Grammar:** *Write about someone you know *Write a message *Write about a special event **Vocabulary:** multiple-meaning words **Compare Across Texts:** compare points of view	*Inside* Level A, Unit 1 **Unit Read-Aloud:** *Home, Sweet-Smelling Home* **Close Reading:** *Call Me Maria*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Paragraph	RL/RI.6.6, 7.6, 8.6 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W4, W5, W6 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 2 Water For Life	How do we depend on Earth's resources?	**Language & Grammar:** *express needs and wants, nouns *give information, complete sentence *elaborate, subject-verb agreement **Writing & Grammar:** *Write about someone you know *Write about water *Write about a day at a river **Vocabulary:** word categories, synonyms, antonyms **Compare Across Texts:** compare ideas	*Inside* Level A, Unit 2 **Unit Read-Aloud:** *Rain, Rain, Don't Go Away!* **Close Reading:** *Irrigation Pumps Can Save Poor Farmers*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Sequence Paragraph, Explanatory Paragraphs	RL/RI.6.6, 7.6, 8.6 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W4, W5, W6 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 4

Unit 3 Natural Forces	How should people deal with the forces of nature?	**Language & Grammar:** *engage in conversation, subject pronouns *ask and answer questions, pronoun usage *give advice, helping verbs **Writing & Grammar:** *Write about an interesting place *Write about a natural disaster *Write advice **Vocabulary:** compound words, suffixes **Compare Across Texts:** compare viewpoints	*Inside* Level A, Unit 3 **Unit Read-Aloud:** *Amazing Iceland* **Close Reading:** *How Crisis Mapping Saved Lives in Haiti*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Friendly Letter, Personal Narrative	RL/RI.6.6, 7.6, 8.6 RL/RI.6.7, RL/RI.7.7 RL/RI.6.10, RL/RI.7.10 W3, W4, W5, W6 W.6.3, W.7.3, W.8.3 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.4.B, L.7.4.B, L.8.4.B L.6.6, L.7.6, L.8.6 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 4
Unit 4 Creepy Classics	How can a powerful character inspire a range of reactions?	**Language & Grammar:** *describe people and places, adjectives *make comparisons, adverbs *describe an event or experience, participles **Writing & Grammar:** *Write about a creepy situation *Write to compare monsters *Write about a performance **Vocabulary:** base words, prefixes, Latin/Greek roots **Compare Across Texts:** compare themes in different media	*Inside* Level A, Unit 4 **Unit Read-Aloud:** *The Fall of the House of Usher* **Close Reading:** *from Frankenstein*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Short Story	RL/RI.6.2, 7.2, 8.2 RL/RI.6.3, 7.3, 8.3 RL/RI.6.10, 7.10, 8.10 W3, W4, W5, W6 W.6.3, W.7.3, W.8.3 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.4.B, L.7.4.B, L.8.4.B L.6.6, L.7.6, L.8.6 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 4
Unit 5 The Drive to Discover	How do discoveries change us and the world?	**Language & Grammar:** *ask for and give information, present/past tense verbs *engage in discussion, verb tense: *be* and *have* *define/explain, past tense verbs **Writing & Grammar:** *Write about the past *Write about the past & present **Vocabulary:** prefixes & suffixes **Compare Across Texts:** compare important ideas	*Inside* Level A, Unit 5 **Unit Read-Aloud:** *An Underwater Palace* **Close Reading:** *The Power of Mysteries*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Information Report	RL/RI.6.4, 7.4, 8.4 RL/RI.6.9, 7.9, 8.9 RL/RI.6.10, 7.10, 8.10 W4, W5, W6 W.6.2, W.7.2, W.8.2 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 RST.6-8.2 WIDA ELP Standard 1 WIDA ELP Standard 2

Unit 6 Struggle for Freedom	How far should people go for the sake of freedom?	**Language & Grammar:** *summarize, subject and predicate nouns *make comparisons, subject and predicate pronouns *express opinions, reflexive and intensive pronouns **Writing & Grammar:** *Write about freedom *Write about a new home *Write about human rights **Vocabulary:** definition and restatement, synonym/antonym, example **Compare Across Texts:** compare writing on the same topic	*Inside* Level A, Unit 6 **Unit Read-Aloud:** *Freedom for All* **Close Reading:** *Harriet Tubman: Conductor on the Underground Railroad*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Summary Paragraph, Cause-and-Effect Essay	RL/RI.6.4, 7.4, 8.4 RL/RI.6.9, 7.9, 8.9 RL/RI.6.10, 7.10, 8.10 W4, W5, W6 W.6.2, W.7.2, W.8.2 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 RH.6-8.2 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5
Unit 7 Star Power	What can we learn from the stars?	**Language & Grammar:** *describe, possessive nouns *define/explain, possessive adjectives and pronouns *persuade, prepositions and prepositional phrases **Writing & Grammar:** *Write about a character in space *Write about an adventure *Write about the night sky **Vocabulary:** multiple-meaning words, jargon **Compare Across Texts:** compare arguments	*Inside* Level A, Unit 7 **Unit Read-Aloud:** *A Million Stars Are Born* **Close Reading:** *John F. Kennedy's Speech on Going to the Moon*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Speech, Persuasive Business Letter	RL/RI.6.4, 7.4, 8.4 RI.6.8, RI.7.8, RI.8.8 RL/RI.6.9, 7.9, 8.9 RL/RI.6.10, 7.10, 8.10 W4, W5, W6 W.6.2, W.7.2, W.8.2 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.6, L.7.6, L.8.6 RH.6-8.2 WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 4
Unit 8 Art and Soul	What do we learn about people from their artful expressions?	**Language & Grammar:** *use appropriate language, complete sentences *compound sentences *retell a story, complex sentences **Writing & Grammar:** *Write about music *Write about your interests *Write about myths **Vocabulary:** metaphors, idioms, similes **Compare Across Texts:** compare themes	*Inside* Level A, Unit 8 **Unit Read-Aloud:** *For the Love of Art* **Close Reading:** *Pas de Trois*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Editorial, Literary Response	RL/RI.6.2, 7.2, 8.2 RL/RI.6.3, 7.3, 8.3 RL/RI.6.10, 7.10, 8.10 W4, W5, W6 W.6.9, W.7.9, W.8.9 SL.6.6, SL.7.6, SL.8.6 L.1-L.6 L.6.4, L.7.4, L.8.4 L.6.6, L.7.6, L.8.6 WIDA ELP Standard 1 WIDA ELP Standard 2

ESL – Intermediate (Level B), approximately 6-8 weeks per unit

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 1 Imagine the Possibilities	What makes an idea powerful?	**Language & Grammar:** *ask and answer questions, different kinds of sentences *express ideas & feelings, nouns *give information, complete sentences **Writing & Grammar:** *Write about new ideas *Write about time travel *Write using effective sentences **Vocabulary:** compound words, prefixes, suffixes **Compare Across Texts:** compare writing	*Inside* Level B, Unit 1 **Unit Read-Aloud:** *The Trash People* **Close Reading:** *The Evolution of a Great Idea*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Paragraph (problem- and-solution, chronological order, spatial order, compare-and-contrast)	WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 4
Unit 2 Play to Your Strengths	How should people use their talents?	**Language & Grammar:** *engage in conversation, subject pronouns *retell a story, verb forms: *be* *ask for/give information, subject-verb agreement **Writing & Grammar:** *Write about a friend *Write about a folk tale *Write about a play **Vocabulary:** word categories, synonyms, antonyms **Compare Across Texts:** compare themes in literature	*Inside* Level B, Unit 2 **Unit Read-Aloud:** *Acting on Your Talents* **Close Reading:** *The Hobbit: Riddles in the Dark*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Personal Narrative, Short Story	WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 3 A New Chapter	How does our past impact our future?	**Language & Grammar:** *describe people, places, and things, adjectives *make comparisons, comparative adjectives *describe an event or experience, adverbs **Writing & Grammar:** *Write about people, places, and things *Write to compare *Write about an event **Vocabulary:** prefixes, suffixes, roots **Compare Across Texts:** compare writing on the same topic	*Inside* Level B, Unit 3 **Unit Read-Aloud:** *A New Wish* **Close Reading:** *The New Colossus*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Realistic Short Story, Cause-and-Effect Essay	WIDA ELP Standard 1 WIDA ELP Standard 2

Unit 4 Every Body is a Winner	Why is the human body so amazing?	**Language & Grammar:** *define/explain, possessive nouns *give/follow directions, possessive adjectives *engage in discussion, indefinite pronouns **Writing & Grammar:** *Write about athletes *Write directions to a place *Write about a school sports team **Vocabulary:** definition & restatement, synonyms, antonyms, examples **Compare Across Texts:** compare topics	*Inside* Level B, Unit 4 **Unit Read-Aloud:** *True Kung Fu* **Close Reading:** *Bionics*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Research Report	WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 4
Unit 5 Close Encounters	What happens when cultures meet?	**Language & Grammar:** *make comparisons, present tense verbs *past tense verbs *summarize **Writing & Grammar:** *Write about events *Write about past events **Vocabulary:** personification, idioms **Compare Across Texts:** compare word choice and tone	*Inside* Level B, Unit 5 **Unit Read-Aloud:** *Bumping into the Present* **Close Reading:** *The Log of Christopher Columbus*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Story Scene, Literary Response	WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5
Unit 6 To the Rescue	How do we come to the aid of one another?	**Language & Grammar:** *summarize, subject and predicate nouns *clarify/verify, prepositions *tell an original story, subject and predicate pronouns **Writing & Grammar:** *Write about people, places, and things *Write to add important details *Write an original story **Vocabulary:** words and phrases from mythology, Greek, Latin, and Anglo-Saxon roots, borrowed words **Compare Across Texts:** compare characters and setting	*Inside* Level B, Unit 6 **Unit Read-Aloud:** *Trapped Behind the Flames* **Close Reading:** *A Conflict Close to Home*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Summary Paragraph, Letter to the Editor, Business Letter	WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 7 More Than a Game	How do sports bring people together?	**Language & Grammar:** *express opinions, complete sentences *justify, compound sentences *elaborate, complex sentences **Writing & Grammar:** *Write complete sentences *Combine your ideas *Use a variety of sentences **Vocabulary:** multiple-meaning words, baseball jargon **Compare Across Texts:** compare author's style	*Inside* Level B, Unit 7 **Unit Read-Aloud:** *Heads Up!* **Close Reading:** *Pressure is a Privilege*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Biography	WIDA ELP Standard 1 WIDA ELP Standard 2

| Unit 8
Global Warnings | How can changing our ways benefit the Earth? | **Language & Grammar:**
*persuade, present, past, and future tense verbs
*use appropriate language, present perfect tense verbs
*negotiate, participles
Writing & Grammar:
*Write about community action
*Write about actions
*Write about a story
Vocabulary: denotation and connotation, technical language, figurative language
Compare Across Texts: compare themes and symbols | *Inside* Level B, Unit 8

Unit Read-Aloud: *Pros and Cons of Coal Energy*
Close Reading: *Grand Canyon Speech* | Unit Cumulative Review
Unit Monitor Progress
Writing Project: Public Service Announcement, Persuasive Essay | WIDA ELP Standard 1
WIDA ELP Standard 2
WIDA ELP Standard 4 |

ESL – Intermediate (Level C), approximately 6-8 weeks per unit

Unit and Theme	Essential Question	Acquired knowledge and Skills	Materials	Benchmark Assessments	NJ SLS and WIDA Standards
Unit 1 Decision Point	How do decisions affect your identity?	**Language & Grammar:** *ask and answer questions, complete sentences *give information, nouns *express ideas and opinions, action verbs **Writing & Grammar:** *Write about your name *Write about bravery *Write with colorful action words **Vocabulary:** compound words, prefixes, suffixes **Compare Across Texts:** compare universal themes	*Inside* Level C, Unit 1 **Unit Read-Aloud:** *Diwali to the Rescue* **Close Reading:** *The Road Not Taken*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Paragraph (problem- and-solution, chronological order, spatial order, compare-and-contrast), Personal Narrative	WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5
Unit 2 Stand or Fall	What happens when people come face-to-face with a rival?	**Language & Grammar:** *define/explain, subject pronouns *retell a story, verb forms: *be* and *have* *engage in conversation, indefinite pronouns **Writing & Grammar:** *Write about an animal *Write about a folk tale *Write about a character in the story **Vocabulary:** synonyms, antonyms, cognates **Compare Across Texts:** compare characters, settings, and problems	*Inside* Level C, Unit 2 **Unit Read-Aloud:** *Friend or Foe?* **Close Reading:** *The Adventures of Tom Sawyer*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Summary Paragraph, Modern Fairy Tale	WIDA ELP Standard 1 WIDA ELP Standard 2

Unit 3 Making a Difference	When can one individual make a difference?	**Language & Grammar:** *ask for and give information, present, past, and future tense verbs *describe an event, forms of *be* *summarize, past tense verbs **Writing & Grammar:** *Write about a past event *Write about the past *Write consistently about the past **Vocabulary:** prefixes, suffixes **Compare Across Texts:** compare writing on the same topic	*Inside* Level C, Unit 3 **Unit Read-Aloud:** *Step by Step* **Close Reading:** *Speeches on the Little Rock Nine*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Problem-Solution Paragraph, Problem-and-Solution Essay	WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 5
Unit 4 At Home in the World	How can your location affect the way you live?	**Language & Grammar:** *make comparisons, subject and predicate nouns *define and explain, subject and predicate pronouns *clarify/verify, active and passive voice verbs **Writing & Grammar:** *Write about astronomy *Write about an adventure *Write about fitting in **Vocabulary:** definition, example, & restatement, jargon and specialized language, denotation and connotation **Compare Across Texts:** compare and contrast forms of fiction	*Inside* Level C, Unit 4 **Unit Read-Aloud:** *From Farm to City* **Close Reading:** *So You're Going to Mars*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Research Report	WIDA ELP Standard 1 WIDA ELP Standard 2 WIDA ELP Standard 4
Unit 5 Our Precious World	What makes the environment so valuable?	**Language & Grammar:** *describe animals and things, adjectives *make comparisons, comparative adjectives *elaborate, adverbs **Writing & Grammar:** *Write about an animal *Write to compare tigers *Write about a discovery **Vocabulary:** multiple-meaning words **Compare Across Texts:** compare media treatments	*Inside* Level C, Unit 5 **Unit Read-Aloud:** *Ecotourism, One Possible Answer* **Close Reading:** *Wilderness Letter*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Narrative Poem, Business Letter, Friendly Letter	WIDA ELP Standard 1 WIDA ELP Standard 2

Unit 6 Conflict and Resolution	How should people overcome conflict?	**Language & Grammar:** *express opinions, compound sentences *engage in discussion, complex sentences *justify, sentence combining **Writing & Grammar:** *Write about conflicts *Write about a heroic action *Write about your opinion **Vocabulary:** simile, metaphor, personification, idioms, shades of meaning, and word choice **Compare Across Texts:** compare themes	*Inside* Level C, Unit 6 **Unit Read-Aloud:** *How the Powerless Became Powerful* **Close Reading:** *Protecting Human Rights*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Story Scene, Literary Response	WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 7 Fair is Fair	What should you do when life is unfair?	**Language & Grammar:** *tell an original story, participles as adjectives *summarize, participial phrases and sentence combining *give/follow directions, gerunds and infinitives **Writing & Grammar:** *Write to add details to sentences *Write to elaborate *Write to be concise **Vocabulary:** borrowed words, Greek, Latin, and Anglo-Saxon roots, Greek and Latin mythology **Compare Across Texts:** compare text structures	*Inside* Level C, Unit 7 **Unit Read-Aloud:** *Dreams Do Come True* **Close Reading:** *The Words We Live By*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Cause-and-Effect Paragraph, Cause-and-Effect Essay	WIDA ELP Standard 1 WIDA ELP Standard 2
Unit 8 Food for Thought	How can we provide for our communities?	**Language & Grammar:** *persuade, present perfect tense verbs *negotiate, past perfect tense verbs *use appropriate language, conditionals **Writing & Grammar:** *Write effectively about events *Write about helping others *Write about a memory **Vocabulary:** technical vocabulary, jargon, specialized language **Compare Across Texts:** compare persuasive texts	*Inside* Level C, Unit 8 **Unit Read-Aloud:** *One A-maize-ing Hat* **Close Reading:** *Omnivore's Dilemma* and *Math for Locavores*	Unit Cumulative Review Unit Monitor Progress **Writing Project:** Public Service Announcement, Persuasive Essay	WIDA ELP Standard 1 WIDA ELP Standard 2

GLOSSARY OF TERMS

ACCESS 2.0: a standards-based, criterion referenced English language proficiency test designed to measure English language learners' academic proficiency in reading, writing, speaking and listening; this assessment is administered to students in grades K-12 and is computer-based in grades 1-12.

Accommodation: modifying spoken or written language to make it comprehensible to second language learners.

Adapted: modified for English language learners. This usually refers to materials that have simplified language, but concepts are not watered down.

Affective filter: an imaginary wall that a language learner puts up that impedes language **acquisition**. A learner must be receptive to language input. When anxiety is high, the wall is high and input is screened out.

Basic Interpersonal Communication Skills (BICS): the language ability required for verbal face-to-face social communication.

Bilingual: able to communicate in two languages.

Bilingual Education: an instructional program that uses more than one language as the vehicle for instruction.

Cognitive Academic Language Proficiency (CALP): the academic language of the content classroom that takes from five to seven years for ELs to acquire.

CAN DO Descriptors: general performance indicators that describe typical behaviors of ELs in each language domain at each level of English language proficiency.

Comprehensible Input: according to Stephen Krashen, this is communication that is just above the learners' level of English ability. ELLs learn best when they can understand the input but are challenged.

Content-Based ESL Instruction: an approach to second language teaching that utilizes content-area subject matter to teach language.

Concepts are not watered down, but the language of the subject area is simplified.

Cooperative Learning: when students from varied backgrounds and abilities work together in small groups.

Culture Shock: the feelings people have when they move to an unfamiliar culture.

Culturally and Linguistically Diverse Students: Refers to students who come from a language and cultural background other than that of the mainstream population.

English Learners (ELs): limited English proficient students, usually those in an ESL or bilingual program.

English language development standards (ELDs): criteria that express the language development of ELLs across the language domains.

English as a Second Language (ESL): the name of a program to teach English in the English language to non-English speakers.

Heritage/Home/Primary Language: the student's native language.

Language domains: the four main subdivisions of language: listening, speaking, reading and writing.

Language Acquisition: learning a language through meaningful conversation that is similar to the way children learn their first language. Language is learned with no formal study of forms and grammar.

Language Experience Approach (LEA): an approach to reading instruction based on information and stories developed from the personal experiences of the students. The stories are written down by the teacher and read together until the student associates the written form of English with the spoken form.

Limited English Proficient (LEP): describe students whose English language skills are limited. Although this term is used in most legal documents such as administrative code and law, it is considered pejorative by educators in the field of second language acquisition.

Non-verbal communication: physical communication such as gestures, facial expressions, and physical proximity that support oral communication.

Primary/Native Language: a student's first language and the language normally used in the home.

Realia: physical items that are used in teaching English.

Sheltered Instruction: is a program where teachers simplify the language of instruction to teach content area subjects such as social studies or science. This makes the content accessible to ELLs.

Sheltered Instruction Observation Protocol (SIOP): a research-based sheltered instruction model used to describe instructional practices that help teachers make content accessible to ELLs. Content information and language instruction is scaffold to provide support to ELLs.

Teachers of English to Speakers of Other Languages (TESOL): is the international professional organization for those concerned with the teaching of English as a second or foreign language and of Standard English as a second dialect.

Total Physical Response (TPR): is a teaching technique devised by James Asher where the learners respond to language with gestures and body motions. "Simon Says" is an example of TPR for beginning language learners.

World-Class Instructional Design and Assessment (WIDA): English language proficiency (ELP) standards designed as a curriculum planning and assessment preparation tool. They help educators determine children's English language proficiency levels and how to appropriately challenge them in reaching higher levels.