



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: English as a Second Language (Newcomer/Beginner)

Department: ESL

Board Approval	Supervisor	Notes
August 2025	Cecilia Vila	Born / Redesigned This course was developed by separating content from an existing 6-8 curriculum document into a single, cohesive curriculum.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

Township of Ocean Pacing Guide			
Week	Marking Period 1:	Week	Marking Period 3:
1	Benchmark Assessment Level A Unit 4: <i>Unit introduction: Build Background</i>	21	Level A Unit 6: <i>Unit introduction: Build Background</i>
2	Level A Unit 4: <i>Ask Questions & Make Predictions</i>	22	Level A Unit 6: <i>Visualize & Use Figurative Language</i>
3	Level A Unit 4: <i>Narrative Writing – Planning with Descriptive Details</i>	23	Level A Unit 6: <i>Paraphrase & Clarify Meaning</i>
4	Level A Unit 4: <i>Compare and Contrast Experiences</i>	24	Level A Unit 6: <i>Write a Personal Narrative</i>
5	Level A Unit 4: <i>Generalizations & Cause/Effect</i>	25	Level A Unit 6: <i>Generalizations & Domain-Specific Words</i>
6	Level A Unit 4: <i>Synonyms & Word Study</i>	26	Level A Unit 6: <i>Connect Ideas Using Greek & Latin Roots</i>
7	Level A Unit 4: <i>Visualizing & Clarifying Text</i>	27	Level A Unit 6: <i>Main Ideas & Supporting Details</i>
8	Level A Unit 4: <i>Narrative Paragraphs – Drafting to Publishing</i>	28	Level A Unit 6: <i>Plan & Draft an Explanatory Paragraph</i>
9	Level A Unit 4: <i>Making Inferences</i>	29	Level A Unit 6: <i>Explore Cause & Effect</i>
10	Level A Unit 4: <i>Review & Midpoint Benchmark</i>	30	Level A Unit 6: <i>Summarize & Synthesize</i>
Week	Marking Period 2	Week	Marking Period 4
11	Level A Unit 4: <i>Reintroduction to unit-Summarizing & Text Structure</i>	31	Level A Unit 6: <i>Reintroduction to unit-Compare & Contrast Text Elements</i>
12	Level A Unit 4: <i>Explanatory Writing –</i>	32	Level A Unit 6: <i>Plan & Draft an</i>

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language

COURSE ESL (Newcomer/Beginner)

	<i>How & Why</i>		<i>Opinion Paragraph</i>
13	Level A Unit 4: <i>Figurative Language & Language Use</i>	33	Level A Unit 6: <i>Revise, Edit & Publish Opinion Writing</i>
14	Level A Unit 4: <i>Opinion Writing</i>	34	Level A Unit 6: <i>Visualize & Understand Author's Purpose</i>
15	Level A Unit 4: <i>Compare Fiction and Nonfiction</i>	35	Level A Unit 6: <i>Clarify with Context Clues & Idioms</i>
16	Level A Unit 4: <i>Author's Purpose & Tone</i>	36	Level A Unit 6: <i>Recognize Text Structure in Informational Texts</i>
17	Level A Unit 4: <i>Final Narrative or Explanatory Essay</i>	37	Level A Unit 6: <i>Understand Cultural Perspectives</i>
18	Level A Unit 4: <i>Science Integration – Earth & Weather Systems</i>	38	Level A Unit 6: <i>Analyze and Respond to Historical Texts</i>
19	Level A Unit 4: <i>Performance Tasks & Presentation Prep</i>	39	Level A Unit 6: <i>Review Key Vocabulary & Language Structures</i>
20	Level A Unit 4: <i>Benchmark & Reflection</i>	40	Level A Unit 6: <i>Benchmark & Reflection</i>

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

Core Instructional & Supplemental Materials including various levels of Texts

Level A: Unit 4

Anchor Text: *Night of the Twisters*

Read Aloud, Think Aloud Texts:

- *Teenage Girl Found Alive 15 Days After Haiti Earthquake*
- *There Will Come Soft Rains*
- *Japanese Sunami: Stories of Survival*
- *What are Tornadoes?*
- *A Matter of Time*
- *It's a Mean Mean World*
- *Hurricane Sandy Survivor and Hurricane Sandy Aftermath*
- *Changes on Earth*
- *Minerals and Rocks*

Instructional Tools:

- phonics readers and word study materials
- iPractice interactive activities
- Digital Library with translation and audio tools
- Word Slam Vocabulary Game
- Maps, timelines, vocabulary visuals
- Interactive grammar and writing planners
- Interactive Reading Activities
- Phonics and Word Study
- Grammar Study Plans
- Writing Prompts
- [ILIT Rules for Conversation Routine Cards](#)
- [ILIT Rules for Active Listening Routine Cards](#)
- [ILIT Rules for Presenting Routine Cards](#)
- [ILIT Time to Read Routine Cards](#)
- [ILIT Collaborative Projects Routine Cards](#)
- [ILIT Peer Conferencing Routine Cards](#)
- [ILIT Writing Routine Cards](#)
- [ILIT Interactive Reader Graphic Organizer](#)
- [ILIT Read Aloud, Think Aloud Texts](#)
- [Teacher Toolkit](#)
- [GRADE Assessment Overview](#)

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

- [ILIT Assessment Handbook](#)
- [Celebrate success-ILIT Certificates of Achievement](#)
- [ILIT Language Conventions Practice](#)
- [ILIT ELL Making Meaning Workbooks & Answer Keys](#)
- [Brainpop ELL correlation \(optional\)](#)

Level A: Unit 6

Anchor Text: *A Strong Right Arm*

Read Aloud, Think Aloud Texts:

- *A New Day*
- *Remember*
- *Make Connections*
- *The New Neighbor*
- *The Quarrell*
- *What Would Your Do*
- *The Chumash People of California*
- *A Battle Over Borders*

Instructional Tools:

- phonics readers and word study materials
- iPractice interactive activities
- Digital Library with translation and audio tools
- Word Slam Vocabulary Game
- Maps, timelines, vocabulary visuals
- Interactive grammar and writing planners
- Interactive Reading Activities
- Phonics and Word Study
- Grammar Study Plans
- Writing Prompts
- [ILIT Rules for Conversation Routine Cards](#)
- [ILIT Rules for Active Listening Routine Cards](#)
- [ILIT Rules for Presenting Routine Cards](#)
- [ILIT Time to Read Routine Cards](#)
- [ILIT Collaborative Projects Routine Cards](#)
- [ILIT Peer Conferencing Routine Cards](#)
- [ILIT Writing Routine Cards](#)
- [ILIT Interactive Reader Graphic Organizer](#)
- [ILIT Read Aloud, Think Aloud Texts](#)
- [Teacher Toolkit](#)

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

- [GRADE Assessment Overview](#)
- [ILIT Assessment Handbook](#)
- [Celebrate success-ILIT Certificates of Achievement](#)
- [ILIT Language Conventions Practice](#)
- [ILIT ELL Making Meaning Workbooks & Answer Keys](#)
- [Brainpop ELL correlation \(optional\)](#)

Time Frame	20 weeks
Topic	
Level A Unit 4 <i>Text Focus:</i> <i>Night of the Twisters</i>, paired texts, phonics readers and word study materials, and informational articles <i>Themes:</i> Facing Unexpected Challenges; resilience and perseverance; family and community; humans vs nature <i>Skills:</i> making inferences and asking questions; recognizing cause and effect; writing narrative and explanatory paragraphs; using context clues and vocabulary strategies; speaking and listening in collaborative discussions	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: • ELD-SI.4-12.Narrate ○ Share ideas about one's own and others' lived experiences and previous learning ○ Connect stories with images and representations to add meaning ○ Identify and raise questions about what might be unexplained, missing, or left unsaid ○ Recount and restate ideas to sustain and move dialogue forward • ELD-SI.4-12.Inform ○ Define and classify facts and interpretations; determine what is known vs. unknown ○ Report on explicit and inferred characteristics, patterns, or behavior ○ Sort, clarify, and summarize relationships ○ Summarize most important aspects of information • ELD-SI.4-12.Explain ○ Generate and convey initial thinking	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- ELD-SI.4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation
 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
 - Refine claims and reasoning based on new information or evidence

WIDA ELD Standard 2: Language for Language Arts

- ELD-LA .6-8 .Inform.Interpretive
 - Interpret informational texts in language arts by:
 - Identifying and/or summarizing main ideas and their relationship to supporting ideas
 - Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
 - Evaluating the impact of author's key word choices over the course of a text
- ELD-LA .6-8 .Inform.Expressive
 - Construct informational texts in language arts that
 - Introduce and define topic and/or entity for audience
 - Establish objective or neutral stance
 - Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
 - Develop coherence and cohesion throughout text
- ELD-LA.6-8.Argue.Interpretive
 - Interpret language arts arguments by
 - Identifying and summarizing central idea distinct from prior knowledge or opinions
 - Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
 - Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
- ELD-LA.6-8.Argue.Expressive
 - Construct language arts arguments that
 - Introduce and develop claim(s) and acknowledge counterclaim(s)
 - Support claims with reasons and evidence that are clear, relevant, and credible
 - Establish and maintain formal style
 - Logically organize claim(s) with clear reasons and relevant evidence;

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

offer a conclusion

WIDA ELD Standard 4: Language for Science

- ELD-SC.6-8.Explain.Interpretive
 - Interpret scientific explanations by
 - Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
 - Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
 - Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions
- ELD-SC.6-8.Explain.Expressive
 - Construct scientific explanations that
 - Describe valid and reliable evidence from sources about a phenomenon
 - Establish neutral or objective stance in how results are communicated
 - Develop reasoning to show relationships among independent and dependent variables in models and simple systems
 - Summarize patterns in evidence, making trade-offs, revising, and retesting
- ELD-SC.6-8.Argue.Interpretive
 - Interpret scientific arguments by
 - Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
 - Comparing reasoning and claims based on evidence from two arguments on the same topic
 - Evaluating whether they emphasize similar or different evidence and/or interpretations of facts
 - ELD-SC.6-8.Argue.Expressive
 - Construct scientific arguments that
 - Introduce and contextualize topic/ phenomenon in issues related to the natural and designed world(s)
 - Support or refute a claim based on data and evidence
 - Establish and maintain a neutral or objective stance
 - Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening:

- Engage in read-alouds and think-alouds modeled by the teacher

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

- Follow along with audio narration
- Participate in partner and small group discussions (e.g., prediction, retelling, visualizing, summarizing)
- Listen for academic vocabulary and language patterns during Word Slam and oral modeling
- Use listening comprehension strategies to extract meaning, such as:
 - Noting key details
 - Identifying tone and intent
 - Following sequence in narrative and informational text

Domain 2: Speaking:

- Participate in classroom conversations using structured protocols (e.g., sentence stems, accountable talk)
- Present writing and reading insights in author's chair, peer feedback sessions, and oral reflections
- Role-play
- Give oral summaries and explanations, especially after group or independent reading
- Engage in vocabulary-rich discussions, applying new words to real scenarios and text analysis
- Conduct peer interviews, debates, or presentations for narrative, argumentative, and/or informational writing

Domain 3: Reading:

- Read anchor and paired text and phonics readers.
- Practice comprehension strategies:
 - Ask and answer questions
 - Make inferences
 - Recognize cause and effect
 - Use context clues
 - Clarify by retelling
 - Visualize scenes
 - Compare and contrast
 - Identify text structure (chronological, cause/effect)
- Participate in interactive reading using graphic organizers, prediction charts, and annotation tools.
- Use digital reading platforms (iPractice, Word Slam) for fluency and strategy application.
- Engage in text-based evidence collection with highlighters; interactive digital texts with guiding prompts

Domain 4: Writing:

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

- Plan and write narrative, explanatory, and opinion paragraphs
- Respond to text-dependent questions in journals
- Use writing prompts and sentence frames to build structured responses
- Revise and edit writing using peer feedback and rubrics
- Write from different perspectives

Key vocabulary

Assessments

Formative:

- iPractice Activities
- Interactive Reading & Comprehension Strategy Practice (e.g., visualizing, making inferences, cause and effect)
- Small Group Instruction & Check-Ins
- Quick-write responses
- Grammar mini-quizzes, study plans
- Think-pair-share
- Vocabulary checks
- reading comprehension tasks
- writing drafts and revisions
- Spelling and Phonics Activities
- Reading Journals, Vocabulary Notebooks
- Word Study Practice

Summative:

- Final narrative
- Vocabulary assessments
- explanatory, and opinion writing products
- Reading checks
- Interactive projects (e.g., opinion paragraph presentations, cause/effect visuals)

Benchmark:

- Unit Benchmarks
- GRADE Assessments

Alternative:

- Multilingual responses: respond orally or in writing in home language where appropriate

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

- Pictorial/visual: point to images, draw responses, match visual
- Verbal response: retell, summarize, compare, define orally
- Portfolio-based: collection of work over time

[WIDA Rubrics for writing and speaking](#)

Interdisciplinary Connections

Standards included in ILIT Level A Unit 4 organized by domain: Reading, Writing, Listening & Speaking, and Language

Reading:

- **RL.4.1** – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.
- **RL.4.2** – Determine a theme and summarize the text.
- **RL.4.3** – Describe characters, settings, or events using specific details.
- **RL.4.4** – Determine the meaning of words and phrases, including figurative language.
- **RL.4.5** – Explain major differences between poems, drama, and prose.
- **RL.4.9** – Compare and contrast similar themes and topics in stories.
- **RL.4.10** – Read and comprehend literature (stories, dramas, poems) at grade level.
- **RI.4.1** – Refer to details when explaining what the text says and drawing inferences.
- **RI.4.2** – Determine the main idea and summarize the text.
- **RI.4.3** – Explain events, procedures, ideas, or concepts based on specific information.
- **RI.4.4** – Determine meaning of academic and domain-specific words.
- **RI.4.5** – Describe the overall structure of a text (chronology, comparison, etc.).
- **RI.4.6** – Compare firsthand and secondhand accounts.
- **RI.4.7** – Interpret information presented visually or orally.
- **RI.4.8** – Explain how an author uses reasons and evidence.
- **RI.4.9** – Integrate information from two texts on the same topic.
- **RI.4.10** – Read and comprehend informational texts at grade level.

Writing

- **W.4.1a–d** – Write opinion pieces with reasons and evidence.
- **W.4.2a–e** – Write informative/explanatory texts clearly and logically.
- **W.4.3a–e** – Write narratives with details and event sequences.
- **W.4.4** – Produce clear and coherent writing.
- **W.4.5** – Strengthen writing through planning, revising, and editing.
- **W.4.6** – Use technology to produce and publish writing.
- **W.4.7** – Conduct short research projects.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

- **W.4.8** – Gather and recall information from sources.
- **W.4.9b** – Apply reading standards to literary nonfiction.
- **W.4.10** – Write routinely over extended and shorter time frames.

Speaking & Listening

- **SL.4.1a–d** – Engage in collaborative discussions effectively.
- **SL.4.2** – Paraphrase and summarize text read aloud.
- **SL.4.3** – Identify reasons and evidence in a speaker's point.
- **SL.4.4a** – Report on topics with appropriate facts and details.
- **SL.4.5** – Add audio/visual displays to presentations.

Language

- **L.4.1a–g** – Demonstrate command of grammar and usage.
- **L.4.2a–d** – Demonstrate command of capitalization, punctuation, and spelling.
- **L.4.3a–c** – Use knowledge of language in writing/speaking.
- **L.4.4a–c** – Determine word meanings using strategies.
- **L.4.5a–c** – Demonstrate understanding of figurative language and relationships.
- **L.4.6** – Acquire and use grade-level academic and domain-specific words.

NJSLS Standards for grades 6-8:

Science:

- **MS-ESS3-2:** Analyze data on natural hazards to forecast future catastrophic events.

Social Studies:

- **6.3.8.GeoHE.1:** Evaluate ways people prepare for and respond to environmental disasters.

Math:

- **6.SP.B.5:** Use data to describe natural events (e.g., tornado frequency, damage costs).

Career Readiness, Life Literacies, and Key Skills

- **9.4.8.CT.2:** Evaluate short- and long-term solutions during crises (i.e., evacuation, shelter).
- **9.4.8.IML.5:** Analyze public data sets about weather events to summarize their impact.
- **9.4.8.TL.2:** Digitally represent real-world problems—like extreme weather.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

9.4.8.DC.7: Collaborate digitally to share emergency plans or disaster response ideas.

9.4.8.FP.3: Demonstrate financial self-regulation under crisis conditions (food, shelter, resources).

9.4.8.CI.3: Explore challenges in adopting new safety ideas or emergency protocols.

Technology Integration

Platforms such as Google Classroom, iLit, IXL, Padlet, BrainPOP, Genesis, and others will be used:

- as hubs for organizing assignments, class communication, grading, and feedback
- to share documents, post announcements, host discussions, collect student work
- provide powerful ways to foster communication, support personalized learning, build collaboration, and develop 21st-century skills

Standards alignment:

- **9.4.8.TL.3: Select appropriate tools to organize and present information digitally.** Platforms like Google Classroom and Padlet are designed for organizing assignments, sharing documents, and presenting information.
- **9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.** Many of these platforms support both real-time (synchronous) and flexible-time (asynchronous) communication and collaboration.
- **9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.** Tools such as Padlet and Google Classroom allow collaborative posting and feedback.
- **9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.** Platforms like BrainPOP and Padlet support sharing and gathering input in a digital community.
- **9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.** Students use platforms like Google Classroom to submit work and receive feedback.
- **9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques.** Tools like IXL and iLit help students visualize learning progress and data.
- **9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.** BrainPOP and Padlet can encourage creativity and exploration of different learning paths.

Career Education

CRP1: Act as a responsible and contributing citizen and employee.

- Students explore how people respond to emergencies and disasters, drawing

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

connections to community responsibility and preparedness.

- *Activities like group discussion, journal responses, and performance tasks emphasize empathy, accountability, and social responsibility.*

CRP2: Apply appropriate academic and technical skills.

- Students apply ELA skills (reading, writing, vocabulary, summarizing, inference) across narrative and informational genres, including science texts.
- *Connections to scientific concepts (weather systems, earth changes) reinforce interdisciplinary application.*

CRP4: Communicate clearly and effectively and with reason.

- Students explain cause and effect, summarize events, and share personal and explanatory writing.
- *Oral discussions, narrative writing, and explanatory essays all support this practice.*

CRP6: Demonstrate creativity and innovation.

- Narrative writing tasks and creative responses (e.g., visualizing, sketch-to-stretch) encourage imaginative thinking.
- *Students also explore figurative language, metaphors, and writing voice.*

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

- Students analyze complex weather scenarios, interpret characters' decisions in the face of danger, and infer motivations.
- *Reading comprehension strategies are framed around problem-solving (e.g., "What would you do?" scenarios).*

CRP12: Work productively in teams while using cultural global competence.

- Students engage in partner/small group discussions and consider how different communities experience natural disasters.
- *Opportunities for sharing perspectives and developing awareness of cultural responses to crisis events support this.*

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

Modifications (Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

- Provide anchor charts with high frequency words and phonemic patterns

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

Time Frame	20 weeks
Topic	
Level A: Unit 6	
Text Focus: <i>A Strong Right Arm</i> , paired texts, phonics readers and word study materials, and informational articles	
Themes: perseverance and courage; heroes and role models; civil rights and social justice; identity and self worth; advocacy and voice	
Skills: determine main idea and supporting details; compare and contrast; author's purpose and point of view; narrative and opinion writing; citing textual evidence	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: • ELD-SI.4-12.Narrate ○ Share ideas about one's own and others' lived experiences and previous learning ○ Connect stories with images and representations to add meaning ○ Identify and raise questions about what might be unexplained, missing, or left unsaid ○ Recount and restate ideas to sustain and move dialogue forward • ELD-SI.4-12.Inform ○ Define and classify facts and interpretations; determine what is known vs. unknown ○ Report on explicit and inferred characteristics, patterns, or behavior ○ Sort, clarify, and summarize relationships ○ Summarize most important aspects of information • ELD-SI.4-12.Explain ○ Generate and convey initial thinking ○ Follow and describe cycles and sequences of steps or procedures and their causes and effects ○ Compare changing variables, factors, and circumstances ○ Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • ELD-SI.4-12.Argue ○ Generate questions about different perspectives ○ Support or challenge an opinion, premise, or interpretation ○ Clarify and elaborate ideas based on feedback	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

WIDA ELD Standard 2: Language for Language Arts

- ELD-LA .6-8 .Inform.Interpretive
 - Interpret informational texts in language arts by:
 - Identifying and/or summarizing main ideas and their relationship to supporting ideas
 - Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
 - Evaluating the impact of author's key word choices over the course of a text
- ELD-LA .6-8 .Inform.Expressive
 - Construct informational texts in language arts that
 - Introduce and define topic and/or entity for audience
 - Establish objective or neutral stance
 - Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
 - Develop coherence and cohesion throughout text
- ELD-LA.6-8.Argue.Interpretive
 - Interpret language arts arguments by
 - Identifying and summarizing central idea distinct from prior knowledge or opinions
 - Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
 - Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
- ELD-LA.6-8.Argue.Expressive
 - Construct language arts arguments that
 - Introduce and develop claim(s) and acknowledge counterclaim(s)
 - Support claims with reasons and evidence that are clear, relevant, and credible
 - Establish and maintain formal style
 - Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

WIDA ELD Standard 5: Language for Social Studies

- ELD-SS.6-8.Explain.Interpretive
 - Interpret social studies explanations by
 - Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for logical relationships among contributing factors or causes
 - Evaluating experts' points of agreement, along with strengths and

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

- weakness of explanations
- ELD-SS.6-8.Explain.Expressive
 - Construct social studies explanations that
 - Introduce and contextualize phenomena or events
 - Establish perspective for communicating outcomes, consequences, or documentation
 - Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
 - Generalize multiple causes and effects of developments or events
- ELD-SS.6-8.Argue.Interpretive
 - Interpret social studies arguments by
 - Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective) •
 - Analyzing relevant information from multiple sources to support claims
 - Evaluating point of view and credibility of source based on relevance and intended use
- ELD-SS.6-8.Argue.Expressive
 - Construct social studies arguments that
 - Introduce and contextualize topic
 - Select relevant information to support claims with evidence gathered from multiple sources
 - Establish perspective
 - Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening:

- Engage in read-alouds and think-alouds modeled by the teacher
- Follow along with audio narration
- Participate in partner and small group discussions (e.g., prediction, retelling, visualizing, summarizing)
- Listen for academic vocabulary and language patterns during Word Slam and oral modeling
- Use listening comprehension strategies to extract meaning, such as:
 - Noting key details
 - Identifying tone and intent
 - Following sequence in narrative and informational text

Domain 2: Speaking:

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

- Participate in classroom conversations using structured protocols (e.g., sentence stems, accountable talk)
- Present writing and reading insights in author's chair, peer feedback sessions, and oral reflections
- Role-play
- Give oral summaries and explanations, especially after group or independent reading
- Engage in vocabulary-rich discussions, applying new words to real scenarios and text analysis
- Conduct peer interviews, debates, or presentations for narrative, argumentative, and/or informational writing

Domain 3: Reading:

- Read anchor and paired text and phonics readers.
- Practice comprehension strategies:
 - Ask and answer questions
 - Make inferences
 - Recognize cause and effect
 - Use context clues
 - Clarify by retelling
 - Visualize scenes
 - Compare and contrast
 - Identify text structure (chronological, cause/effect)
- Participate in interactive reading using graphic organizers, prediction charts, and annotation tools.
- Use digital reading platforms (iPractice, Word Slam) for fluency and strategy application.
- Engage in text-based evidence collection with highlighters; interactive digital texts with guiding prompts

Domain 4: Writing:

- Plan and write narrative, explanatory, and opinion paragraphs
- Respond to text-dependent questions in journals
- Use writing prompts and sentence frames to build structured responses
- Revise and edit writing using peer feedback and rubrics
- Write from different perspectives

Key vocabulary

Assessments

Formative:

- iPractice Activities

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

- Interactive Reading & Comprehension Strategy Practice (e.g., visualizing, making inferences, cause and effect)
- Small Group Instruction & Check-Ins
- Quick-write responses
- Grammar mini-quizzes, study plans
- Think-pair-share
- Vocabulary checks
- reading comprehension tasks
- writing drafts and revisions
- Spelling and Phonics Activities
- Reading Journals, Vocabulary Notebooks
- Word Study Practice

Summative:

- Final narrative
- Vocabulary assessments
- explanatory, and opinion writing products
- Reading checks
- Interactive projects (e.g., opinion paragraph presentations, cause/effect visuals)

Benchmark:

- Unit Benchmarks
- GRADE Assessments

Alternative:

- Multilingual responses: respond orally or in writing in home language where appropriate
- Pictorial/visual: point to images, draw responses, match visual
- Verbal response: retell, summarize, compare, define orally
- Portfolio-based: collection of work over time

[WIDA Rubrics for writing and speaking](#)

Interdisciplinary Connections

Standards included in ILIT Level A Unit 6 organized by domain: Reading, Writing, Listening & Speaking, and Language

Reading

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

- **RL.4.6** – Compare/contrast narration differences (first- vs. third-person).
- **RI.4.8** – Explain how an author supports points with evidence.
- **RI.4.9** – Integrate information from two texts to write or speak about a topic.
- **RI.4.4** – Determine the meaning of academic and domain-specific vocabulary in a text.

Writing

- **W.4.1a–d** – Write opinion pieces with reasons and evidence.
- **W.4.2a–e** – Write informative/explanatory texts clearly and logically.
- **W.4.3a–e** – Write narratives with details and event sequences.
- **W.4.5** – Plan, revise, and edit writing with guidance.
- **W.4.6** – Use technology to produce and publish writing.
- **W.4.10** – Write routinely over extended and shorter time frames.

Speaking & Listening

- **SL.4.6** – Speak in complete sentences when appropriate.

Language

- **L.4.1a–g** – Demonstrate command of grammar and usage.
- **L.4.2a–d** – Demonstrate command of capitalization, punctuation, and spelling.
- **L.4.3a–c** – Use knowledge of language in writing/speaking.
- **L.4.4a–c** – Determine word meanings using strategies.
- **L.4.5a–c** – Demonstrate understanding of figurative language and relationships.
- **L.4.6** – Acquire and use grade-level academic and domain-specific words.

NJSLS Standards for grades 6-8:

Science:

- **MS-LS1-3:** Describe how body systems work together in physical activity.

Social Studies:

- **6.1.8.CivicsHR.3.a:** Explain the role of discrimination and the fight for civil rights.
- **6.1.8.HistoryUP.5.b:** Explore the experiences of athletes breaking racial barriers.

Math:

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

- **6.RP.A.3:** Use ratios to describe pitching statistics or athletic performance.

Career Readiness, Life Literacies, and Key Skills

- **9.2.8.CAP.3:** Explain how career choices and personal behavior affect income (Mamie's pursuit of baseball).
- **9.4.8.GCA.1 & GCA.2:** Model cultural sensitivity and openness to diverse perspectives.
- **9.4.8.CI.4:** Explore creativity and innovation in nontraditional careers (i.e., Mamie Johnson in pro baseball).
- **9.4.8.CT.3:** Compare past problem-solving (Mamie's self-discipline and breaking barriers) to outcomes.

Technology Integration

Platforms such as Google Classroom, iLit, IXL, Padlet, BrainPOP, Genesis, and others will be used:

- as hubs for organizing assignments, class communication, grading, and feedback
- to share documents, post announcements, host discussions, collect student work
- provide powerful ways to foster communication, support personalized learning, build collaboration, and develop 21st-century skills

Standards alignment:

- **9.4.8.TL.3: Select appropriate tools to organize and present information digitally.**
Platforms like Google Classroom and Padlet are designed for organizing assignments, sharing documents, and presenting information.
- **9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.** Many of these platforms support both real-time (synchronous) and flexible-time (asynchronous) communication and collaboration.
- **9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.** Tools such as Padlet and Google Classroom allow collaborative posting and feedback.
- **9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.** Platforms like BrainPOP and Padlet support sharing and gathering input in a digital community.
- **9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.** Students use platforms like Google Classroom to submit work and receive feedback.
- **9.4.8.IML.3: Create a digital visualization that effectively communicates a data**

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

set using formatting techniques. Tools like IXL and iLit help students visualize learning progress and data.

- **9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.** BrainPOP and Padlet can encourage creativity and exploration of different learning paths.

Career Education

CRP1: Act as a responsible and contributing citizen and employee

- Students explore gender equity in sports through class discussions (Days 2–5); and reflect on Mamie Johnson's challenges and write narrative paragraphs about overcoming adversity
- Encourages civic engagement, awareness of fairness, and empathy through historical and real-world issues.

CRP2: Apply appropriate academic and technical skills

- Students engage in grammar study, figurative language analysis (Day 3), and complete narrative, explanatory, and opinion writing tasks.
- Vocabulary instruction includes Word Slam games, context clues, and morphology lessons.
- Reinforces core academic skills—reading, writing, language, and vocabulary—applied in meaningful contexts.

CRP4: Communicate clearly and effectively and with reason

- Students participate in structured classroom conversations (Days 4, 9, 24, 27, 39).
 - They revise and present opinion essays orally (Days 33–39), using evidence from texts.
- Promotes speaking and writing with clarity and supports claims using logical reasoning and textual support.

CRP6: Demonstrate creativity and innovation

- Students write figurative poems (Day 3), design trading cards or visual presentations (Days 6–10), and use idioms creatively in writing (Day 20).
- Encourages self-expression and creative thinking through storytelling, poetry, and multimedia formats.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

them

- Students examine cause and effect (Days 16, 29, 34), make inferences (Day 32), and reflect on personal growth through writing.
- Develops problem-solving, analysis, and resilience by connecting personal reflection with characters' real-life decisions.

CRP10: Plan education and career paths aligned to personal goals

- Through narrative writing (Days 6–10) and biography analysis, students reflect on future goals and the persistence needed to achieve them.
- Encourages career awareness, goal setting, and personal growth through inspiration from real-life figures.
- Students collaborate in small groups (e.g., partner discussions, peer feedback, presentations).
- They explore cultural perspectives through texts like *The Chumash People of California* and *A New Day* (Days 32–44).
Fosters teamwork, respectful dialogue, and appreciation for diverse experiences and identities.

Modifications (Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English as a Second Language COURSE ESL (Newcomer/Beginner)

- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Home of the Spartans!
#spartanlegacy

