



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 Intermediate II

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: English as a Second Language (Intermediate I)

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.

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Benchmark Assessment Level B Unit 2: <i>Unit Introduction: Build Background; Ask Questions, Preview & Predict</i>	21	Level B Unit 4: <i>Unit Introduction: Build Background; Author's Purpose, Set Purpose</i>
2	Level B Unit 2: <i>Vocabulary Development; Visualize, Use Context Clues</i>	22	Level B Unit 4: <i>Vocabulary Development; Visualizing, Figurative Language</i>
3	Level B Unit 2: <i>Narrative Writing: Planning with Details; Visualizing & Dialogue Analysis</i>	23	Level B Unit 4: <i>Narrative Writing: Planning with Details; Main Idea, Supporting Details</i>
4	Level B Unit 2: <i>Compare and Contrast Characters; Retelling, Clarifying</i>	24	Level B Unit 4: <i>Compare and Contrast; Greek and Latin Roots, Context Clues</i>
5	Level B Unit 2: <i>Writing Narrative Paragraph; Word Study: Multisyllabic Words</i>	25	Level B Unit 4: <i>Opinion Writing Introduction; Cause and Effect, Text Structure</i>
6	Level B Unit 2: <i>Cause and Effect; Inflected Endings; Writing Explanatory Text</i>	26	Level B Unit 4: <i>Identify Author's Viewpoint; Context Clues, Multiple-Meaning Words</i>
7	Level B Unit 2: <i>Predict Outcomes; Planning Explanatory Paragraphs</i>	27	Level B Unit 4: <i>Writing Narrative Essays; Peer Conferencing, Revising</i>
8	Level B Unit 2: <i>Writing Opinion Paragraphs; Opinion Writing Structure</i>	28	Level B Unit 4: <i>Writing Opinion Paragraphs; Historical Perspectives, Author's Purpose</i>

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9	Level B Unit 2: <i>Author's Purpose; Greek & Latin Roots</i>	29	Level B Unit 4: <i>Greek and Latin Roots; Figurative Language, Vocabulary Pause</i>
10	Level B Unit 2: <i>Review & Midpoint Benchmark Summarizing, Synthesize Ideas</i>	30	Level B Unit 4: <i>Final Narrative and Opinion Writing; Summarizing, Benchmark Prep</i>
Week	Marking Period 2	Week	Marking Period 4
11	Level B Unit 2: <i>Reintroduction to unit-Introduce Inflected Endings; Predict, Plan Explanatory Paragraphs</i>	31	Level B Unit 4: <i>Reintroduction to Unit-Build Background; Compare and Contrast Accounts</i>
12	Level B Unit 2: <i>Compare and Contrast; Inflected Endings, Clarify Text</i>	32	Level B Unit 4: <i>Vocabulary Development; Figurative Language, Author's Purpose</i>
13	Level B Unit 2: <i>Write Explanatory Text; Planning & Drafting Explanatory Paragraphs</i>	33	Level B Unit 4: <i>Writing Narrative Essay; Planning & Drafting</i>
14	Level B Unit 2: <i>Compare and Contrast Characters; Grammar Study, Retell</i>	34	Level B Unit 4: <i>Cause and Effect; Revising Narrative Essays</i>
15	Level B Unit 2: <i>Review and Retell; Compare and Contrast, Context Clues</i>	35	Level B Unit 4: <i>Main Idea & Supporting Details; Syllable Patterns, Prefixes, Suffixes</i>
16	Level B Unit 2: <i>Reading Fluency with Expression; Recognize Cause and Effect</i>	36	Level B Unit 4: <i>Compare and Contrast Text Structure; Identifying Author's Viewpoint</i>
17	Level B Unit 2: <i>Peer Conference Narrative Essay; Recognize Author's Purpose</i>	37	Level B Unit 4: <i>Writing Opinion Paragraph; Peer Conferences, Revising Opinions</i>

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COURSE ESL Intermediate II

18	Level B Unit 2: <i>Cause and Effect; Text Structure, Author's Purpose</i>	38	Level B Unit 4: <i>Greek & Latin Roots; Context Clues, Multiple-Meaning Words</i>
19	Level B Unit 2: <i>Form Opinions; Greek and Latin Roots, Writing Opinions</i>	39	Level B Unit 4: <i>Historical Perspectives; Author's Purpose, Recognizing Text Structure</i>
20	Level B Unit 2: <i>Final Projects & Benchmark Assessment; Vocabulary Review, Reflection</i>	40	Level B Unit 4: <i>Final Projects & Benchmark Assessment; Vocabulary Review, Reflection</i>

Core Instructional & Supplemental Materials including various levels of Texts

Level B: Unit 2

Anchor Text: *Alamo Wars*

Read Aloud, Think Aloud Texts:

- *Taking a Stand for Civil Rights*
- *We Need to Go to School*
- *Justice Speaks*
- *One Among Many*
- *People Equal*
- *Inequality in America*
- *Nicholas Cobb*
- *People Who Gave us the Constitution*
- *The Growing United States*

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

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- 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](#)
- [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 B: Unit 4

Anchor Text: *Frindle*

Read Aloud, Think Aloud Texts:

- *The Mystery of Sound*
- *Singing Big and Loud*
- *Beating the Odds*
- *Your Incredible Growing Body*
- *I Have Down Syndrome: Know Me Before You Judge Me*
- *The Echoing Green*
- *If You Could Change the World*
- *The Hardest Lap*
- *Shake it Off and Take a Step up*
- *Clutch*
- *Seeds*
- *Changing Matter*
- *Human Body Systems*

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- [ILIT ELL Making Meaning Workbooks & Answer Keys](#)
- [Brainpop ELL correlation \(optional\)](#)

Time Frame	20 weeks
Topic	
Level B Unit 2	
Text Focus: <i>Alamo Wars</i> , paired texts, phonics readers and word study materials, and informational articles	
Themes: freedom and responsibility; social injustice and discrimination; personal growth and	

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COURSE ESL Intermediate II

change; civic engagement and government; community and belonging

Skills: ask and answer questions; cause and effect; narrative, opinion, and explanatory writing; use of context clues and word study; retelling and summarizing

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
 - 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
 - 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

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- 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 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

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- 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:

- 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

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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
- 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

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- 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 B Unit 2 organized by domain: Reading, Writing, Listening & Speaking, and Language:

Reading

- **RL.5.1** – Quote accurately from a text when explaining
- **RL.5.2** – Determine theme, summarize text
- **RL.5.3** – Compare and contrast characters/events
- **RL.5.4** – Determine meaning of words/phrases
- **RL.5.5a** – Explain structure of stories
- **RL.5.10** – Read and comprehend literature
- **RI.5.1** – Quote accurately when explaining information
- **RI.5.2** – Main idea and details, summarize

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- **RI.5.3** – Explain relationships/interactions
- **RI.5.4** – Determine meaning of academic vocabulary
- **RI.5.5** – Analyze text structure
- **RI.5.7** – Draw information from multiple sources
- **RI.5.10** – Read and comprehend informational texts
- **RF.5.3a** – Decode multisyllabic words
- **RF.5.4a-c** – Read fluently with accuracy and expression

Writing

- **W.5.1a-e** – Opinion writing (introduce, support, connect, organize, conclude)
- **W.5.2a-e** – Informative/explanatory writing
- **W.5.3a-e** – Narrative writing with sequences and details
- **W.5.4** – Produce clear and coherent writing
- **W.5.5** – Revise/edit with peer support
- **W.5.6** – Use technology and collaborate
- **W.5.8** – Gather information from sources
- **W.5.9b** – Draw evidence from texts
- **W.5.10** – Write over extended and shorter time frames

Listening & Speaking

- **SL.5.1a-d** – Engage in collaborative discussions
- **SL.5.2** – Summarize information presented
- **SL.5.4** – Report on topics
- **SL.5.6** – Use appropriate formal/informal speech

Language

- **L.5.1** – Grammar and usage
- **L.5.2e** – Correct punctuation/capitalization
- **L.5.4a-c** – Determine/clarify meaning of unknown words
- **L.5.5a-c** – Interpret figurative language, word relationships, and nuances
- **L.5.6** – Acquire and use grade-appropriate vocabulary

NJSLS Standards for grades 6-8:

Science:

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- **MS-LS1-8:** Gather and synthesize information about how sensory receptors respond to stimuli (PTSD context).

Social Studies:

- **6.1.8.HistoryCC.5.a:** Examine causes and effects of U.S. conflicts (e.g., Gulf War, Vietnam).
- **6.1.8.CivicsPI.3:** Analyze political and social impacts of military conflict.

Math:

- *(Optional: data/graphs on veteran populations or deployments using 6.SP standards.)*

Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.1–4 (Civic Financial Responsibility) Relates to community development and responsible decision-making aligned with early civic concepts.

9.2.8.CAP.2–3 (Career Awareness & Planning) Developing a plan and understanding how choices affect income connects to Unit 2's themes of goal-setting and responsibility.

9.4.8.CT.1–3 (Critical Thinking & Problem-Solving) Supports text analysis and writing tasks that involve reasoning.

9.4.8.DC.1–6 (Digital Citizenship) Ties to Unit 2's writing technology use, respecting digital content, and responsible online behavior.

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.

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COURSE ESL Intermediate II

- **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

CRP2. Apply appropriate academic and technical skills. *Strong connection through reading comprehension, vocabulary, grammar, and writing skills.*

CRP4. Communicate clearly and effectively and with reason. *Students write explanatory texts, narratives, and participate in discussions.*

CRP7. Employ valid and reliable research strategies. *Emphasized through finding evidence from texts (W.5.8, W.5.9b).*

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. *Students compare and contrast texts, analyze the author's purpose, and solve comprehension questions.*

CRP11. Use technology to enhance productivity. *Applies through writing and publishing activities using technology (W.5.6).*

Time Frame

20 Weeks

Topic

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Level B Unit 4

Text Focus: *Frindle*, paired texts, phonics readers and word study materials, and informational articles

Themes: the power of words, creativity and innovation, authority and rebellion, perseverance and influence, coming of age/growing up

Skills: reading fluency and expression; making connections (text-to-self, text-to-text); poetry writing and personal narratives; vocabulary development and usage; classroom discussions and collaborative conversations

Alignment to Standards

WIDA ELD Standard 1: Language for Social and Instructional Purposes:

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 - Share ideas about one's own and others' lived experiences and previous learning
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 - Define and classify facts and interpretations; determine what is known vs. unknown
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WIDA ELD Standard 2: Language for Language Arts

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- ELD-LA .6-8 .Inform.Interpretive
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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

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DEPARTMENT English as a Second Language

COURSE ESL Intermediate II

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:

- 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

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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 Intermediate II

- 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
- 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](#)

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Interdisciplinary Connections

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

Reading Standards

- **RL.5.1** – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences.
RL.5.2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.5.3 – Compare and contrast two or more characters, settings, or events in a story.
RL.5.4 – Determine the meaning of words and phrases as they are used in a text.
- **RL.5.5** – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure.
- **RL.5.10** – Read and comprehend literature, including stories, dramas, and poetry, independently and proficiently.
RI.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences.
RI.5.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3** – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts.
- **RI.5.4** – Determine the meaning of general academic and domain-specific words and phrases.
RI.5.5 – Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
RI.5.7 – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer quickly or solve a problem efficiently.
RI.5.10 – Read and comprehend informational texts independently and proficiently.
- **RF.5.3a** – Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words.
- **RF.5.4a-c** – Read with sufficient accuracy and fluency to support comprehension.

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Writing Standards

- **W.5.1a-e** – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.2a-e** – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.3a-e** – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.5.4** – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5 – With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.5.6** – Use technology, including the Internet, to produce and publish writing.
- **W.5.8** – Recall relevant information from experiences or gather relevant information from print and digital sources.
- **W.5.9b** – Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.5.10** – Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking & Listening Standards

- **SL.5.1a-d** – Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts.
SL.5.2 – Summarize a written text read aloud or information presented in diverse media and formats.
SL.5.4 – Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details.
- **SL.5.6** – Adapt speech to a variety of contexts and tasks, using formal English when appropriate.

Language Standards

- **L.5.1** – Demonstrate command of the conventions of standard English grammar and usage.
- **L.5.2e** – Use punctuation to separate items in a series.
- **L.5.4a-c** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases using context clues, word parts, and reference materials.
- **L.5.5a-c** – Demonstrate understanding of figurative language, word

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relationships, and nuances in word meanings.

L.5.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

NJSLS Standards for grades 6-8:

Social Studies:

- **6.3.8.CivicsDP.1:** Evaluate the importance of civil liberties, such as free speech.
- **6.3.8.CivicsPR.4:** Engage in advocacy or decision-making processes.

Math:

- *(Optional: using 6.SP to chart how words spread over time.)*

Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.1–4 (Civic Financial Responsibility) Strong tie to Unit 4's focus on civic engagement, social issues, and rights.

9.2.8.CAP.5–10 (Career Planning & Exploration) Relates to writing opinion and argument pieces about real-world topics like leadership and fairness.

9.4.8.CI.1–4 (Creativity & Innovation) Supports creative writing and presentations on civic and historical topics.

9.4.8.GCA.1–2 (Global and Cultural Awareness) Direct connection to social studies themes in Unit 4.

9.4.8.IML.1–15 (Information and Media Literacy) Research skills and analyzing information support Unit 4's writing and speaking standards.

9.4.8.TL.1–6 (Technology Literacy) Use of digital tools for research, presentations, and teamwork activities emphasized in Unit 4.

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

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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

CRP2. Apply appropriate academic and technical skills. *Continues with reading and writing, applied in deeper text analysis and opinion writing.*

CRP4. Communicate clearly and effectively and with reason. *Opinion writing and presenting arguments are key components.*

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. *Analysis of historical perspectives, cause and effect, and comparing text structures.*

CRP9. Model integrity, ethical leadership and effective management. *Highlighted through opinion writing, understanding social justice topics, and classroom discussions about fairness and community.*

CRP12. Work productively in teams while using cultural global competence. *Incorporated through collaborative discussion standards and culturally responsive texts.*

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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

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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
- Provide anchor charts with high frequency words and phonemic patterns

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