



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 II)
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	Level C: Unit 2: <i>Build Background, Welcome to iLit, Routine Introduction</i>	21	Level D: Unit 2: <i>Preview Unit & Author's Purpose</i>
2	Level C: Unit 2: <i>Vocabulary Routine, Classroom Conversations, Narrative Planning</i>	22	Level D: Unit 2: <i>Make Inferences</i>
3	Level C: Unit 2: <i>Asking Questions, Narrative Writing</i>	23	Level D: Unit 2: <i>Character & Setting Visualization, Grammar Study</i>
4	Level C: Unit 2: <i>Making Predictions, Language Study, Narrative Drafting</i>	24	Level D: Unit 2: <i>Identify & Analyze Cause and Effect</i>
5	Level C: Unit 2: <i>Connotation, Compound Words, Visualizing, Narrative Revision</i>	25	Level D: Unit 2: <i>Write a Narrative Paragraph, Language Use</i>
6	Level C: Unit 2: <i>Analyze Language Choices, Write Informative Paragraph</i>	26	Level D: Unit 2: <i>Compare Texts, Summarize Events</i>
7	Level C: Unit 2: <i>Clarify Meaning, Fluency Practice, Independent Reading</i>	27	Level D: Unit 2: <i>Figurative Language, Connecting Words</i>
8	Level C: Unit 2: <i>Compare/Contrast, Word Slam Vocabulary Game</i>	28	Level D: Unit 2: <i>Plan & Revise Narrative Writing</i>
9	Level C: Unit 2: <i>Figurative Language, Planning Opinion Paragraphs</i>	29	Level D: Unit 2: <i>Final Narrative & Vocabulary Review</i>
10	Level C: Unit 2: <i>Level C: Unit 2: Final Narrative or Explanatory Essay, Vocabulary Review, Midpoint</i>	30	Level D: Unit 2: <i>Midpoint Benchmark, Reading & Writing Fluency</i>

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	<i>Benchmark</i>		
Week	Marking Period 2	Week	Marking Period 4
11	Level C: Unit 4: <i>Compare/Contrast Informational Texts</i>	31	Level D: Unit 4: <i>Build Background, Introduce Theme</i>
12	Level C: Unit 4: <i>Plan & Draft Opinion Paragraphs</i>	32	Level D: Unit 4: <i>Analyze Conflict, Text-to-Self Connections</i>
13	Level C: Unit 4: <i>Revise, Edit, and Publish Opinion Writing</i>	33	Level D: Unit 4: <i>Opinion Writing Draft</i>
14	Level C: Unit 4: <i>Author's Purpose, Figurative Language</i>	34	Level D: Unit 4: <i>Revise, Peer Review, Edit for Clarity</i>
15	Level C: Unit 4: <i>Summarize with Context Clues & Idioms</i>	35	Level D: Unit 4: <i>Visualize & Understand Character Decisions</i>
16	Level C: Unit 4: <i>Cultural Perspectives, Text Structure</i>	36	Level D: Unit 4: <i>Compare/Contrast Author's Perspectives</i>
17	Level C: Unit 4: <i>Final Explanatory Writing, Fluency Practice</i>	37	Level D: Unit 4: <i>Write & Present Final Opinion Essay</i>
18	Level C: Unit 4: <i>Vocabulary Games & Language Practice</i>	38	Level D: Unit 4: <i>Review Grammar, Conduct Oral Presentations</i>
19	Level C: Unit 4: <i>Performance Tasks, Presentation Prep</i>	39	Level D: Unit 4: <i>Complete Performance Tasks & Portfolios</i>
20	Level C: Unit 4: <i>Unit Benchmark, Final Reflection</i>	40	Level D: Unit 4: <i>Final Benchmark & Reflection</i>

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Core Instructional & Supplemental Materials including various levels of Texts

Level C: Unit 2, 4

Anchor Texts: *Saint Louis Armstrong Beach; Don't Call me Hero*

Read Aloud, Think Aloud Texts:

- *Babes in the Woods*
- *Canada Geese 'Gassed'*
- *Living with Weather and Climate*
- *Wakiki's Story*
- *Human Impact!*
- *Rivers Change the Earth*
- *Changing Weather*
- *Do You Think as an Economical Person?*
- *Gabriel Angelo: A Twelve Year Old and His Trumpet*
- *Skateboarders*
- *Douglas's Win Sends a Message to Kids*
- *The Ride*
- *Greek Myths*
- *Ancient Greece and Modern Culture*

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](#)

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COURSE ESL (Intermediate II)

- [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 D: Unit 2, 4

Anchor Texts: *Trino's Choice, Ask Me No Questions*

Read Aloud, Think Aloud Texts:

- *Many Worlds, One Team*
- *In the Shadows*
- *Autistic Teen's Hoop Dreams Come True*
- *Out of Many*
- *Famous*
- *The Circuit*
- *Immigration at Angel Island*
- *Can you Believe it?*
- *How Plants Grow and Change?*
- *Light*
- *Challenges in Bangladesh*
- *Bahia Bakari, the Miracle Girl*
- *An Awful Lot to Live For*
- *Charge of the Light Brigade*
- *Dieppe: A Doomed Mission*
- *Two Fables About Survival*
- *Robots at Work*
- *Classifying Plants and Animals*
- *Fossil Detectives*

Instructional Tools:

- phonics readers and word study materials
- iPractice interactive activities
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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](#)
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- [ILIT ELL Making Meaning Workbooks & Answer Keys](#)
- [Brainpop ELL correlation \(optional\)](#)

Time Frame	20
Topic	
Level C Units 2, 4 Text focus: <i>Saint Louis Armstrong Beach</i>, <i>Don't Call me a Hero</i>, paired texts, phonics readers and word study materials, and informational articles Themes: poverty and survival, violence and peer pressure, identity and self-worth, coming of age, mentorship and positive influence Skills: Reading Comprehension Ask/Answer Questions, Visualize, Paraphrase); Writing Informative and Explanatory Paragraphs; Academic Vocabulary Development; Analyzing Theme and Character Development; Grammar (Noun-Pronoun Agreement, Verb Tenses, Connotation/Denotation)	
Alignment to Standards	

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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
- 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

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COURSE ESL (Intermediate II)

- 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
 - 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

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COURSE ESL (Intermediate II)

- 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

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

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- 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
- 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)

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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 C Units 2,4 organized by domain: Reading, Writing, Listening & Speaking, and Language:

- **Reading:**
 - RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details.
 - RL.6.3: Describe how a particular story's or drama's plot unfolds and how the characters respond or change.
 - RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
 - RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.
 - RL.6.10: Read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band.
- **Writing:**
 - W.6.3: Write narratives to develop real or imagined experiences or events.
 - W.6.4: Produce clear and coherent writing appropriate to task, purpose, and audience.
 - W.6.5: With guidance and support, develop and strengthen writing through planning, revising, editing, and rewriting.
 - W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - W.6.10: Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.
- **Speaking and Listening:**

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- SL.6.1: Engage effectively in a range of collaborative discussions with diverse partners.
- SL.6.4: Present claims and findings in a focused, coherent manner.
- SL.6.6: Adapt speech to a variety of contexts and tasks.
- **Language:**
 - L.6.1–L.6.6: Demonstrate command of grammar, usage, capitalization, punctuation, spelling, vocabulary acquisition, and use.

NJSLS Standards for grades 6-8:

Science:

- **MS-ESS3-2:** Analyze weather data and natural hazards.
- **MS-LS1-8:** Understand how trauma impacts the brain.

Social Studies:

- **6.1.8.GeoHE.4.c:** Analyze human response to environmental catastrophes (e.g., Katrina).
- **6.3.8.CivicsPI.1:** Assess how leaders and policies affect communities during crisis.
- **6.1.8.CivicsHR.4.a:** Understand the treatment of veterans and persons with disabilities.
- **6.1.8.HistoryUP.5.c:** Analyze how war affects individuals and society.

Math:

- **6.SP.B.4 & B.5:** Analyze and report on hurricane data and impact.
- **Math:** (*Optional: data on war injuries/disability percentages—6.SP standards*)

Career Readiness, Life Literacies, and Key Skills

- 9.1.8.CAP.1:** Identify strengths, talents, and interests and plan for possible careers (explored through characters' lives and identity texts).
- 9.1.8.FI.4:** Analyze how spending choices are influenced by culture and community (applies to paired texts like *Community Dinner* and *Creating Ads*).
- 9.4.8.CI.2:** Repurpose existing content to demonstrate learning (students revise narratives and present through multimedia).
- 9.4.8.IML.1:** Critically interpret digital media (iPractice reading + paired texts).
- 9.4.8.GCA.1:** Model how to reflect cultural awareness and global perspectives in collaborative settings (class discussions, group vocabulary games).
- 9.4.8.TL.2:** Gather data and digitally represent it to communicate findings (theme comparison, character charts, digital tools).

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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

CRP2: Apply academic and technical skills (e.g., text analysis and writing routines).

CRP4: Communicate clearly and effectively and with reason (oral discussions, presentations).

CRP6: Demonstrate creativity and innovation (narrative writing, vocabulary games).

CRP8: Utilize critical thinking to make sense of problems (character motivation, plot predictions).

CRP11: Use technology to enhance productivity (digital library, iPractice tools).

CRP12: Work productively in teams using cultural/global competence (peer work,

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diverse texts).

Time Frame	20 weeks
Topic	
Level D Units 2, 4 Text focus: <i>Trino's Choice, Ask Me No Questions</i> Themes: individual choice; societal expectations; consequences of difficult decisions; personal growth/resilience; justice; impact of individual voices and actions on both self and society Skills: inference, Cause & Effect, Characterization, Narrative Writing	
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	

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- 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
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 - 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

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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:

- Participate in classroom conversations using structured protocols (e.g., sentence

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COURSE ESL (Intermediate II)

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
- Interactive Reading & Comprehension Strategy Practice (e.g., visualizing, making inferences, cause and effect)

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- 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

Interdisciplinary Connections

Standards included in ILIT Level D Units 2,4 organized by domain: Reading, Writing, Listening & Speaking, and Language:

Reading:

- RL.7.1: Cite textual evidence to support analysis of what the text says and inferences drawn.
- RL.7.2: Determine themes or central ideas and analyze their development.
- RL.7.3: Analyze how elements of a story or drama interact.
- RL.7.4: Determine meanings of words and phrases, including figurative and

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connotative.

- RL.7.10: Read and comprehend literature in the grades 6–8 text complexity band.
- RI.7.1: Cite evidence to support analysis of informational text.
- RI.7.2: Determine two or more central ideas and analyze their development.
- RI.7.10: Read and comprehend literary nonfiction.

Writing:

- W.7.3: Write narratives to develop real or imagined experiences or events.
- W.7.4: Produce clear and coherent writing.
- W.7.5: With support, develop and strengthen writing as needed.
- W.7.9: Draw evidence from texts to support analysis and research.
- W.7.10: Write routinely for a range of tasks, purposes, and audiences.

Speaking and Listening:

- SL.7.1: Participate in a range of collaborative discussions.
- SL.7.4: Present claims and findings clearly.
- SL.7.6: Adapt speech to a variety of contexts and tasks.

Language:

- L.7.1–L.7.6: Demonstrate command of grammar and usage, punctuation, and vocabulary acquisition and use.

NJSLS Standards for grades 6-8:

Social Studies:

- **6.3.8.CivicsHR.1:** Investigate civil and human rights and the role of personal decisions.
- **6.3.8.CivicsPD.2:** Discuss how individuals can influence local issues and injustice.
- **6.1.8.CivicsPI.3.a:** Understand how policies affect immigrants.
- **6.3.8.HistoryCA.1:** Explore civil liberties post-9/11.
- **6.1.8.GeoHE.4.b:** Examine migration and its social impacts.

Math:

- **(Optional: demographics or immigration trends—6.SP.B.5)**

Career Readiness, Life Literacies, and Key Skills

- **9.1.8.CDM.3:** Evaluate how social and economic conditions affect decision-making

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(relevant to *Trino's Choice* and social justice themes).

- **9.1.8.FP.6:** Compare the role of philanthropy and volunteerism in society (community issues in anchor texts).
- **9.4.8.CT.2:** Develop multiple solutions to a problem and evaluate impacts (used in debates, opinion writing).
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives (oral discussion, text connections).
- **9.4.8.TL.5:** Collaborate digitally to produce and publish writing (publishing explanatory or opinion essays).
- **9.4.8.IML.4:** Identify bias and distinguish fact from opinion in digital sources (critical reading of informational texts).

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.

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- **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 (analyzing social issues).

CRP2: Apply appropriate academic and technical skills (e.g., writing arguments and synthesizing evidence).

CRP4: Communicate clearly and effectively (debates, presentations).

CRP5: Consider environmental, social, and economic impacts (unit themes and discussions).

CRP6: Demonstrate creativity and innovation (literary responses and opinion essays).

CRP7: Employ valid and reliable research strategies (textual analysis and evidence collection).

CRP8: Utilize critical thinking to make sense of problems (character decisions, consequences).

CRP9: Model integrity and leadership (peer reviews, group roles).

CRP10: Plan education and career paths (real-world text connections).

CRP11: Use technology to enhance productivity (iPractice, digital journals).

CRP12: Work productively in teams while using cultural/global competence (paired/group tasks).





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Modifications (ELL, 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.

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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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