DEPARTMENT English as a Second Language COURSE ESL Grammar I

Curriculum Development Timeline

School: **Ocean Township High School**

Course: **English as a Second Language Grammar I**

Department: **ESL**

Board Approval	Supervisor	Notes
August 2025	Cecilia Vila	Born / Redesigned This course was developed by separating content from an existing 9-12 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	Unit 1- Classroom Language & English Parts of Speech: *Foundations of English Grammar & Classroom Language* and *Nouns, Articles & Plurals*	21	Unit 3-Unit 3- Describing People, Places, and Things *Prepositions & Descriptions* and *Present Continuous & Actions Now*
2	Unit 1- Classroom Language & English Parts of Speech: *Foundations of English Grammar & Classroom Language* and *Nouns, Articles & Plurals*	22	Unit 3-Unit 3- Describing People, Places, and Things *Prepositions & Descriptions* and *Present Continuous & Actions Now*
3	Unit 1- Classroom Language & English Parts of Speech: *Foundations of English Grammar & Classroom Language* and *Nouns, Articles & Plurals*	23	Unit 3-Unit 3- Describing People, Places, and Things *Prepositions & Descriptions* and *Present Continuous & Actions Now*
4	Unit 1- Classroom Language & English Parts of Speech: *Foundations of English Grammar & Classroom Language* and *Nouns, Articles & Plurals*	24	Unit 3-Unit 3- Describing People, Places, and Things *Prepositions & Descriptions* and *Present Continuous & Actions Now*
5	Unit 1- Classroom Language & English Parts of Speech: *Foundations of English Grammar & Classroom Language* and *Nouns, Articles & Plurals*	25	Unit 3-Unit 3- Describing People, Places, and Things *Prepositions & Descriptions* and *Present Continuous & Actions Now*
6	Unit 1- Classroom Language & English Parts of Speech: *Foundations of English Grammar & Classroom Language* and *Nouns, Articles & Plurals*	26	Unit 3-Unit 3- Describing People, Places, and Things *Prepositions & Descriptions* and *Present Continuous & Actions Now*

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7	Unit 1- Classroom Language & English Parts of Speech: *Foundations of English Grammar & Classroom Language* and *Nouns, Articles & Plurals*	27	Unit 3-Unit 3- Describing People, Places, and Things *Prepositions & Descriptions* and *Present Continuous & Actions Now*
8	Unit 1- Classroom Language & English Parts of Speech: *Foundations of English Grammar & Classroom Language* and *Nouns, Articles & Plurals*	28	Unit 3-Unit 3- Describing People, Places, and Things *Prepositions & Descriptions* and *Present Continuous & Actions Now*
9	Unit 1- Classroom Language & English Parts of Speech: *Foundations of English Grammar & Classroom Language* and *Nouns, Articles & Plurals*	29	Unit 3-Unit 3- Describing People, Places, and Things *Prepositions & Descriptions* and *Present Continuous & Actions Now*
10	Unit 1- Classroom Language & English Parts of Speech: *Foundations of English Grammar & Classroom Language* and *Nouns, Articles & Plurals*	30	Unit 3-Unit 3- Describing People, Places, and Things *Prepositions & Descriptions* and *Present Continuous & Actions Now*
Week	Marking Period 2	**Week**	Marking Period 4
11	Unit 2- Asking and Answering Questions *Simple Present & Frequency Adverbs* and *Questions and Negatives in the Present*	31	Unit 4- Making Comparisons *Comparatives and Superlatives* and *Review & Integrated Projects*
12	Unit 2- Asking and Answering Questions Simple Present & Frequency Adverbs and Questions and Negatives in the Present	32	Unit 4- Making Comparisons *Comparatives and Superlatives* and *Review & Integrated Projects*

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13	Unit 2- Asking and Answering Questions *Simple Present & Frequency Adverbs* and *Questions and Negatives in the Present*	33	Unit 4- Making Comparisons *Comparatives and Superlatives* and *Review & Integrated Projects*
14	Unit 2- Asking and Answering Questions Simple Present & Frequency Adverbs and Questions and Negatives in the Present	34	Unit 4- Making Comparisons *Comparatives and Superlatives* and *Review & Integrated Projects*
15	Unit 2- Asking and Answering Questions *Simple Present & Frequency Adverbs* and *Questions and Negatives in the Present*	35	Unit 4- Making Comparisons *Comparatives and Superlatives* and *Review & Integrated Projects*
16	Unit 2- Asking and Answering Questions Simple Present & Frequency Adverbs and Questions and Negatives in the Present	36	Unit 4- Making Comparisons *Comparatives and Superlatives* and *Review & Integrated Projects*
17	Unit 2- Asking and Answering Questions *Simple Present & Frequency Adverbs* and *Questions and Negatives in the Present*	37	Unit 4- Making Comparisons *Comparatives and Superlatives* and *Review & Integrated Projects*
18	Unit 2- Asking and Answering Questions Simple Present & Frequency Adverbs and Questions and Negatives in the Present	38	Unit 4- Making Comparisons *Comparatives and Superlatives* and *Review & Integrated Projects*

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19	Unit 2- Asking and Answering Questions *Simple Present & Frequency Adverbs* and *Questions and Negatives in the Present*	39	Unit 4- Making Comparisons *Comparatives and Superlatives* and *Review & Integrated Projects*
20	Unit 2- Asking and Answering Questions Simple Present & Frequency Adverbs and Questions and Negatives in the Present	40	Unit 4- Making Comparisons *Comparatives and Superlatives* and *Review & Integrated Projects*

Core Instructional & Supplemental Materials including various levels of Texts
• Grade level texts/novels/vocabulary books • Skill Sharpeners 1-3, Addison-Wesley • Regents English Workbooks, Prentice-Hall Regents • Ready-to Use Revision and Proofreading, Umstatter • Timesaver Grammar Activities, Scholastic Books • Chromebooks • Blooket • Quill.org • IXL • Nearpod • Commonlit.org* (Differentiated by Reading Level for Struggling Learners; Advanced Learners) • NJ Climate Change Educational Resources* • NJ Diversity, Equity, and Inclusion Educational Resources** * NJ Climate Change Education **NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

***Grammar and Vocabulary units are taught concurrently with other units throughout the course of the year.**

Time Frame	10 Weeks
Topic	

Home of the Spartans!
#spartanlegacy

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Unit 1- Classroom Language & English Parts of Speech
Foundations of English Grammar & Classroom Language and *Nouns, Articles & Plurals*

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
- Describe the parts and wholes of a system
- 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

WIDA ELD Standard 2: Language for Language Arts
ELD-LA.9-12.Inform.Interpretive

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships

ELD-LA.9-12.Inform.Expressive

- Introduce and define topic and/or entity for audience
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

ELD-LA.9-12.Narrate.Expressive

- Organize and develop a sequence of events that unfolds naturally and logically
- Use temporal words and phrases to signal time shifts
- Provide a sense of closure

WIDA ELD Standard 3: Language for Mathematics
ELD-MA.9-12.Explain.Interpretive

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

ELD-MA.9-12.Explain.Expressive

- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

WIDA ELD Standard 4: Language for Science

ELD-SC.9-12.Explain.Interpretive

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs

ELD-SC.9-12.Explain.Expressive

- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system

WIDA ELD Standard 5: Language for Social Studies

ELD-SS.9-12.Explain.Interpretive

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts

ELD-SS.9-12.Explain.Expressive

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Identify subject pronouns and classroom vocabulary from oral input
- Follow simple classroom commands and instructions
- Recognize and differentiate articles (“a,” “an,” “the”) and plural noun endings in context

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Domain 2: Speaking
- Use subject pronouns and “to be” in simple classroom sentences
- Respond to and ask basic classroom questions using proper structure
- Practice count/non-count nouns with appropriate articles and quantity phrases

Domain 3: Reading.
- Identify nouns, verbs, and pronouns in short, simple sentences
- Recognize articles and distinguish between singular and plural forms
- Read and understand simple classroom and content-related texts (e.g., schedules, math comparisons, science labels)

Domain 4: Writing.
- Write simple subject–verb–object (SVO) sentences using correct word order
- Use articles and plural rules to write about people and objects
- Label classroom items and academic content using count/non-count noun forms

Key Vocabulary
Sentence
Verb
Noun
Pronoun
Article
Plural
Classroom
Object
Command
Label

Assessments

Formative:
- Reading Response Journals
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Think-Pair-Share Discussions
- Mini Sentence Completion: Students fill in missing articles or plural endings in short sentences (e.g., “She has ___ apple.” → “an”; “I have two ___.” → “books”)

Summative:
- Grammar Quiz: Students complete a short quiz identifying subject pronouns, choosing correct articles, and rewriting singular nouns as plurals
- SVO Sentence Writing Task: Students write 5 original sentences using subject–verb–object structure (e.g., “He is a teacher.” “They have two notebooks.”), using a picture or word bank for support
- Labeling Assessment: Students label a classroom diagram or visual worksheet with article-noun combinations (e.g., “a pencil,” “the window,” “some chairs”)

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- Unit Test

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Classroom Object Poster: Students create a poster or digital slide with labeled classroom items using correct articles and plurals (e.g., “the board,” “a pen,” “two books”)

WIDA-Speaking-Rubric-Gr-1-12 (1).pdf
WIDA-Writing-Rubric-Gr-1-12 (1).pdf

Interdisciplinary Connections

Use count/non-count nouns to talk about quantities (e.g., “some water,” “two erasers”)
4.MD.A.2: Use measurement and units in real-world tasks (adapted to classroom context)

Career Readiness, Life Literacies, and Key Skills

Practice classroom communication phrases that build school survival skills
9.2.12.CAP.1: Identify interests, strengths, and communication skills

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social, and economic impacts of decisions
CRP7. Employ valid and reliable research strategies

Time Frame	10 Weeks

Topic

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DEPARTMENT English as a Second Language COURSE ESL Grammar I

Unit 2- Asking and Answering Questions

Simple Present & Frequency Adverbs and *Questions and Negatives in the Present*

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
- Describe the parts and wholes of a system
- 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
- Evaluate changes in thinking

WIDA ELD Standard 2: Language for Language Arts

ELD-LA.9-12.Inform.Interpretive

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships

ELD-LA.9-12.Inform.Expressive

- Introduce and define topic and/or entity for audience
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

ELD-LA.9-12.Argue.Expressive

- Introduce and develop precise claims and address counterclaims

- Support claims with valid reasoning and relevant and sufficient evidence
- Logically organize reasons and evidence; offer a conclusion with recommendations

WIDA ELD Standard 3: Language for Mathematics
ELD-MA.9-12.Explain.Interpretive

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

ELD-MA.9-12.Explain.Expressive

- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

WIDA ELD Standard 4: Language for Science
ELD-SC.9-12.Explain.Interpretive

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs

ELD-SC.9-12.Explain.Expressive

- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system

WIDA ELD Standard 5: Language for Social Studies
ELD-SS.9-12.Explain.Interpretive

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts

ELD-SS.9-12.Explain.Expressive

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information

Learning Objectives and Activities

Multilingual Learners will:

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Domain 1: Listening.
- Identify simple present tense verbs and frequency adverbs in oral input
- Understand yes/no and WH- questions about routines and habits
- Recognize subject–verb agreement and negative structures in spoken examples

Domain 2: Speaking
- Use frequency adverbs to describe personal habits and routines
- Ask and answer WH- and yes/no questions in simple present tense
- Use subject–verb agreement and basic negatives in spoken sentences

Domain 3: Reading
- Identify frequency adverbs and simple present verbs in short texts
- Recognize and comprehend WH- and yes/no questions in written form
- Understand short passages about daily routines and habits across content areas

Domain 4: Writing
- Write simple present tense sentences about personal routines and preferences
- Form yes/no and WH- questions using “do/does” and proper word order
- Write negative sentences using “don’t” and “doesn’t” with correct subject–verb agreement

Key Vocabulary
Always
Sometimes
Never
Do
Frequency
Question
Answer
Routine
Often
Usually

Assessments

Formative:
- Classroom Participation
- Interactive Activities
- Teacher Observations
- Question Word Practice: Students complete a WH-question matching activity by connecting question words (who, what, when, where) to appropriate responses

Summative:
- Unit Projects
- Oral presentations,

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- Basic Written Assignments

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Frequency Chart Presentation: Students complete a visual frequency chart of their weekly activities and present it using adverbs (e.g., “I sometimes play soccer on Friday”)

WIDA-Speaking-Rubric-Gr-1-12 (1).pdf
WIDA-Writing-Rubric-Gr-1-12 (1).pdf

Interdisciplinary Connections
Ask and answer questions about numeric data (e.g., “How many students do homework every day?”) **4.MD.A.2:** Use units of time in real-world schedules (adapted)
Career Readiness, Life Literacies, and Key Skills
Compare career-related habits using simple present (e.g., “Nurses work at night.”) **9.4.12.CI.1:** Use creative thinking in communication
Technology Integration
Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms. **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
Career Education
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social, and economic impacts of decisions CRP7. Employ valid and reliable research strategies

Time Frame	10 Weeks
Topic	

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DEPARTMENT English as a Second Language COURSE ESL Grammar I

Unit 3- Describing People, Places, and Things
Prepositions & Descriptions and Present Continuous & Actions Now

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
- Describe the parts and wholes of a system
- 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

WIDA ELD Standard 2: Language for Language Arts
ELD-LA.9-12.Narrate.Interpretive

- Identifying time markers and sequencing words
- Identifying and describing characters, settings, and events

ELD-LA.9-12.Narrate.Expressive

- Describe time, setting, and characters using relevant and precise sensory and descriptive language
- Develop a sequence of events using details and transitions
- Provide a sense of closure

ELD-LA.9-12.Inform.Expressive

- Describe complex attributes, qualities, and characteristics using general and specific language
- Convey coherence through organization and linking language

WIDA ELD Standard 3: Language for Mathematics
ELD-MA.9-12.Explain.Interpretive

- Identifying concept or entity
- Analyzing visual data representations (e.g., graphs)

- Recognizing patterns and describing positions in space

ELD-MA.9-12.Explain.Expressive

- Describe spatial relationships and numerical trends using visual models
- State reasoning used to explain patterns or comparisons

WIDA ELD Standard 4: Language for Science

ELD-SC.9-12.Explain.Interpretive

- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
- Identifying key attributes and stages of observable processes

ELD-SC.9-12.Explain.Expressive

- Use descriptive and comparative language to describe states of matter or changes occurring now
- Describe cause and effect relationships in a procedure or experiment in progress

WIDA ELD Standard 5: Language for Social Studies

ELD-SS.9-12.Inform.Interpretive

- Identifying geographic features and spatial relationships using maps or visuals
- Recognizing characteristics of people and places

ELD-SS.9-12.Inform.Expressive

- Use language to describe place, region, and cultural or environmental characteristics
- Convey descriptions of locations and current social or environmental issues

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Recognize prepositions of place and time in oral descriptions
- Understand present continuous verb forms used in classroom instructions or real-time actions
- Identify adjectives and descriptive phrases in spoken sentences

Domain 2: Speaking

- Use present continuous tense to describe actions happening now
- Use prepositions of place to describe the location of people and objects
- Use adjectives in the correct order to describe people, places, and things

Domain 3: Reading

- Identify present continuous verbs and time expressions in short texts
- Recognize and understand prepositions in written descriptions
- Read and comprehend sentences with multiple adjectives in correct order

Domain 4: Writing

- Write complete sentences using the present continuous to describe current actions
- Use “there is/there are” with prepositions to describe locations
- Write descriptive sentences using multiple adjectives in correct order

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Key Vocabulary
Preposition
Adjective
Location
Sentence
Between
Under
Beside
Present
Description
Movement

Assessments

Formative:

- Classroom Participation
- Interactive Activities
- Teacher Observations
- Sentence Completion Task: Students fill in missing parts of sentences using “there is/there are,” prepositions, or -ing verb forms (e.g., “There ___ a dog next to the tree”)

Summative:

- Unit Projects
- Grammar and Vocabulary Quiz: Multiple choice and fill-in-the-blank items assessing knowledge of prepositions, present continuous verb forms, and adjective order

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Draw & Describe Project: Students draw a room or scene and write or present 5 sentences describing it using “there is/are,” prepositions, and adjectives

WIDA-Speaking-Rubric-Gr-1-12 (1).pdf
WIDA-Writing-Rubric-Gr-1-12 (1).pdf

Interdisciplinary Connections

Use prepositions to describe object positions in space (e.g., “The triangle is above the circle”)
6.G.A.1: Find and describe location in space using coordinate planes and maps (adapted)

Career Readiness, Life Literacies, and Key Skills

Practice giving directions or workplace descriptions using “there is/there are” and prepositions

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9.4.12.CI.1: Use creativity to communicate and solve real-world problems
Technology Integration
Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms. **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
Career Education
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social, and economic impacts of decisions CRP7. Employ valid and reliable research strategies

Time Frame	10 Weeks
Topic	
Unit 4- Making Comparisons *Comparatives and Superlatives* and *Review & Integrated Projects*	
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
- Describe the parts and wholes of a system
- 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

WIDA ELD Standard 2: Language for Language Arts
ELD-LA.9-12.Inform.Expressive
- Describe complex attributes, qualities, and characteristics using general and specific language
- Use language to make comparisons and express evaluations
- Organize ideas using linking words, transitions, and sequence phrases

ELD-LA.9-12.Narrate.Expressive
- Develop a sequence of events using details and transitions
- Provide a sense of closure and cohesion across story elements

ELD-LA.9-12.Argue.Expressive
- Compare and contrast perspectives and justify preferences or conclusions
- Use cohesive devices such as “but,” “and,” and “or” to link related ideas

WIDA ELD Standard 3: Language for Mathematics
ELD-MA.9-12.Explain.Interpretive
- Describe patterns and trends in data using comparative language
- Analyze visual representations to explain differences in quantity, magnitude, or position

ELD-MA.9-12.Explain.Expressive
- Use comparative and superlative adjectives to describe numerical or geometric relationships
- State reasoning used to explain differences or changes between quantities or units

WIDA ELD Standard 4: Language for Science
ELD-SC.9-12.Explain.Interpretive
- Compare physical properties of objects and materials
- Interpret evidence about observable phenomena using descriptive and comparative language

ELD-SC.9-12.Explain.Expressive
- Use language to describe patterns, similarities, and differences in scientific investigations
- Develop written or spoken explanations comparing systems, substances, or organisms

WIDA ELD Standard 5: Language for Social Studies
ELD-SS.9-12.Explain.Interpretive
- Compare characteristics of people, places, and historical or current events

DEPARTMENT English as a Second Language COURSE ESL Grammar I

- Identify patterns and relationships across geographic or cultural groups

ELD-SS.9-12.Explain.Expressive

- Describe similarities and differences among communities and systems
- Use academic vocabulary and linking phrases to contrast and compare civic structures, lifestyles, or practices

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Identify comparative and superlative adjectives in spoken sentences
- Understand linking words (e.g., but, and, or) in oral comparisons
- Comprehend spoken descriptions and comparisons across academic topics

Domain 2: Speaking

- Use comparative and superlative adjectives to describe people, places, and things
- Use connectors like “but,” “and,” and “or” in oral comparisons
- Express preferences and comparisons in project presentations and dialogues

Domain 3: Reading

- Recognize and interpret comparative and superlative adjectives in texts
- Identify signal words (and, but, or) used to link ideas in descriptive writing
- Understand short passages that describe and compare people, places, and events

Domain 4: Writing

- Write descriptive sentences using comparative and superlative forms
- Use linking words correctly to combine and contrast ideas
- Create short written projects that compare and describe people, cultures, or routines

Key Vocabulary

Compare
Different
Similar
More
Less
Better
Worse
Best
Than
Because

Assessments

Formative:

- Classroom Participation
- Interactive Activities

- Teacher Observations
- Adjective Practice Worksheet: Students complete a fill-in-the-blank activity using comparative and superlative forms of common adjectives (e.g., “taller,” “the best”)

Summative:

- Descriptive Paragraph Writing: Students write a short paragraph comparing two people, places, or routines using at least three comparatives, one superlative, and two sentence connectors
- Unit Review Quiz: Students complete a mixed grammar and vocabulary quiz reviewing present continuous, prepositions, articles, comparatives, and superlatives with sentence-level questions
- Reading Comprehension Task: Students read a short descriptive passage (e.g., comparing two cities or animals) and answer comprehension questions using full-sentence responses

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Cultural Comparison Presentation: Students present a comparison between two cultures or countries using sentence frames and visuals (e.g., “In Mexico, it is warmer than in Canada”)
- ESL Culture Project Presentation: Students create and present a mini project comparing jobs, money, or education in their home country and the U.S., using visuals and short written or spoken responses

WIDA-Speaking-Rubric-Gr-1-12 (1).pdf
WIDA-Writing-Rubric-Gr-1-12 (1).pdf

Interdisciplinary Connections

Compare two materials or conditions (e.g., “This rock is heavier than that one”)
HS-PS1-3: Identify and describe physical properties of matter

Career Readiness, Life Literacies, and Key Skills

Participate in integrated group projects showcasing language skills through visuals, interviews, and narration
9.4.12.GCA.1: Communicate effectively across cultural and global contexts

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

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9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
Career Education
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social, and economic impacts of decisions CRP7. Employ valid and reliable research strategies

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.

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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

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

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- Provide anchor charts with high frequency words and phonemic patterns