



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 Reading IA

Curriculum Development Timeline

School: Ocean Township High School
Course: English as a Second Language Reading IA
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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COURSE ESL Reading IA

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1- Who Are You? <i>Welcome & Foundations of English and My Community & Everyday Life</i>	21	Unit 3-The World Around Us- <i>My World & The Environment and Past, Present, & Future</i>
2	Unit 1- Who Are You? <i>Welcome & Foundations of English and My Community & Everyday Life</i>	22	Unit 3-The World Around Us- <i>My World & The Environment and Past, Present, & Future</i>
3	Unit 1- Who Are You? <i>Welcome & Foundations of English and My Community & Everyday Life</i>	23	Unit 3-The World Around Us- <i>My World & The Environment and Past, Present, & Future</i>
4	Unit 1- Who Are You? <i>Welcome & Foundations of English and My Community & Everyday Life</i>	24	Unit 3-The World Around Us- <i>My World & The Environment and Past, Present, & Future</i>
5	Unit 1- Who Are You? <i>Welcome & Foundations of English and My Community & Everyday Life</i>	25	Unit 3-The World Around Us- <i>My World & The Environment and Past, Present, & Future</i>
6	Unit 1- Who Are You? <i>Welcome & Foundations of English and My Community & Everyday Life</i>	26	Unit 3-The World Around Us- <i>My World & The Environment and Past, Present, & Future</i>
7	Unit 1- Who Are You? <i>Welcome & Foundations of English and My Community & Everyday Life</i>	27	Unit 3-The World Around Us- <i>My World & The Environment and Past, Present, & Future</i>
8	Unit 1- Who Are You? <i>Welcome & Foundations of English and My Community & Everyday Life</i>	28	Unit 3-The World Around Us- <i>My World & The Environment and Past, Present, & Future</i>
9	Unit 1- Who Are You? <i>Welcome & Foundations of English and My Community & Everyday Life</i>	29	Unit 3-The World Around Us- <i>My World & The Environment and Past, Present, & Future</i>

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10	Unit 1- Who Are You? <i>Welcome & Foundations of English and My Community & Everyday Life</i>	30	Unit 3-The World Around Us- <i>My World & The Environment and Past, Present, & Future</i>
Week	Marking Period 2	Week	Marking Period 4
11	Unit 2- Being Healthy- <i>Healthy Living and Food & Nutrition</i>	31	Unit 4- What is Our Future? <i>Jobs & Money and My Future & ESL Culture Project</i>
12	Unit 2- Being Healthy- <i>Healthy Living and Food & Nutrition</i>	32	Unit 4- What is Our Future? <i>Jobs & Money and My Future & ESL Culture Project</i>
13	Unit 2- Being Healthy- <i>Healthy Living and Food & Nutrition</i>	33	Unit 4- What is Our Future? <i>Jobs & Money and My Future & ESL Culture Project</i>
14	Unit 2- Being Healthy- <i>Healthy Living and Food & Nutrition</i>	34	Unit 4- What is Our Future? <i>Jobs & Money and My Future & ESL Culture Project</i>
15	Unit 2- Being Healthy- <i>Healthy Living and Food & Nutrition</i>	35	Unit 4- What is Our Future? <i>Jobs & Money and My Future & ESL Culture Project</i>
16	Unit 2- Being Healthy- <i>Healthy Living and Food & Nutrition</i>	36	Unit 4- What is Our Future? <i>Jobs & Money and My Future & ESL Culture Project</i>
17	Unit 2- Being Healthy- <i>Healthy Living and Food & Nutrition</i>	37	Unit 4- What is Our Future? <i>Jobs & Money and My Future & ESL Culture Project</i>
18	Unit 2- Being Healthy- <i>Healthy Living and Food & Nutrition</i>	38	Unit 4- What is Our Future? <i>Jobs & Money and My Future & ESL Culture Project</i>
19	Unit 2- Being Healthy- <i>Healthy Living and Food & Nutrition</i>	39	Unit 4- What is Our Future? <i>Jobs & Money and My Future & ESL Culture Project</i>

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20	Unit 2- Being Healthy- <i>Healthy Living</i> and <i>Food & Nutrition</i>	40	Unit 4- What is Our Future? Jobs & Money and My Future & ESL Culture Project
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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
- Stories of Surprise and Wonder, Globe Book Co.
- Goodman's Five Star Activity Books, Jamestown Edu.
- Bringing the Classics to Life, Edcon
- Amazing Stories to Tell and Recall, Houghton Mifflin Company
- Best Short Stories, Jamestown
- Ready-to Use Revision and Proofreading, Umstatter
- Timesaver Grammar Activities, Scholastic Books
- Seven Plays of Mystery and Suspense, Globe Book Company
- Retold American Classics, Volumes 1&2, Perfection Learning
- Reading and Writing Sourcebooks, Great Source
- Bringing the Classics to Life, Levels 1-5, EDCON
- New Chiller and Thrillers, Scholastic Books
- The Extraordinary Life of Anne Frank, Penguin Readers (Level 2)
- 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.**

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Time Frame	10 Weeks
Topic	
Unit 1- Who Are You? <i>Welcome & Foundations of English and My Community & Everyday Life</i>	
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, identifying trade-offs - Refine claims and reasoning based on new information or evidence	
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	

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DEPARTMENT English as a Second Language

COURSE ESL Reading IA

- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

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

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DEPARTMENT English as a Second Language

COURSE ESL Reading IA

Multilingual Learners will:

Domain 1: Listening.

- Identify key classroom and community vocabulary from spoken input
- Recognize and respond to simple oral commands and greetings
- Understand basic questions about personal information and schedules

Domain 2: Speaking

- Use greetings and basic introductions with sentence frames
- Ask and answer simple WH-questions about self, classroom, and community
- Pronounce classroom and community place names clearly

Domain 3: Reading.

- Recognize and read basic personal and classroom vocabulary
- Identify days of the week, months, and times in written form
- Read simple schedules, labels, and short sentences about people and places

Domain 4: Writing.

- Write simple sentences about self, family, and daily life using sentence frames
- Label objects and places in familiar environments
- Use capital letters and punctuation in personal information writing

Key Vocabulary

Name

Schedule

Classroom

Teacher

Student

Morning

Afternoon

Help

Question

Subject

Assessments

Formative:

- Reading Response Journals
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Think-Pair-Share Discussions
- Greeting & Introduction Practice: Students perform short partner dialogues using "Hello," "My name is ____," "Nice to meet you," with teacher observation checklist

Summative:

- Family Tree Writing: Students create a labeled family tree and write 2–3 short sentences using sentence frames like "This is my ____." "His name is ____."

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- Community Map Labeling & Speaking: Students label a simple map (with places like school, store, library) and present 2–3 sentences such as “The park is next to the school.”
- Unit Test

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Scavenger Hunt Reflection Sheet: After a classroom or school object hunt, students draw or label three items and write a simple sentence about each (e.g., “This is a desk.”)

 [WIDA-Speaking-Rubric-Gr-1-12 \(1\).pdf](#)

 [WIDA-Writing-Rubric-Gr-1-12 \(1\).pdf](#)

Interdisciplinary Connections

Students write basic personal narratives or labeled family trees

SL.9-10.1: Participate in collaborative conversations

Career Readiness, Life Literacies, and Key Skills

Explore classroom and community expectations using comparison with students’ home cultures

9.4.12.GCA.1: Recognize how different cultures communicate in community settings

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

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DEPARTMENT English as a Second Language

COURSE ESL Reading IA

Time Frame	10 Weeks
Topic	
Unit 2- Being Healthy <i>Healthy Living and Food & Nutrition</i>	
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	
WIDA ELD Standard 3: Language for Mathematics ELD-MA.9-12.Explain.Interpretive • Identifying concept or entity	

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DEPARTMENT English as a Second Language

COURSE ESL Reading IA

- 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 health-related vocabulary (e.g., body parts, food items) from spoken language
- Understand short oral instructions related to routines or feelings
- Recognize common phrases used in a doctor's office or restaurant

Domain 2: Speaking

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COURSE ESL Reading IA

- Express simple feelings and needs using phrases like “I feel ____” and “I need ____”
- Name common foods and describe food preferences
- Ask and answer questions in a basic restaurant or health context

Domain 3: Reading

- Recognize and read vocabulary related to the body, food, and health
- Identify information from schedules, menus, or simple health forms
- Understand short texts about daily routines or favorite activities

Domain 4: Writing

- Write simple sentences about health, food, and routines using sentence frames
- Complete personal logs and lists (e.g., food diary, exercise tracker)
- Fill in basic forms for appointments or personal preferences

Key Vocabulary

Healthy

Exercise

Doctor

Sick

Body

Water

Vegetables

Restaurant

Menu

Appointment

Assessments

Formative:

- Classroom Participation
- Interactive Activities
- Teacher Observations
- Food Group Sort Observation: During a sorting task, students classify food pictures into categories (fruit, vegetable, protein) while the teacher checks for vocabulary recognition

Summative:

- Unit Projects
- Oral presentations,
- Basic Written Assignments

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Healthy Plate Poster: Students create a paper or digital plate showing their favorite meal, with labeled food groups and one sentence describing it (e.g., “I like rice and

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DEPARTMENT English as a Second Language

COURSE ESL Reading IA

chicken.”)
PDF WIDA-Speaking-Rubric-Gr-1-12 (1).pdf PDF WIDA-Writing-Rubric-Gr-1-12 (1).pdf
Interdisciplinary Connections
Explore healthy choices and their effects (e.g., food, sleep, movement) 2.1.12.PGD.2: Predict how healthy behaviors impact overall wellness
Career Readiness, Life Literacies, and Key Skills
Discuss personal health routines and preferences as part of self-awareness 9.2.12.CAP.1: Identify how interests and skills connect to career goals
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 3-The World Around Us <i>My World & The Environment and Past, Present, & Future</i>	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes ELD-SI.4-12.Narrate	

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- 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

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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

ELD-SS.9-12.Narrate.Expressive

- Use chronological order to recount historical events and personal experiences
- Describe settings, characters, and actions using accurate time references
- Summarize contributions of historical or cultural figures

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Identify places in a city and environmental vocabulary from audio input
- Follow oral directions using common prepositions and location terms
- Recognize signal words and time phrases related to past, present, and future

Domain 2: Speaking

- Ask and answer questions about places, directions, and weather
- Use prepositions and location terms to describe places in a community
- Use past and future time expressions in simple goal-setting and storytelling

Domain 3: Reading

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- Read and understand short descriptions of places, maps, and signs
- Identify and use key vocabulary related to weather, nature, and locations
- Recognize and comprehend simple biographies and time-sequenced events.

Domain 4: Writing

- Write simple sentences describing locations and directions using prepositions
- Use past and future tenses to write about personal history or future goals
- Complete short writing tasks about people, places, or weather with support

Key Vocabulary

Map

Directions

Left

Right

Weather

City

Goal

Past

Future

Biography

Assessments

Formative:

- Classroom Participation
- Interactive Activities
- Teacher Observations
- Personal Timeline Writing: Students create a visual timeline with 3–4 events from their life or goals, writing 1–2 sentences for each (e.g., “In 2018, I came to the U.S.” / “In the future, I want to be a nurse.”)
- Map and Directions Quiz: Students label a community map and write or orally describe a route from one location to another using direction words

Summative:

- Unit Projects
- Oral presentations,
- Paragraph Response: With writing frames, students complete a short response to the question: “What is one challenge Esperanza or Jim faced, and how did they change?”

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Role-Play: Asking for Directions: Students act out real-world direction exchanges using maps and classroom visuals (e.g., “Where is the park?” “Go left and turn right.”)

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

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

Interdisciplinary Connections

Use maps of school, neighborhood, or local community for direction-giving activities

6.3.12.GeoGI.1: Analyze how geography and environment influence people

Career Readiness, Life Literacies, and Key Skills

Engage in problem-solving tasks (e.g., plan what to pack for a journey, organize resources for a migrant family)

9.4.12.GCA.1: Analyze how culture and location influence global decisions

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- What is Our Future?

Jobs & Money and My Future & ESL Culture Project

Alignment to Standards

WIDA ELD Standard 1: Language for Social and Instructional Purposes

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ELD-SI.4-12.Narrate

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- 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
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ELD-SI.4-12.Explain

- Generate and convey initial thinking
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ELD-LA.9-12.Inform.Interpretive

- Identifying and/or summarizing central ideas
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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

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- 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 key vocabulary related to jobs, workplaces, and money from spoken input
- Follow simple oral instructions for completing tasks such as filling out forms or locating job roles
- Recognize main ideas and details from short audio about job duties or interview responses

Domain 2: Speaking

- Ask and answer simple questions about jobs, goals, and purchases
- Practice using complete sentences to describe personal goals and future plans
- Role-play real-life tasks such as job interviews or shopping interactions

Domain 3: Reading

- Recognize and understand basic vocabulary in job ads, pay stubs, receipts, and

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resumes

- Identify important details in simple workplace documents
- Use visuals and context clues to interpret unfamiliar words in job-related texts

Domain 4: Writing

- Write simple sentences and short paragraphs about future goals and personal career plans
- Complete personal information forms such as job applications and email requests
- Use models to create short functional texts like resumes, emails, or reflections

Key Vocabulary

History

Freedom

Danger

Choice

Rights

Help

Story

Assessments

Formative:

- Classroom Participation
- Interactive Activities
- Teacher Observations
- Job Vocabulary Check: Students complete a picture-word matching worksheet with common job names and workplace icons (e.g., teacher, restaurant, nurse, store)

Summative:

- Job Application Packet: Students complete a basic application form and write a short job inquiry email using a model
- My Resume Project: Students submit a simplified resume with name, education, skills, and one-sentence career goal, using sentence frames
- Mock Job Interview Presentation: Students answer 3–5 prepared interview questions aloud in a role-play format, using sentence starters and cue cards

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- 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

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

Interdisciplinary Connections

Use visuals and simplified readings to discuss immigration and job access

6.3.12.CivicsDP.1: Use evidence to develop an understanding of current issues

Career Readiness, Life Literacies, and Key Skills

Explore future goals through writing, speaking, and research about job fields and education/training paths

9.2.12.CAP.1: Analyze potential career opportunities

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

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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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- | |
|---|
| <ul style="list-style-type: none">• Provide anchor charts with high frequency words and phonemic patterns |
|---|

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