



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 II

Curriculum Development Timeline

School: Ocean Township High School
Course: English as a Second Language Reading II
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 II

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	<i>The Girl in the Lavender Dress</i>	21	<i>Number the Stars/ Holocaust</i>
2	<i>The Girl in the Lavender Dress</i>	22	<i>Number the Stars/ Holocaust</i>
3	<i>The Girl in the Lavender Dress</i>	23	<i>Number the Stars/ Holocaust</i>
4	<i>The Girl in the Lavender Dress</i>	24	<i>Number the Stars/ Holocaust</i>
5	<i>The Girl in the Lavender Dress</i>	25	<i>Number the Stars/ Holocaust</i>
6	<i>The Last Leaf/ Figurative Language</i>	26	<i>Number the Stars/ Holocaust</i>
7	<i>The Last Leaf/ Figurative Language</i>	27	<i>Number the Stars/ Holocaust</i>
8	<i>The Last Leaf/ Figurative Language</i>	28	<i>Number the Stars/ Holocaust</i>
9	<i>The Last Leaf/ Figurative Language</i>	29	<i>Number the Stars/ Holocaust</i>
10	<i>The Last Leaf/ Figurative Language</i>	30	<i>Number the Stars/ Holocaust</i>
Week	Marking Period 2	Week	Marking Period 4
11	<i>The Last Leaf/ Figurative Language</i>	31	Independent Novel Unit: <i>I Survived...</i>
12	<i>Sorry, Wrong Number</i>	32	Independent Novel Unit: <i>I Survived...</i>
13	<i>Sorry, Wrong Number</i>	33	Independent Novel Unit: <i>I Survived...</i>
14	<i>Sorry, Wrong Number</i>	34	Independent Novel Unit: <i>I Survived...</i>
15	<i>Sorry, Wrong Number</i>	35	Independent Novel Unit: <i>I Survived...</i>

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16	<i>Sorry, Wrong Number</i>	36	Independent Novel Unit: <i>I Survived...</i>
17	<i>Sorry, Wrong Number</i>	37	<i>The Bet</i>
18	<i>Number the Stars/ Holocaust</i>	38	<i>The Bet</i>
19	<i>Number the Stars/ Holocaust</i>	39	<i>The Bet</i>
20	<i>Number the Stars/ Holocaust</i>	40	<i>The Bet</i>

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

Grammar Skills:

1. Subject-Verb Agreement
2. Subject/Object Pronoun
3. Articles
4. Simple Present Tense
5. Simple Past Tense
6. Progressive Tense- Past, Present, and Future
7. Simple Future Tense
8. Prepositions
9. Conditionals
10. Plural vs. Possessive
11. Adjectives and Adverbs
12. Homophones

Core Instructional & Supplemental Materials including various levels of Texts

- *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

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- *Retold American Classics, Volumes 1&2*, Perfection Learning
- *Reading and Writing Sourcebooks*, Great Source
- *Bringing the Classics to Life, Levels 1-5*, EDCON
- *An O. Henry Reader*, Globe Book Company
- *New Chiller and Thrillers*, Scholastic Books
- *Number the Stars*, Houghton Mifflin Harcourt
- *I Survived...*, Scholastic
- Chromebooks
- Blooket
- Quill
- 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

Time Frame	5 Weeks
Topic	
<i>The Girl in the Lavender Dress</i>	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes • ELD-SI.4-12.Narrate ○ Share personal or cultural ghost stories and discuss how they relate to the emotions or themes in <i>The Girl in the Lavender Dress</i>. ○ Create illustrations or digital slides representing key scenes and use them to support oral storytelling. ○ Ask and answer questions about what is left unsaid in the story: Who is the girl? What really happened? • ELD-SI.4-12.Inform • Define the difference between a ghost story and a realistic fiction piece, then classify <i>The Girl in the Lavender Dress</i>. • Report on behaviors and character traits of the couple and the mysterious girl based on explicit and inferred evidence.	

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COURSE ESL Reading II

- Summarize relationships between plot events, setting, and atmosphere.
- ELD-SI.4-12.Explain
 - Explain the sequence of events and their effects on mood and reader expectation.
- Compare alternate endings to the story and how they would change the tone or theme.
- Describe what might happen if certain choices in the story had been different.
- ELD-SI.4-12.Argue
 - Generate questions about whether the girl was real, a ghost, or symbolic.
 - Support or challenge the idea that the couple should have done something differently.
 - Evaluate how one's perspective of the story changes after rereading or hearing classmates' interpretations.

WIDA ELD Standard 2: Language for Language Arts

- ELD-LA.9-12.Inform.Interpretive
 - Identify the central idea (e.g., mystery, loss, guilt) and how it is conveyed through suspense.
 - Analyze how the author builds mystery through word choice and imagery.
 - Evaluate the impact of repeated references to the color lavender and the girl's dress.
- ELD-LA.9-12.Inform.Expressive
 - Write an informative piece explaining how the story uses elements of gothic fiction.
 - Maintain an objective tone while describing key characteristics of the ghost story genre.
 - Use precise language to analyze the setting, characters, and unresolved plot.
- ELD-LA.9-12.Argue.Interpretive
 - Summarize interpretations of the girl's identity.
 - Analyze how the story advances an eerie point of view through rhetorical choices.
 - Evaluate whether the author effectively leaves clues or purposely misleads the reader.
- ELD-LA.9-12.Argue.Expressive
 - Write an argument defending a theory about the girl's identity using textual evidence.
 - Address counterclaims (e.g., "She was real" vs. "She was a ghost") and support your claim with inference.
 - Maintain a formal style and organize claims and counterclaims logically.

WIDA ELD Standard 3: Language for Mathematics

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COURSE ESL Reading II

- ELD-MA.9-12.Explain.Interpretive
 - Identify key concepts such as sequence and probability (e.g., what is the likelihood of certain outcomes based on evidence?).
 - Analyze logic patterns in the character's decision-making.
 - Evaluate reasoning in terms of probability of events (Was the girl's presence explainable or not?).
- ELD-MA.9-12.Explain.Expressive
 - Present reasoning for character actions using if/then logic models.
 - Use visual charts to explain possible outcomes if events in the story changed.
 - Describe patterns (like character behavior) and formulate reasoned conclusions.
- ELD-MA.9-12.Argue.Interpretive
 - Compare conjectures about what happened to the girl.
 - Evaluate the logic of assumptions (e.g., was the couple's fear rational or emotional?).
 - Discuss flawed reasoning in the story's conclusion, if any.
- ELD-MA.9-12.Argue.Expressive
 - Construct and justify a theory about the ghost using structured logic.
 - Generalize how the unknown affects human decisions.
 - Evaluate others' conclusions and extend arguments about supernatural logic.

WIDA ELD Standard 4: Language for Science

- ELD-SC.9-12.Explain.Interpretive
 - Define the phenomenon: Is the girl a supernatural event? What evidence supports or contradicts this?
 - Paraphrase central scientific explanations for perception, memory, or hallucination that could explain the story.
 - Evaluate whether the story's "evidence" supports a natural or supernatural explanation.
- ELD-SC.9-12.Explain.Expressive
 - Describe sensory observations the characters make and analyze their reliability.
 - Maintain a neutral tone while proposing rational explanations.
 - Summarize how human perception can be affected by emotion or fear.
- ELD-SC.9-12.Argue.Interpretive
 - Identify evidence in the story that supports both a ghost theory and a real girl theory.
 - Compare competing scientific explanations (psychology vs. paranormal).
 - Evaluate which theory is better supported by available information.
- ELD-SC.9-12.Argue.Expressive
 - Write a claim defending or refuting the idea that supernatural events occurred.
 - Maintain objectivity while using evidence to support scientific reasoning.
 - Signal reasoning and evidence clearly when presenting or refuting

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

counterclaims.

WIDA ELD Standard 5: Language for Social Studies

- ELD-SS.9-12.Explain.Interpretive
 - Determine which historical or cultural beliefs influence how ghost stories are interpreted.
 - Analyze how time period, gender roles, and local legends may influence character decisions.
 - Evaluate how context affects reader interpretation of the story's events.
- ELD-SS.9-12.Explain.Expressive
 - Introduce cultural and historical perspectives on ghost stories and local folklore.
 - Establish the potential consequences of ignoring cultural traditions (e.g., burial, communication with the dead).
 - Develop a line of reasoning linking the girl's presence to larger cultural or historical themes (e.g., unresolved trauma, grief).
- ELD-SS.9-12.Argue.Interpretive
 - Identify the purpose of ghost stories across different societies: moral lesson, entertainment, cautionary tale?
 - Analyze relevant information about local legends, societal fears, and cultural rituals.
 - Evaluate credibility of different interpretations based on historical or cultural evidence.
- ELD-SS.9-12.Argue.Expressive
 - Craft an argument about how the story reflects historical fears or cultural norms.
 - Use evidence from cultural or historical sources to support the claim.
 - Show how different perspectives (scientific, spiritual, historical) influence the reader's interpretation.

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Students will identify key plot points and character details through guided listening.
- Students will infer tone and mood based on audio cues and sound effects.
- Students will listen actively and respond to comprehension and inference questions.

Domain 2: Speaking.

- Students will orally summarize the story, highlighting key events and characters.
- Students will ask and answer questions to explore character motivations and unresolved elements.
- Students will engage in discussions to evaluate different interpretations of the story's

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COURSE ESL Reading II

ending.

Domain 3: Reading.

- Students will identify the central theme and supporting details of the story.
- Students will analyze descriptive language and its role in creating suspense.
- Students will make inferences and draw conclusions based on textual evidence.

Domain 4: Writing.

- Students will write a narrative with a clear beginning, middle, and end using descriptive details.
- Students will write an argument to support their interpretation of the story's ending.
- Students will summarize the plot while maintaining objectivity and coherence.

Key Vocabulary

Foreshadowing

Mood

Suspense

Setting

Mystery

Sequence

Conflict

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Quiz: Vocabulary Unit
- Listening Comprehension Check

Summative:

- Argumentative Writing Task- Students write a structured paragraph or short essay arguing whether the girl was a ghost or a real person, citing at least two pieces of textual evidence.
- Listening and Reading Comprehension Quiz
- Unit Test

Alternative:

- Observation of Class
- Teacher-student conferences
- Self-assessment rubric

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

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

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COURSE ESL Reading II

Interdisciplinary Connections

Students annotate scenes and write reflections on character intentions using textual evidence. Discuss how suspense is built and how setting contributes to tone.

NJSLSA.R1 – Read closely to determine what the text says explicitly and to make logical inferences

Students reinterpret the play's ending or write a prequel that explores the ghost's backstory.

1.3A.12prof.Cr1a – Generate and conceptualize original dramatic ideas

Career Readiness, Life Literacies, and Key Skills

Students analyze character motivations and the story's ambiguity to interpret possible meanings and themes.

9.4.12.CT.2 – Evaluate solutions, identify trade-offs and determine best options.

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.

CRP7. Employ valid and reliable research strategies

Time Frame	6 Weeks
Topic	
<i>The Last Leaf</i>	
Alignment to Standards	
ELD Standard 1: Language for Social and Instructional Purposes ELD-SI.4-12.Narrate - Students will share how they've experienced illness or supported others through difficult times, similar to Johnsy's struggle.	

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- Students will create visual representations of scenes to connect imagery to meaning.
- Students will question why Behrman was willing to sacrifice for others, considering what is left unsaid about his past.
- Students will recount events in the story, maintaining dialogue and exploring characters' motivations.
- **ELD-SI.4-12.Inform**
 - Students will define facts (e.g., Johnsy's illness) versus interpretations (e.g., her belief that she will die when the last leaf falls).
 - Students will identify inferred characteristics of Behrman as the "unexpected" hero.
 - Students will describe the relationship between illness, hope, and sacrifice in the story.
 - Students will clarify and summarize how characters' emotions shift throughout the plot.
 - Students will summarize key story developments and their significance.
- **ELD-SI.4-12.Explain**
 - Students will describe their initial reactions to Behrman's actions and motivations.
 - Students will outline the sequence of events that lead to the final revelation.
 - Students will compare Johnsy's mental state before and after seeing the last leaf "survive."
 - Students will explore alternative endings and discuss how small acts impact major outcomes.
- **ELD-SI.4-12.Argue**
 - Students will question Behrman's decision—was it noble or reckless?
 - Students will form and defend opinions about which character showed the most strength.
 - Students will revise their thoughts based on classmates' interpretations.
 - Students will refine their opinions using textual evidence.

WIDA ELD Standard 2: Language for Language Arts

- **ELD-LA.9-12.Inform.Interpretive**
 - Students will identify the central theme of sacrifice and hope.
 - Students will analyze Behrman's silent actions for their deeper meaning.
 - Students will evaluate how the author's word choices—such as describing the storm or Johnsy's expressions—impact the tone.
- **ELD-LA.9-12.Inform.Expressive**
 - Students will write character analysis, clearly defining their selected character's traits.
 - Students will maintain an objective tone while discussing character development.
 - Students will include precise language to describe emotional and symbolic

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

elements, such as the painted leaf.

- Students will structure responses with coherence and logical flow.

- **ELD-LA.9-12.Argue.Interpretive**

- Students will identify themes such as the importance of hope and community.
- Students will examine how O. Henry uses irony to shape readers' understanding of sacrifice.
- Students will evaluate if the story's resolution logically supports the theme of selflessness.

- **ELD-LA.9-12.Argue.Expressive**

- Students will construct claims about the most important message in the story.
- Students will defend whether Behrman or Sue is the true hero of the story.
- Students will use evidence from the text and maintain a formal tone.
- Students will organize their arguments clearly, including a conclusion that reflects on the story's moral.

WIDA ELD Standard 3: Language for Mathematics

- **ELD-MA.9-12.Explain.Interpretive**

- Students will identify concepts like cause and effect (e.g., psychological effect of hope on healing).
- Students will reflect on how characters' choices act like variables that influence outcomes.
- Students will evaluate patterns in character behavior, such as Johnsy's worsening and recovery.

- **ELD-MA.9-12.Explain.Expressive**

- Students will present reasoning about how small acts (like painting a leaf) can impact a system (emotional recovery).
- Students will describe how Sue and Behrman's choices contributed to Johnsy's survival.
- Students will explain alternate paths the characters might have taken.

- **ELD-MA.9-12.Argue.Interpretive**

- Students will evaluate whether characters' logic aligns with emotional reasoning.
- Students will analyze flawed logic in Johnsy's belief about the leaf predicting her death.
- Students will examine if character decisions align with principles of cause-effect.

- **ELD-MA.9-12.Argue.Expressive**

- Students will create logical conjectures about alternate outcomes.
- Students will generalize how symbolic thinking (like the leaf) affects behavior.
- Students will justify conclusions about the most impactful moment in the story.

WIDA ELD Standard 4 : Language for Science

- **ELD-SC.9-12.Explain.Interpretive**

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- Students will develop questions about the relationship between mental health and physical illness.
- Students will paraphrase how psychological support may influence recovery, using the story as a case study.
- Students will evaluate if the “last leaf” acted as a placebo that influenced Johnsy’s outcome.
- **ELD-SC.9-12.Explain.Expressive**
 - Students will describe how emotional stimuli (hope) influence biological processes (healing).
 - Students will communicate results neutrally in reflective responses.
 - Students will predict how Sue’s support affected Johnsy’s recovery.
 - Students will summarize how scientific principles about recovery are reflected in fiction.
- **ELD-SC.9-12.Argue.Interpretive**
 - Students will identify evidence from the story about cause-effect between hope and healing.
 - Students will compare characters’ perspectives and support claims with evidence.
 - Students will evaluate trade-offs in Behrman’s sacrifice (his health for hers).
- **ELD-SC.9-12.Argue.Expressive**
 - Students will defend whether Behrman’s actions should be interpreted as scientific intervention or symbolic.
 - Students will support claims about mental health influences using textual and scientific reasoning.
 - Students will maintain an objective tone while connecting science and literature.
 - Students will show reasoning through logical and emotional lenses.

WIDA ELD Standard 5: Language for Social Studies

- **ELD-SS.9-12.Explain.Interpretive**
 - Students will examine the setting (early 1900s New York) and the role of illness in society.
 - Students will analyze socioeconomic factors influencing the characters’ lives.
 - Students will evaluate how cultural views on illness and sacrifice differ over time.
- **ELD-SS.9-12.Explain.Expressive**
 - Students will present historical context (tuberculosis, lack of medical access).
 - Students will communicate the intended and unintended outcomes of Sue’s and Behrman’s actions.
 - Students will support ideas with chronological sequences and relevant context.
 - Students will generalize how societal expectations influenced character behavior.
- **ELD-SS.9-12.Argue.Interpretive**
 - Students will identify arguments about healthcare access, gender roles, and

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artistic purpose.

- Students will evaluate whether Sue had viable alternatives to help Johnsy.
- Students will critique social norms that may have limited the characters' choices.
- **ELD-SS.9-12.Argue.Expressive**
 - Students will write arguments addressing whether the story critiques society's treatment of the sick.
 - Students will support claims with evidence from text and historical knowledge.
 - Students will maintain perspective while addressing differing viewpoints.
 - Students will show relationships between decisions, societal context, and personal sacrifice.

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Students will identify key plot events and character motivations by listening to a read-aloud or audio recording of the story.
- Students will interpret tone and mood from audio storytelling and discussion.
- Students will follow and respond to oral comprehension questions using relevant evidence.

Domain 2: Speaking.

- Students will retell the story's events using appropriate vocabulary and sequencing language.
- Students will express opinions about the characters' decisions with reasons and evidence.
- Students will engage in role play to infer character emotions and motivations.

Domain 3: Reading.

- Students will identify central themes, character traits, and plot structure through close reading.
- Students will interpret figurative language and symbolism (e.g., the last leaf as hope).
- Students will analyze the author's tone and word choice for impact.

Domain 4: Writing.

- Students will write summaries of the story with clear structure and key details.
- Students will compose a narrative or diary entry from a character's perspective.
- Students will write arguments supported by evidence from the story.

Key Vocabulary

Sacrifice

Hope

Illness

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

Symbolism
Setting
Perspective
Compassion

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Quiz: Vocabulary Unit
- Listening Comprehension Check

Summative:

- Figurative Language Art Project
- Listening and Reading Comprehension Quiz
- Unit Test

Alternative:

- Observation of Class
- Teacher-student conferences
- Self-assessment rubric

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

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

Interdisciplinary Connections

Investigate early 20th-century New York: urban poverty, healthcare access, and social class.

6.1.12.HistoryCC.13.a – Analyze how historical events shape daily life and social hierarchies

Career Readiness, Life Literacies, and Key Skills

Engage in group discussions or Socratic seminars about the story's message.

NJSLS: 9.1.12.CC.1, 9.4.12.GCA.1- Communicate clearly and effectively and with reason

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.

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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.
- CRP7.** Employ valid and reliable research strategies

Time Frame

6 Weeks

Topic

Sorry, Wrong Number

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
 - Students will share their own ideas about what Leona may have felt and compare them with others' perspectives.
 - Students will use images or sound effects from the play to make connections and add meaning to their retelling.
 - Students will identify and question what is left unsaid by characters on the phone, raising concerns about gaps in communication.
- **ELD-SI.4-12.Inform**
 - Students will report on what is explicitly stated versus what is inferred through tone, pauses, and phone conversations.
 - Students will classify known facts about the characters (e.g., Leona's illness) and unknown elements (e.g., who the murderer is).
 - Students will describe the structure of the play and how different parts contribute to suspense.
 - Students will clarify how each call adds tension and summarize the most important aspects of the plot.
- **ELD-SI.4-12.Explain**
 - Students will explain how the sequence of phone calls leads to the climax.
 - Students will follow and describe the cause-and-effect chain of events (e.g., unanswered calls, misunderstandings).
 - Students will compare how Leona's tone or urgency changes based on who she is speaking to.
 - Students will propose alternative decisions Leona could have made and

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COURSE ESL Reading II

hypothesize different outcomes.

- **ELD-SI.4-12.Argue**

- Students will discuss different perspectives (e.g., Was Leona paranoid or rightfully worried?).
- Students will support opinions on whether others should have taken Leona more seriously using textual evidence.
- Students will refine claims based on class discussion and reflect on how new information shifts interpretation.

WIDA ELD Standard 2: Language for Language Arts

- **ELD-LA.9-12.Inform.Interpretive**

- Students will identify the central idea of *Sorry, Wrong Number* (isolation, miscommunication, vulnerability).
- Students will analyze how descriptions of Leona's voice, interruptions, and silence build character and suspense.
- Students will evaluate how the playwright's word choice builds tension and fear over the course of the script.

- **ELD-LA.9-12.Inform.Expressive**

- Students will write an informational summary introducing the play and defining its genre and style.
- Students will describe Leona's condition, her reactions, and the flow of events with clarity and precision.
- Students will use cohesive devices to maintain flow in their summaries or reflections on the play's events.

- **ELD-LA.9-12.Argue.Interpretive**

- Students will analyze the play for details that support Leona's credibility or undermine it.
- Students will evaluate how the structure and interruptions influence the audience's perception of her story.
- Students will assess whether the play's evidence justifies believing Leona or doubting her.

- **ELD-LA.9-12.Argue.Expressive**

- Students will write or present arguments on whether Leona was a reliable narrator.
- Students will support claims with examples from the script and analyze counterclaims.
- Students will maintain a formal tone and organize arguments logically, ending with a recommendation or judgment.

WIDA ELD Standard 3: Language for Mathematics

- **ELD-MA.9-12.Explain.Interpretive**

- Students will identify how patterns of logic and reasoning (e.g., sequencing,

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

- probability)
 - Students will evaluate Leona's problem-solving methods (e.g., calling different people for help) and how effective they are.
 - Students will analyze how her reasoning is supported or flawed when drawing conclusions about the murder plot.
- **ELD-MA.9-12.Explain.Expressive**
 - Students will describe the "steps" Leona takes to solve the mystery and explain her process to others.
 - Students will state and justify the reasoning behind her assumptions or decisions.
 - Students will offer alternate solutions and describe how different approaches might have changed the outcome.
- **ELD-MA.9-12.Argue.Interpretive**
 - Students will compare Leona's assumptions with what the audience knows to be true, evaluating flawed logic.
 - Students will assess whether her fears are supported by logical connections among the clues she hears.
 - Students will determine if her conclusions follow reasonable patterns or if they are based on emotional leaps.
- **ELD-MA.9-12.Argue.Expressive**
 - Students will generate a logical argument supporting or rejecting Leona's belief that her life is in danger.
 - Students will use reasoning and sequence of calls as "evidence" to justify their conclusions.
 - Students will extend or critique classmates' arguments about how logic plays a role in the plot.

WIDA ELD Standard 4: Language for Science

- **ELD-SC.9-12.Explain.Interpretive**
 - Students will paraphrase how cause-and-effect relationships (e.g., stimulus-response) appear in the character interactions.
 - Students will evaluate how Leona interprets data from phone calls and auditory cues to draw conclusions.
Students will assess whether the reasoning used in the play would stand up to scientific scrutiny or is based more on emotional reaction.
- **ELD-SC.9-12.Explain.Expressive**
 - Students will describe Leona's evidence and analyze if it is valid or misinterpreted.
 - Students will maintain an objective stance in summaries and explore how one might scientifically assess threats.
 - Students will illustrate the relationships among characters and variables in the play (e.g., who has knowledge, who has power).
- **ELD-SC.9-12.Argue.Interpretive**
 - Students will evaluate evidence Leona gathers and compare it with actual

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COURSE ESL Reading II

events.

- Students will assess arguments about the murder plan by reviewing the clues heard and their logical validity.
- Students will weigh the limitations of Leona's interpretation and potential ethical consequences of others' inaction.

- **ELD-SC.9-12.Argue.Expressive**

- Students will write claims about whether Leona's fear was justified based on auditory "data."
- Students will defend or refute Leona's position by citing evidence from the play.
- Students will organize a formal response demonstrating logical flow between evidence, claim, and conclusion.

WIDA ELD Standard 5: Language for Social Studies

- **ELD-SS.9-12.Explain.Interpretive**

- Students will determine how the play reflects 1940s society, including gender roles and communication methods.
- Students will analyze how isolation, power, and communication technology influence outcomes.
- Students will evaluate conflicting points of view—Leona's vs. the operators and the police—and their roles in the final event.

- **ELD-SS.9-12.Explain.Expressive**

- Students will contextualize the story as a product of its time (e.g., post-war, telephone systems, social attitudes).
- Students will describe intended and unintended consequences of inaction and miscommunication.
- Students will write or present reasoning about how societal roles impacted the events of the play.

- **ELD-SS.9-12.Argue.Interpretive**

- Students will identify the play's central argument about society's failure to listen or help.
- Students will use multiple sources (script, historical context, analysis) to support or revise claims.
- Students will evaluate the credibility of characters and the relevance of their responses to Leona.

- **ELD-SS.9-12.Argue.Expressive**

- Students will take a stance on whether the ending was inevitable based on societal systems in place.
- Students will present claims about individual vs. collective responsibility using play evidence and context.
- Students will organize their argument to show how the events reflect societal values, policies, or structures.

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COURSE ESL Reading II

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Students will identify key plot events and character emotions by listening to audio performances of the play.
Students will infer meaning from tone, pacing, and sound effects.
- Students will distinguish between main ideas and supporting details in spoken dialogue.

Domain 2: Speaking.

- Students will summarize scenes and explain character motivations using academic vocabulary.
- Students will use evidence from the play to support opinions in discussions.
- Students will dramatize scenes using correct intonation and pacing for effect.

Domain 3: Reading.

- Students will identify central ideas and themes in the text.
- Students will analyze how suspense and pacing are built through stage directions and dialogue.
- Students will interpret character development and plot structure.

Domain 4: Writing.

- Students will write narrative extensions or alternate endings using consistent tone and character voice.
- Students will write analytical paragraphs using text evidence.
- Students will summarize scenes and express opinions in written form.

Key Vocabulary

Suspense

Irony

Dialogue

Conflict

Climax

Tone

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Quiz: Vocabulary Unit
- Listening Comprehension Check

Summative:

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

- Vocabulary Quiz
- Listening and Reading Comprehension Quiz
- Unit Test

Alternative:

- Observation of Class
- Teacher-student conferences
- Self-assessment rubric

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

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

Interdisciplinary Connections

Examine themes of isolation, miscommunication, and suspense in the play.

NJSLSA.R2 / NJSLSA.R3 – Analyze central ideas and how they develop over a text

Discuss the ethics of bystander inaction and societal response to calls for help.

6.4.12.CivicsPD.4 – Analyze how individuals' political and civic responsibilities affect society

Career Readiness, Life Literacies, and Key Skills

Students analyze how characters respond to crisis situations, reflecting on responsibility and ethical responses in group safety scenarios.

9.2.12.CAP.1 – Evaluate personal actions and the impact on local and global communities

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.

CRP7. Employ valid and reliable research strategies

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

Time Frame	13 Weeks
Topic	
<i>Number the Stars/ Holocaust</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 • Sort, clarify, and summarize relationships • 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 ○ 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 • 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 • Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships • Develop coherence and cohesion throughout text.	

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

- ELD-LA.9-12.Argue.Interpretive
 - Identifying and summarizing central ideas of primary or secondary sources
 - Analyzing use of rhetoric and details to advance point of view or purpose
- ELD-LA.9-12.Argue.Expressive
 - Introduce and develop precise claims and address counterclaims
 - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
 - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

WIDA ELD Standard 3: Language for Mathematics

ELD-MA.9-12.Explain.Interpretive

- Interpret chronological events and timelines
- Analyze distances, travel paths, and survival strategies in logical sequence

ELD-MA.9-12.Explain.Expressive

- Use ordinal and temporal language to describe the timeline of escape or danger
- Compare characters' risks and choices using logical, structured reasoning

WIDA ELD Standard 4: Language for Science

ELD-SC.9-12.Explain.Interpretive

- Understand environmental and biological elements such as darkness, hunger, fear, and human responses
- Interpret emotional and physical effects of stress on characters

ELD-SC.9-12.Explain.Expressive

- Describe cause-effect relationships between war, fear, and family responses
- Use scientific terms related to perception, reaction, and biology in analysis of human survival

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
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses

- ELD-SS.9-12.Argue.Interpretive

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- ELD-SS.9-12.Argue.Expressive
 - Introduce and contextualize topic
 - Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
 - Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Students will identify key plot events and character relationships through listening to the text and related audio.
- Students will follow multi-step oral instructions related to discussion or performance tasks.
- Students will interpret speaker tone and mood in audio adaptations or read-alouds.

Domain 2: Speaking.

- Students will orally retell events from the story using temporal transition words.
- Students will collaborate in small groups to analyze character decisions and express opinions.
- Students will use academic and content-related vocabulary to discuss historical context and themes.

Domain 3: Reading

- Students will identify central ideas, themes, and character development using textual evidence.
- Students will interpret figurative language and its impact on tone and mood.
- Students will make inferences about setting and plot from context clues.

Domain 4: Writing.

- Students will write narrative summaries or journal entries from a character's point of view.
- Students will write analytical paragraphs citing text evidence to support claims.
- Students will compose informative writing connecting historical context to the novel's events.

Key Vocabulary

Resistance

Courage

Occupation

Refugee

Identity

Perspective

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

Sacrifice

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Quiz: Vocabulary Unit
- Listening Comprehension Check
- Reading Annotations

Summative:

- Vocabulary Quiz
- Listening and Reading Comprehension Quiz
- Unit Test
- Analytical Paragraph- How does the author develop the theme of bravery?

Alternative:

- Observation of Class
- Teacher-student conferences
- Self-assessment rubric

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

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

Interdisciplinary Connections

Students explore how Annemarie and other Danish citizens contributed to their community's resistance and apply those lessons to discussions about modern civic responsibility.

9.4.12.GCA.1 Collaborate with individuals of diverse perspectives, talents, backgrounds, and opinions.

Students conduct research on the Danish Resistance and WWII, then create oral presentations or written projects using credible sources and clear communication.

9.4.12.CI.2 Identify career pathways that highlight personal talents, interests, and strengths.

9.4.12.IML.6 Use information and technology ethically and legally.

Career Readiness, Life Literacies, and Key Skills

Students debate and write about whether Annemarie's family made the right decisions in helping the Rosens escape, considering ethical and social impacts.

9.4.12.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussion.

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

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.

CRP7. Employ valid and reliable research strategies

Time Frame	6 Weeks
Topic	
<i>I Survived...</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 • 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	

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

- Compare changing variables, factors, and circumstances
- 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

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
- ELD-LA.9-12.Argue.Interpretive
 - Identifying and summarizing central ideas of primary or secondary sources
 - Analyzing use of rhetoric and details to advance point of view or purpose
- ELD-LA.9-12.Argue.Expressive
 - Introduce and develop precise claims and address counterclaims
 - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence

WIDA ELD Standard 3: Language for Mathematics

- ELD-MA.9-12.Explain.Interpretive
 - Interpret timelines, distances, and magnitudes of natural or historical events
 - Evaluate data such as casualty numbers or time durations mentioned in the texts
- ELD-MA.9-12.Explain.Expressive
 - Use mathematical language to explain the severity or sequence of disasters
 - Communicate logical comparisons of time, height, or magnitude (e.g., earthquake intensity, storm category)

WIDA ELD Standard 4: Language for Science

- ELD-SC.9-12.Explain.Interpretive
 - Understand the scientific causes and effects of natural disasters (e.g., tsunamis, fires, tornadoes, pandemics)
 - Analyze human responses to environmental or health-related threats
- ELD-SC.9-12.Explain.Expressive
 - Use scientific vocabulary to explain survival mechanisms and safety procedures
 - Write or present about natural disasters using cause-effect and sequence structures

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

- Describe the role of human action in both triggering and preventing disasters

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
 - Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- ELD-SS.9-12.Argue.Interpretive
 - Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
 - Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- ELD-SS.9-12.Argue.Expressive
 - Introduce and contextualize topic
 - Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
 - Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening.

- Students will identify key events and details from oral summaries, discussions, and multimedia related to their novel.
- Students will analyze how tone, pace, and emotion convey meaning in audio/visual versions of historical events.
- Students will follow and interpret peer or teacher questions and responses in small group discussions

Domain 2: Speaking.

- Students will recount and retell key events from their novel using sequence and cause/effect language.
- Students will express and support opinions about characters' actions or outcomes in the novel.

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

- Students will collaboratively plan and perform role plays or news segments about the novel.

Domain 3: Reading

- Students will identify and summarize central ideas and key details in their novel.
- Students will analyze how authors use descriptive language to create mood and portray events.
- Students will make inferences about character motivations and outcomes using textual evidence.

Domain 4: Writing.

- Students will write narrative responses recounting key events from the perspective of a character.
- Students will write informative responses explaining the causes and effects of the disaster/event in their novel.
- Students will write argumentative responses evaluating a character's choices or survival strategies.

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Graphic Organizers
- Reading Annotations

Summative:

- Listening and Reading Comprehension Quiz
- Novel Packet
- News Broadcast Project

Alternative:

- Observation of Class
- Teacher-student conferences
- Self-assessment rubric

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

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

Interdisciplinary Connections

Compare fiction with nonfiction accounts of the same event

NJSLSA.R6: Assess how point of view or purpose shapes content

Investigate the science behind earthquakes, hurricanes, tsunamis, disease, etc.

HS-ESS3-1: Construct explanations of how natural hazards affect society

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

Career Readiness, Life Literacies, and Key Skills

Students reflect on the importance of helping others and making ethical choices during times of crisis.

9.4.12.CI.1 → Demonstrate the ability to reflect, analyze and use creative thinking to make informed 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.

CRP7. Employ valid and reliable research strategies

Time Frame	4 Weeks
Topic	
<i>The Bet</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 ○ 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 • Summarize most important aspects of information	

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

- 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
- ELD-SI.4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation
 - 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
 - Evaluating cumulative impact and refinement of author's key word choices over the course of text
- **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.Interpretive**
 - Identifying and summarizing central ideas of primary or secondary sources
 - Analyzing use of rhetoric and details to advance point of view or purpose
 - Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
- **ELD-LA.9-12.Argue.Expressive**
 - Introduce and develop precise claims and address counterclaims
 - Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
 - Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

WIDA ELD Standard 3: Language for Mathematics

- **ELD-MA.9-12.Explain.Interpretive**
 - Interpret time references (e.g., 15 years of imprisonment) and changes over time
 - Understand concepts of financial value and abstract worth
- **ELD-MA.9-12.Explain.Expressive**
 - Use comparative and quantitative reasoning in discussions of the bet's terms
 - Express logical progression in evaluating trade-offs and consequences

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

WIDA ELD Standard 4: Language for Science

• **ELD-SC.9-12.Explain.Interpretive**

- Analyze effects of isolation on the human mind and body
- Explore references to intellectual growth through scientific and literary study

• **ELD-SC.9-12.Explain.Expressive**

- Use scientific vocabulary to discuss psychological and physical effects of long-term confinement
- Explain shifts in the lawyer's mindset using biological and emotional development terms

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
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

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, acknowledging strengths and weaknesses

ELD-SS.9-12.Argue.Interpretive

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

ELD-SS.9-12.Argue.Expressive

- Introduce and contextualize topic
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Learning Objectives and Activities

Multilingual Learners will:

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

Domain 1: Listening.

- Students will identify key events and details from oral summaries, discussions, and multimedia related to their novel.
- Students will analyze how tone, pace, and emotion convey meaning in audio/visual versions of historical events.
- Students will follow and interpret peer or teacher questions and responses in small group discussions

Domain 2: Speaking.

- Students will recount and retell key events from their novel using sequence and cause/effect language.
- Students will express and support opinions about characters' actions or outcomes in the novel.
- Students will collaboratively plan and perform role plays or news segments about the novel.

Domain 3: Reading

- Students will identify and summarize central ideas and key details in their novel.
- Students will analyze how authors use descriptive language to create mood and portray events.
- Students will make inferences about character motivations and outcomes using textual evidence.

Domain 4: Writing.

- Students will write narrative responses recounting key events from the perspective of a character.
- Students will write informative responses explaining the causes and effects of the disaster/event in their novel.
- Students will write argumentative responses evaluating a character's choices or survival strategies.

Key Vocabulary

Morality
Greed
Isolation
Justice
Philosophy
Conflict
Values

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one page)
- Graphic Organizers

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DEPARTMENT English as a Second Language

COURSE ESL Reading II

- Reading Annotations

Summative:

- Listening and Reading Comprehension Quiz
- Novel Packet
- News Broadcast Project

Alternative:

- Observation of Class
- Teacher-student conferences
- Self-assessment rubric

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

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

Interdisciplinary Connections

Compare fiction with nonfiction accounts of the same event

NJSLSA.R6: Assess how point of view or purpose shapes content

Investigate the science behind earthquakes, hurricanes, tsunamis, disease, etc.

HS-ESS3-1: Construct explanations of how natural hazards affect society

Career Readiness, Life Literacies, and Key Skills

Students reflect on the importance of helping others and making ethical choices during times of crisis.

9.4.12.CI.1 → Demonstrate the ability to reflect, analyze and use creative thinking to make informed 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.

CRP7. Employ valid and reliable research strategies

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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 II

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

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