



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 (Advanced)

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: English as a Second Language (Advanced)

Department: ESL

Board Approval	Supervisor	Notes
August 2025	Cecilia Vila	Born / Redesigned This course was developed by separating content from an existing 6-8 curriculum document into a single, cohesive curriculum.



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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Level E: Unit 2- <i>Build Background, Welcome to iLit, Routine Introduction</i>	21	Level F: Unit 2- <i>Preview Unit & Author's Purpose</i>
2	Level E: Unit 2- <i>Vocabulary Routine, Classroom Conversations, Narrative Planning</i>	22	Level F: Unit 2- <i>Make Inferences, Read "Dear Birth Mother, Please Hit Reply"</i>
3	Level E: Unit 2- <i>Vocabulary Routine, Classroom Conversations, Narrative Planning</i>	23	Level F: Unit 2- <i>Character & Setting Visualization, Grammar Study</i>
4	Level E: Unit 2- <i>Making Predictions, Language Study, Narrative Drafting</i>	24	Level F: Unit 2- <i>Identify & Analyze Cause and Effect</i>
5	Level E: Unit 2- <i>Connotation, Compound Words, Visualizing, Narrative Revision</i>	25	Level F: Unit 2- <i>Write a Narrative Paragraph, Language Use</i>
6	Level E: Unit 2- <i>Analyze Language Choices, Write Informative Paragraph</i>	26	Level F: Unit 2- <i>Compare Texts, Summarize Events</i>
7	Level E: Unit 2- <i>Clarify Meaning, Fluency Practice, Independent Reading Review, Midpoint Benchmark</i>	27	Level F: Unit 2- <i>Figurative Language, Connecting Words Reading & Writing Fluency</i>
8	Level E: Unit 2- <i>Compare/Contrast, Word Slam Vocabulary Game</i>	28	Level F: Unit 2- <i>Plan & Revise Narrative Writing</i>
9	Level E: Unit 2- <i>Figurative Language, Planning Opinion Paragraphs</i>	29	Level F: Unit 2- <i>Final Narrative & Vocabulary Review</i>
10	Level E: Unit 2- <i>Midpoint Benchmark</i>	30	Level F: Unit 2- <i>Midpoint Benchmark</i>
Week	Marking Period 2	Week	Marking Period 4
11	Level E: Unit 4- <i>Compare/Contrast Informational Texts</i>	31	Level F: Unit 4- <i>Build Background, Introduce Theme</i>



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

Core Instructional & Supplemental Materials including various levels of Texts

Level E: Unit 2, 4

Anchor Texts: *Accidental Love, Freak the Mighty*

Read Aloud, Think Aloud Texts:

- *Reptile Adaptations*
- *Riding Thunder*
- *Almost Astronauts*
- *Kathrine Switzer: Breaking Barriers*
- *We Shall Overcome*
- *Battling Violence with Violins*
- *Jane of the Jungle*



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COURSE ESL (Advanced)

- *Changing Times: Women in the Early Twentieth Century*
- *Danger! Children at Work*
- *Fulfilling Teacher Expectations*
- *Marching to Their Own Beat*
- *The Freedom Writers Diary*
- *Schooled*
- *Early Warning System*
- *Afghan Girls Stay in School Despite Attacks*
- *The Schoolboy*
- *Ode to School*
- *Forces in Motion*
- *The Effect of Forces in Motion*

Instructional Tools:

- phonics readers and word study materials
- iPractice interactive activities
- Digital Library with translation and audio tools
- Word Slam Vocabulary Game
- Maps, timelines, vocabulary visuals
- Interactive grammar and writing planners
- Interactive Reading Activities
- Phonics and Word Study
- Grammar Study Plans
- Writing Prompts
- [ILIT Rules for Conversation Routine Cards](#)
- [ILIT Rules for Active Listening Routine Cards](#)
- [ILIT Rules for Presenting Routine Cards](#)
- [ILIT Time to Read Routine Cards](#)
- [ILIT Collaborative Projects Routine Cards](#)
- [ILIT Peer Conferencing Routine Cards](#)
- [ILIT Writing Routine Cards](#)
- [ILIT Interactive Reader Graphic Organizer](#)
- [ILIT Read Aloud, Think Aloud Texts](#)
- [Teacher Toolkit](#)
- [GRADE Assessment Overview](#)
- [ILIT Assessment Handbook](#)
- [Celebrate success-ILIT Certificates of Achievement](#)
- [ILIT Language Conventions Practice](#)
- [ILIT ELL Making Meaning Workbooks & Answer Keys](#)
- [Brainpop ELL correlation \(optional\)](#)



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Level F: Unit 2, 4

Anchor Texts: *The Last Book in the Universe, Somebody Everybody Listens To*

Read Aloud, Think Aloud Texts:

- *Dear Birth Mother, Please Hit Reply*
- *Sherman's Lagoon*
- *The Fun They Had*
- *Khan Academy*
- *Genetic Information and its Uses*
- *Occupy Wall Street*
- *What Will They Think of Next*
- *The Horrid Voices of Science*
- *On Global Warming*
- *Communication Strategies*
- *American Primitive*
- *The Microscope*
- *World Changers*
- *John F. Kennedy's Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center*
- *Ahead of the Curve*
- *Me and My Robot*
- *That Looks like Garbage*
- *Apple Visionary Redefined Digital Age*
- *Empowering a Community*
- *Taking Action*

Instructional Tools:

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- iPractice interactive activities
- Digital Library with translation and audio tools
- Word Slam Vocabulary Game
- Maps, timelines, vocabulary visuals
- Interactive grammar and writing planners
- Interactive Reading Activities
- Phonics and Word Study
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- [ILIT Rules for Conversation Routine Cards](#)
- [ILIT Rules for Active Listening Routine Cards](#)
- [ILIT Rules for Presenting Routine Cards](#)



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DEPARTMENT English as a Second Language

COURSE ESL (Advanced)

- [ILIT Time to Read Routine Cards](#)
- [ILIT Collaborative Projects Routine Cards](#)
- [ILIT Peer Conferencing Routine Cards](#)
- [ILIT Writing Routine Cards](#)
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- [Brainpop ELL correlation \(optional\)](#)

Home of the Spartans!
#spartanlegacy



Time Frame	20
Topic	
Level E Units 2, 4	
Text focus: <i>Accidental Love</i> , <i>Freak the Mighty</i> , paired texts, phonics readers and word study materials, and informational articles	
Themes: identity and self-discovery, love and relationships, family expectations vs independence, courage to be different, peer pressure and loyalty, friendship, acceptance	
Skills: Narrative and explanatory writing; Analyzing author's purpose and argument structure; Summarizing with context clues and idioms; Figurative language and connotation study; Vocabulary development and independent reading; Conducting presentations and performance tasks	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: • ELD-SI.4-12.Narrate	



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DEPARTMENT English as a Second Language

COURSE ESL (Advanced)

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- ELD-SI.4-12.Inform
 - Define and classify facts and interpretations; determine what is known vs. unknown
 - Report on explicit and inferred characteristics, patterns, or behavior
 - Sort, clarify, and summarize relationships
 - Summarize most important aspects of information
 - Generate and convey initial thinking
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
 - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- ELD-SI.4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation
 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
 - Refine claims and reasoning based on new information or evidence

WIDA ELD Standard 2: Language for Language Arts

- ELD-LA .6-8 .Inform.Interpretive
 - Interpret informational texts in language arts by:
 - Identifying and/or summarizing main ideas and their relationship to supporting ideas
 - Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
 - Evaluating the impact of author's key word choices over the course of a text
- ELD-LA .6-8 .Inform.Expressive
 - Construct informational texts in language arts that
 - Introduce and define topic and/or entity for audience
 - Establish objective or neutral stance
 - Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
 - Develop coherence and cohesion throughout text
- ELD-LA.6-8.Argue.Interpretive
 - Interpret language arts arguments by
 - Identifying and summarizing central idea distinct from prior knowledge



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DEPARTMENT English as a Second Language

COURSE ESL (Advanced)

- or opinions
 - Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
 - Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
- ELD-LA.6-8.Argue.Expressive
 - Construct language arts arguments that
 - Introduce and develop claim(s) and acknowledge counterclaim(s)
 - Support claims with reasons and evidence that are clear, relevant, and credible
 - Establish and maintain formal style
 - Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

WIDA ELD Standard 5: Language for Social Studies

- ELD-SS.6-8.Explain.Interpretive
 - Interpret social studies explanations by
 - Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for logical relationships among contributing factors or causes
 - Evaluating experts' points of agreement, along with strengths and weakness of explanations
- ELD-SS.6-8.Explain.Expressive
 - Construct social studies explanations that
 - Introduce and contextualize phenomena or events
 - Establish perspective for communicating outcomes, consequences, or documentation
 - Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
 - Generalize multiple causes and effects of developments or events
- ELD-SS.6-8.Argue.Interpretive
 - Interpret social studies arguments by
 - Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective) ●
 - Analyzing relevant information from multiple sources to support claims
 - Evaluating point of view and credibility of source based on relevance and intended use
- ELD-SS.6-8.Argue.Expressive
 - Construct social studies arguments that
 - Introduce and contextualize topic
 - Select relevant information to support claims with evidence gathered from multiple sources



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DEPARTMENT English as a Second Language

COURSE ESL (Advanced)

- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening:

- Engage in read-alouds and think-alouds modeled by the teacher
- Follow along with audio narration
- Participate in partner and small group discussions (e.g., prediction, retelling, visualizing, summarizing)
- Listen for academic vocabulary and language patterns during Word Slam and oral modeling
- Use listening comprehension strategies to extract meaning, such as:
 - Noting key details
 - Identifying tone and intent
 - Following sequence in narrative and informational text

Domain 2: Speaking:

- Participate in classroom conversations using structured protocols (e.g., sentence stems, accountable talk)
- Present writing and reading insights in author's chair, peer feedback sessions, and oral reflections
- Role-play
- Give oral summaries and explanations, especially after group or independent reading
- Engage in vocabulary-rich discussions, applying new words to real scenarios and text analysis
- Conduct peer interviews, debates, or presentations for narrative, argumentative, and/or informational writing

Domain 3: Reading:

- Read anchor and paired text and phonics readers.
- Practice comprehension strategies:
 - Ask and answer questions
 - Make inferences
 - Recognize cause and effect
 - Use context clues
 - Clarify by retelling
 - Visualize scenes
 - Compare and contrast
 - Identify text structure (chronological, cause/effect)



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DEPARTMENT English as a Second Language

COURSE ESL (Advanced)

- Participate in interactive reading using graphic organizers, prediction charts, and annotation tools.
- Use digital reading platforms (iPractice, Word Slam) for fluency and strategy application.
- Engage in text-based evidence collection with highlighters; interactive digital texts with guiding prompts

Domain 4: Writing:

- Plan and write narrative, explanatory, and opinion paragraphs
- Respond to text-dependent questions in journals
- Use writing prompts and sentence frames to build structured responses
- Revise and edit writing using peer feedback and rubrics
- Write from different perspectives

Key vocabulary

Assessments

Formative:

- iPractice Activities
- Interactive Reading & Comprehension Strategy Practice (e.g., visualizing, making inferences, cause and effect)
- Small Group Instruction & Check-Ins
- Quick-write responses
- Grammar mini-quizzes, study plans
- Think-pair-share
- Vocabulary checks
- reading comprehension tasks
- writing drafts and revisions
- Spelling and Phonics Activities
- Reading Journals, Vocabulary Notebooks
- Word Study Practice

Summative:

- Final narrative
- Vocabulary assessments
- explanatory, and opinion writing products
- Reading checks
- Interactive projects (e.g., opinion paragraph presentations, cause/effect visuals)

Benchmark:

- Unit Benchmarks



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COURSE ESL (Advanced)

- GRADE Assessments

Alternative:

- Multilingual responses: respond orally or in writing in home language where appropriate
- Pictorial/visual: point to images, draw responses, match visual
- Verbal response: retell, summarize, compare, define orally
- Portfolio-based: collection of work over time

[WIDA Rubrics for writing and speaking](#)

Interdisciplinary Connections

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

Reading:

- RL.8.1, RL.8.2-analyzing author's purpose:
- RI.8.1, RI.8.2- Summarizing informational texts
- RL.8.1, RL.8.4 Visualizing while reading
- RL.8.1, RI.8.10 Synthesizing information and ideas

Writing

- W.8.3a-eWriting narrative paragraphs
- W.8.1a-eOpinion writing (draft, revise, edit, publish):
- W.8.1, W.8.10Using logical reasoning to support claims

Speaking & Listening

- SL.8.1a-d-Classroom conversations and discussions:
- SL.8.1, SL.8.6-Supporting a claim in discussion
- SL.8.6-Presentation skills and performance tasks:

Language

- L.8.4a-c, L.8.6-Vocabulary development
- L.8.1, L.8.2c-Grammar study (subject-verb agreement, etc.)
- L.8.5a-c-Figurative language and connotation

NJSLS Social Studies Standards for grades 6-8:



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COURSE ESL (Advanced)

Science:

- **MS-LS1-3:** Investigate how the body's systems function differently in individuals with disabilities.

Social Studies:

- **6.3.8.CivicsHR.2:** Explore how students can advocate for fairness and justice.
- **6.3.8.EconET.1:** Evaluate access to healthcare and social services.
- **6.1.8.CivicsHR.4:** Recognize contributions and rights of individuals with disabilities.
- **6.3.8.HistoryUP.1:** Understand how people challenge stereotypes and adversity.

Math:

- *(Optional: create data sets to analyze inclusive education rates—6.SP)*

Career Readiness, Life Literacies, and Key Skills

- **9.1.8.CR.1 – CR.4 (Civic Financial Responsibility):** Connected to civic themes, understanding community impact, and personal responsibility.
- **9.2.8.CAP.2 (Career Planning):** Aligns with opinion writing and reflection tasks relating to personal goals and planning.
- **9.4.8.CI.4 (Creativity and Innovation):** Supports narrative writing, vocabulary development, and figurative language.
- **9.4.8.CT.1 – CT.3 (Critical Thinking and Problem-solving):** Matches text analysis, summarizing, synthesizing information.
- **9.4.8.DC.4 – DC.6 (Digital Citizenship):** Ties into online research, presentation tasks, and writing activities that involve digital tools.
- **9.4.8.GCA.1 – GCA.2 (Global and Cultural Awareness):** Directly connects to themes of cultural perspectives and respecting differences.

Technology Integration

Platforms such as Google Classroom, iLit, IXL, Padlet, BrainPOP, Genesis, and others will be used:

- as hubs for organizing assignments, class communication, grading, and feedback
- to share documents, post announcements, host discussions, collect student work
- provide powerful ways to foster communication, support personalized learning, build collaboration, and develop 21st-century skills

Standards alignment:



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- **9.4.8.TL.3: Select appropriate tools to organize and present information digitally.**
Platforms like Google Classroom and Padlet are designed for organizing assignments, sharing documents, and presenting information.
- **9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.** Many of these platforms support both real-time (synchronous) and flexible-time (asynchronous) communication and collaboration.
- **9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.** Tools such as Padlet and Google Classroom allow collaborative posting and feedback.
- **9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.** Platforms like BrainPOP and Padlet support sharing and gathering input in a digital community.
- **9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.** Students use platforms like Google Classroom to submit work and receive feedback.
- **9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques.** Tools like IXL and iLit help students visualize learning progress and data.
- **9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.** BrainPOP and Padlet can encourage creativity and exploration of different learning paths.

Career Education

- **CRP1. Act as a responsible and contributing citizen and employee:**
Aligned with civic and cultural themes, classroom discussions, and opinion writing tasks.
- **CRP2. Apply appropriate academic and technical skills:** Applies across all reading, writing, and grammar activities.
- **CRP4. Communicate clearly and effectively and with reason:** Matches with narrative/opinion writing, classroom conversations, and presentations.
- **CRP6. Demonstrate creativity and innovation:** Narrative writing, figurative language, and vocabulary games.
- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them:** Analyzing author's purpose, synthesizing information, summarizing texts.
- **CRP9. Model integrity, ethical leadership, and effective management:**
Builds through discussions around themes like understanding perspectives and civic participation.
- **CRP12. Work productively in teams while using cultural global**



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COURSE ESL (Advanced)

competence: Group discussions, peer review, and cultural perspectives work.

Time Frame	20
Topic	
Level F Units 2, 4	
Text focus: <i>A The Last Book in the Universe, Somebody Everybody Listens To</i> , paired texts, phonics readers and word study materials, and informational articles	
Themes: Knowledge vs. Ignorance; Courage and Survival; friendship and loyalty; hope & change; Technology and Control; chasing your dreams; Finding Your Voice; Belonging and Identity; resilience & hard work	
Skills: Literary analysis (character, setting, cause and effect), Narrative and opinion writing, Visualizing character decisions and author perspectives, Grammar, figurative language, connecting words, Summarizing, paraphrasing, and clarifying understanding, Final performance tasks and oral presentations	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: • ELD-SI.4-12.Narrate ○ Share ideas about one's own and others' lived experiences and previous learning ○ Connect stories with images and representations to add meaning ○ Identify and raise questions about what might be unexplained, missing, or left unsaid ○ Recount and restate ideas to sustain and move dialogue forward • ELD-SI.4-12.Inform ○ Define and classify facts and interpretations; determine what is known vs. unknown ○ Report on explicit and inferred characteristics, patterns, or behavior ○ Sort, clarify, and summarize relationships ○ Summarize most important aspects of information ○ Generate and convey initial thinking ○ Follow and describe cycles and sequences of steps or procedures and their causes and effects ○ Compare changing variables, factors, and circumstances	



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- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- ELD-SI.4-12.Argue
 - Generate questions about different perspectives
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 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
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- ELD-LA .6-8 .Inform.Interpretive
 - Interpret informational texts in language arts by:
 - Identifying and/or summarizing main ideas and their relationship to supporting ideas
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 - Evaluating the impact of author's key word choices over the course of a text
- ELD-LA .6-8 .Inform.Expressive
 - Construct informational texts in language arts that
 - Introduce and define topic and/or entity for audience
 - Establish objective or neutral stance
 - Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
 - Develop coherence and cohesion throughout text
- ELD-LA.6-8.Argue.Interpretive
 - Interpret language arts arguments by
 - Identifying and summarizing central idea distinct from prior knowledge or opinions
 - Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
 - Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
- ELD-LA.6-8.Argue.Expressive
 - Construct language arts arguments that
 - Introduce and develop claim(s) and acknowledge counterclaim(s)
 - Support claims with reasons and evidence that are clear, relevant, and credible
 - Establish and maintain formal style
 - Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

WIDA ELD Standard 5: Language for Social Studies

- ELD-SS.6-8.Explain.Interpretive



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- Interpret social studies explanations by
 - Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
 - Analyzing sources for logical relationships among contributing factors or causes
 - Evaluating experts' points of agreement, along with strengths and weakness of explanations
- ELD-SS.6-8.Explain.Expressive
 - Construct social studies explanations that
 - Introduce and contextualize phenomena or events
 - Establish perspective for communicating outcomes, consequences, or documentation
 - Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
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 - Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective) ●
 - Analyzing relevant information from multiple sources to support claims
 - Evaluating point of view and credibility of source based on relevance and intended use
- ELD-SS.6-8.Argue.Expressive
 - Construct social studies arguments that
 - Introduce and contextualize topic
 - Select relevant information to support claims with evidence gathered from multiple sources
 - Establish perspective
 - Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Learning Objectives and Activities

Multilingual Learners will:

Domain 1: Listening:

- Engage in read-alouds and think-alouds modeled by the teacher
- Follow along with audio narration
- Participate in partner and small group discussions (e.g., prediction, retelling, visualizing, summarizing)
- Listen for academic vocabulary and language patterns during Word Slam and oral modeling



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DEPARTMENT English as a Second Language

COURSE ESL (Advanced)

- Use listening comprehension strategies to extract meaning, such as:
 - Noting key details
 - Identifying tone and intent
 - Following sequence in narrative and informational text

Domain 2: Speaking:

- Participate in classroom conversations using structured protocols (e.g., sentence stems, accountable talk)
- Present writing and reading insights in author's chair, peer feedback sessions, and oral reflections
- Role-play
- Give oral summaries and explanations, especially after group or independent reading
- Engage in vocabulary-rich discussions, applying new words to real scenarios and text analysis
- Conduct peer interviews, debates, or presentations for narrative, argumentative, and/or informational writing

Domain 3: Reading:

- Read anchor and paired text and phonics readers.
- Practice comprehension strategies:
 - Ask and answer questions
 - Make inferences
 - Recognize cause and effect
 - Use context clues
 - Clarify by retelling
 - Visualize scenes
 - Compare and contrast
 - Identify text structure (chronological, cause/effect)
- Participate in interactive reading using graphic organizers, prediction charts, and annotation tools.
- Use digital reading platforms (iPractice, Word Slam) for fluency and strategy application.
- Engage in text-based evidence collection with highlighters; interactive digital texts with guiding prompts

Domain 4: Writing:

- Plan and write narrative, explanatory, and opinion paragraphs
- Respond to text-dependent questions in journals
- Use writing prompts and sentence frames to build structured responses
- Revise and edit writing using peer feedback and rubrics
- Write from different perspectives



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Key vocabulary

Assessments

Formative:

- iPractice Activities
- Interactive Reading & Comprehension Strategy Practice (e.g., visualizing, making inferences, cause and effect)
- Small Group Instruction & Check-Ins
- Quick-write responses
- Grammar mini-quizzes, study plans
- Think-pair-share
- Vocabulary checks
- reading comprehension tasks
- writing drafts and revisions
- Spelling and Phonics Activities
- Reading Journals, Vocabulary Notebooks
- Word Study Practice

Summative:

- Final narrative
- Vocabulary assessments
- explanatory, and opinion writing products
- Reading checks
- Interactive projects (e.g., opinion paragraph presentations, cause/effect visuals)

Benchmark:

- Unit Benchmarks
- GRADE Assessments

Alternative:

- Multilingual responses: respond orally or in writing in home language where appropriate
- Pictorial/visual: point to images, draw responses, match visual
- Verbal response: retell, summarize, compare, define orally
- Portfolio-based: collection of work over time

[WIDA Rubrics for writing and speaking](#)

Interdisciplinary Connections



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

Reading:

- RL.9-10.1, RL.9-10.2: Analyzing character, setting, cause and effect
- RI.9-10.1, RI.9-10.2: Summarizing and clarifying understanding

Writing:

- W.9-10.3a–e: Writing narrative, opinion, and explanatory essays
- W.9-10.4: Using outlines and drafts for writing development
- W.9-10.9: Incorporating figurative language and vivid details

Speaking & Listening:

- SL.9-10.1a–d: Making and listening to presentations
- SL.9-10.6: Oral presentations and peer reviews

Language:

- L.9-10.4a–c, L.9-10.6: Vocabulary development
- L.9-10.1, L.9-10.2c: Grammar study (subject-verb agreement, pronouns, suffixes)
- L.9-10.5a–c: Analyzing multiple-meaning words and Latin roots

NJSLS Standards for grades 6-8:

Science:

- **MS-ETS1-1 to 1-4:** Engineering Design-Evaluate and develop solutions to real-world problems (e.g., memory chips, environmental decay).
- **MS-LS1-8:** Gather and synthesize information about how sensory receptors respond to stimuli (relates to neural implants).
- **MS-ESS3-3:** Human impact on the environment and sustainability of ecosystems.
- **MS-PS4-1 & PS4-3:** Sound waves and digital signal transfer (if music production/technology is explored).

Social Studies

- **6.2.8.GeoHE.1.a:** Evaluate the ways human interaction with the environment changes societies.



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- **6.3.8.CivicsHR.1:** Analyze access to information, equality, and control in dystopian governance.
- **6.3.8.CivicsPR.3:** Consider how government policies shape human lives and freedoms.
- **6.3.8.CivicsHR.1:** Barriers to opportunity and equity in rural or disadvantaged settings.
- **6.1.8.EconNE.3.a:** Analyze how economic opportunities vary by geography and demographics.
- **6.3.8.GeoHE.1:** Understand how place affects access to resources and success.
- **6.3.8.HistoryUP.1:** Explore how personal experiences are shaped by cultural and societal expectations.

Math:

- **7.SP.C.5 & 6.SP.B.5:** Use data to model inequality, pollution rates, or tech access.
- **MP.4:** Model with mathematics (e.g., population decay, resource depletion).

Career Readiness, Life Literacies, and Key Skills

- **9.1.8.CR.1 – CR.4 (Civic Financial Responsibility):** Tied to themes of activism, empowerment, and community engagement.
- **9.2.8.CAP.5 – CAP.9 (Career Awareness, Planning, Training):** Aligned with performance tasks, presentations, and self-reflection activities.
- **9.4.8.CI.1 – CI.4 (Creativity and Innovation):** Strong fit with writing, media projects, and exploring author's perspective.
- **9.4.8.CT.1 – CT.3 (Critical Thinking and Problem-solving):** Matches analyzing complex texts, summarizing, revising arguments.
- **9.4.8.DC.1 – DC.8 (Digital Citizenship):** Relevant for research, presenting findings, managing digital identity.
- **9.4.8.IML.1 – IML.15 (Information and Media Literacy):** Strongly applicable when analyzing Occupy Wall Street themes, advertising, and presenting researched information.
- **9.4.8.TL.1 – TL.6 (Technology Literacy):** Matches all digital collaboration, publishing, and data visualization tasks in writing and projects.

Technology Integration

Platforms such as Google Classroom, iLit, IXL, Padlet, BrainPOP, Genesis, and others will be used:

- as hubs for organizing assignments, class communication, grading, and feedback
- to share documents, post announcements, host discussions, collect student work



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- provide powerful ways to foster communication, support personalized learning, build collaboration, and develop 21st-century skills

Standards alignment:

- **9.4.8.TL.3: Select appropriate tools to organize and present information digitally.**
Platforms like Google Classroom and Padlet are designed for organizing assignments, sharing documents, and presenting information.
- **9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.** Many of these platforms support both real-time (synchronous) and flexible-time (asynchronous) communication and collaboration.
- **9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.** Tools such as Padlet and Google Classroom allow collaborative posting and feedback.
- **9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.** Platforms like BrainPOP and Padlet support sharing and gathering input in a digital community.
- **9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.** Students use platforms like Google Classroom to submit work and receive feedback.
- **9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques.** Tools like IXL and iLit help students visualize learning progress and data.
- **9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.** BrainPOP and Padlet can encourage creativity and exploration of different learning paths.

Career Education

CRP1. Act as a responsible and contributing citizen and employee: Strongly aligned with social justice, activism, and civic standards.

CRP2. Apply appropriate academic and technical skills: Consistent across reading, writing, language, and presentations.

CRP4. Communicate clearly and effectively and with reason: Through presentations, opinion essays, and peer reviews.

CRP5. Consider the environmental, social, and economic impacts of decisions: Connected to Occupy Wall Street themes and analysis of advertising's role in society.

CRP6. Demonstrate creativity and innovation: Narrative and explanatory writing, creative use of language.

CRP7. Employ valid and reliable research strategies: Informational text summaries, opinion writing requiring evidence.



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CRP8. Utilize critical thinking to make sense of problems and persevere in solving them: Analyzing conflict, author's perspective, decision-making scenarios.

CRP9. Model integrity, ethical leadership, and effective management: Related to themes of community empowerment and activism.

CRP10. Plan education and career paths aligned to personal goals: Reflected in personal narrative writing and reflective tasks.

CRP11. Use technology to enhance productivity: Digital presentations, vocabulary tools, and performance tasks.

CRP12. Work productively in teams while using cultural global competence: Team projects, peer editing, classroom debates and discussions.



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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
- Provide anchor charts with high frequency words and phonemic patterns



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