

Moonachie School District

ESL Curriculum:

Grade 6-8

WIDA English Language Development (ELD) Standards

Born On: August 25, 2020
Re-Adoption: August 26, 2025

WIDA English Language Proficiency Standards

English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Ongoing Content Support for All ML Students in the General Education Classroom

Activities and Student Experiences/Supports

Scaffolding techniques

pair / share

skeleton outlines

notes given

work read aloud

quiz or test read aloud

partner work

Summaries

Use Visual Aids

Connect to struggling students' content area teachers to help students and teachers work together.

Support teachers where possible with ESL students

Professional Development/PLCs

Provide general education teachers ongoing professional development opportunities from our highly qualified ESL teacher. Utilize our PLCs to discuss appropriate modifications/accommodations/scaffolding for ML students to successfully engage with the general education curriculum.

Student Accessibility

- Students will be able to listen to content tests be read aloud as needed.
- Students will be able to get notes or videos to help with challenging materials as needed.
- Students will be able to access online resources as needed.
- Students can orally tell answers as needed.
- Students can be assisted with independent work as needed.

Assessments

Vocabulary review responses
Sorting labels and pictures
Create a class poster
Create a Wordle
Role playing
Labels on drawings
Identifying activity in picture book illustrations
Digital book
Discussion responses
Oral responses using sentence frame
Drawings with differentiated writing responses
Create an illustrated class book
Role-plays
ACCESS for ELLs 2.0
Teachers College Running Records
Pre/Post-On-Demand Assessment

Content Area: ESL	Grade: 6 -8
Unit 1: All About Me, Friends, Family, School, Community, Home, & American Holidays	Length of Time: 10 weeks
Unit Theme: All About My World	
Essential Questions:	
<ul style="list-style-type: none"> ● What language do students need in order to demonstrate comprehension and engage in the topic of introducing themselves? <ul style="list-style-type: none"> ○ Listening, speaking, reading, and writing about yourself requires specific language. ● What language do students need in order to demonstrate comprehension and engage in the topic of family and friends? <ul style="list-style-type: none"> ○ Listening, speaking, reading, and writing about family and friends requires specific language. ● What language do students need in order to demonstrate comprehension and engage in the topic of school and home life? <ul style="list-style-type: none"> ○ Listening, speaking, reading, and writing about school and home life requires specific language. ● What language do students need in order to demonstrate comprehension and engage in the topic of community? <ul style="list-style-type: none"> ○ Listening, speaking, reading, and writing about the community requires specific language. ● What language do students need in order to demonstrate comprehension and engage in the topic of American holidays? <ul style="list-style-type: none"> ○ Listening, speaking, reading, and writing about American holidays requires specific language. 	
Objectives: Listening, Speaking, Reading, Writing	
●Students will introduce themselves.	

- Students will answer simple questions about themselves.
- Students will recall rules for capitalization.
- Students will name the members of their family.
- Students will answer simple questions about their family.
- Students will recall rules for punctuation.
- Students will identify and learn cardinal numbers and ordinal numbers.
- Students will describe friends.
- Students will recall vocabulary for simple action verbs.
- Students will identify and tell about time.
- Students will compare and contrast their new school to old school.
- Students will locate places in the school.
- Students will recall and apply simple past tense verbs.
- Students will define and use vocabulary related to school.
- Students will name the rooms in a home.
- Students will discuss likes and dislikes about their room.
- Students will use there is and there are.
- Students will identify and use weather words.
- Students will name the places in a community.
- Students recall and apply WH-question words.
- Students will identify jobs in the community.
- Students will name different types of transportation.
- Students will identify unfamiliar holidays.
- Students will ask questions about holidays.
- Students will read about the background of unfamiliar holidays.
- Students will write about their new experiences or feelings about holidays.
- Students will define and use vocabulary related to self, family, friends, home, school, community, and holidays.

Enduring Understandings:

- Listening, speaking, reading, and writing about yourself requires specific language.
- Listening, speaking, reading, and writing about family and friends requires specific language.
- Listening, speaking, reading, and writing about school and home requires specific language.
- Listening, speaking, reading, and writing about the community requires specific language.
- Listening, speaking, reading, and writing about American holidays requires specific language.

Standards:

ELD-LA.6-8: Narrate.Interpretive

- Analyzing how character attributes and actions develop in relation to events or dialogue.
- Evaluating impact of specific word choices about meaning and tone.

ELD-LA.6-8.Narrate.Expressive

- Develop and describe characters and their relationships.

ELD-LA.6.8.Argue.Interpretive

- Identifying and summarizing central idea distinct from prior knowledge opinions.
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6.8.Argue.Expressive

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible.
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

ELD-SS.6-8Explain.Interpretive

- Determine 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

- 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

- Identifying topic and purpose
- Analyzing relevant information from multiple source to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS.6-8.Argue.Expressive

- 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.

Vocabulary

Introduce

Hobbies

Relatives

Siblings

Background

Tradition

Celebration

Holiday

Culture

Neighborhood

Community

Diversity

Volunteer

Event

Schedule
Subject (school subject)
Assignment
Counselor
Principal
Classroom
Participate
Respect
Responsible
Citizenship
Permission
Ceremony
Activity
Belong
Gather
Cooperation

RESOURCES

ENTERING, EMERGING, DEVELOPING & EXPANDING

- **Videos & pictures cues**
- **Computer with interactive whiteboard to view videos or powerpoints to introduce new vocabulary and background information.**
- **Computer search engines for students to research new information about the community at large, holidays, and family units.**
- **Ipads for creation of presentations, oral responses, and visual tools.**

- **Picture Dictionaries and workbooks**
- **Reading about various topics from sources such as Readworks, NewsELA, or SAAVAS**
- **Leveled texts**
- **Videos to build background knowledge and connections.**
- **Sight words worksheets and flashcards**
- **Phonics instruction and letter sorts**
- **Any and all grade level curricula material from any other content area that supports the development of student understanding/mastery in grade-specific goals**

Instructional Activities at Different Language Levels

Learning and using specific vocabulary needed for basic communication, as it relates to reading, speaking, listening, and writing, for beginner-level ML students.

The following are examples and can be expanded upon to increase student engagement, comprehension, and mastery of the different domains.

All About Me:

ELP 1: Match illustrations to the correct words of common objects.

ELP 2: Listen and point to the correct word.

ELP 3: Describe personal interest through writing.

Family:

ELP 1: Draw images related to family and family traits.
ELP 2: Restate facts from reading samples about families.
ELP 3: Compare and contrast two family members through writing.

Friends:

ELP 1: Match action words to images.
ELP 2: Write information about favorite weekend activities.
ELP 3: Describe orally different actions using ~~verbs~~ **8.1 Computer Science and Design Thinking**

Indicators:

School:

~~8.1.8.A.2: Create clearly labeled variables that represent different data types and perform operations on their values.~~
ELP 1: Classify objects and colors within a classroom.
ELP 2: Write a description of a school day using past tense.
~~8.1.8.DA.3: Identify the appropriate tool to access data based on its file format~~

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a

specific purpose.
ELP 1: Label objects in a house.

ELP 2: Ask why and how questions about the weather.
ELP 3: Sequence events in a home using time order words.

9.1 Personal Financial Literacy

Indicators:

ELP 1: Draw and label a map of a dream community.
~~8.1.8.CB.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures~~
ELP 2: Describe community jobs orally.
ELP 3: Write a brief narrative about an experience in Moonachie or Bergen County.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios

9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions

9.4 Life Literacies and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem..
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Interdisciplinary Connections			
Reading	Writing	Speaking/Listening	Language
RL.CR.7.1 RL.CR.7.2 RL.CR.7.4 RL.CR.7.6 RL.CR.7.10 RI.CR.7.1 RI.CR.7.2 RI.CR.7.3 RI.CR.7.4 RI.CR.7.5 RI.CR.7.6 RI.CR.7.9	W.AW.7.1A,B,C,D,E W.AW.7.2 W.AW.7.3 W.AW.7.4 W.AW.7.5 W.AW.7.6 W.AW.7.9.A W.AW.7.10	SL.7.1.A,B,CD SL.7.6	L.SS.7.1 L.SS.7.2 L.SS.7.3 L.SS.7.4.A,C L.SS.7.5.B,C L.SS.7.6

Modifications			
Special Education	At-Risk of School Failure	Gifted and Talented	504
Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistive technology	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology

Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	communication Modified assignments Counseling	Collaborative teamwork De Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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Modifications for ELLs

Entering	Beginning	Developing
<ul style="list-style-type: none"> ● Provide students with one-step oral commands/instructions ● Allow pictorial or graphic representation of the language of the content areas ● Provide students with WH-questions, or statements with visual and graphic support related to content areas ● During instruction use general and high frequency vocabulary ● Repetition of directions and high frequency vocabulary ● Match content-related objects/pictures to words verbally and 	<ul style="list-style-type: none"> ● Provide students with multi-step oral commands/instructions ● Identify information on charts or tables based on oral statements ● general language related to the content areas; ● Provide students with phrases or short sentences ● Clarify main ideas of classroom conversation ● Teacher will convey content through high frequency words/ phrases ● Allow students opportunity to describe classroom routines 	<ul style="list-style-type: none"> ● Provide students the opportunity to retell/rephrase ideas from speech general and some specific language of the content areas; ● Multiple meanings of words in context (Tier 2 Academic Vocabulary) ● Provide instruction for frequently used affixes and root words ● Use English dictionaries and glossaries

<p>visually throughout room</p> <ul style="list-style-type: none"> ● Use picture dictionaries/ illustrated glossaries ● Allow student to create vocabulary/ concept cards <ul style="list-style-type: none"> ● Create and post lists from pre-taught words/phrases, word banks, and vocabulary notebooks ● Ask students to supply missing words in short sentences ● Teacher-Student Modeling ● Think/Read aloud ● Choral Reading ● Chunking ● Verbal clues ● Highlight text ● Buddy Partner Reading 	<ul style="list-style-type: none"> ● Allow students to communicate in social situations (turn and talk) ● Locate main ideas in a series of simple sentences ● Allow students the opportunity to gather background information by brainstorming, task cards, schema stories, KWL ● Provide direct instruction of text structures specific to content areas (titles,graphs, glossary) ● Allow students to work with a partner of the same native language to support both L1 and L2 (language acquisition e.g., cognates) ● Use cloze strategy with pre-taught vocabulary ● Provide bilingual dictionaries and glossaries <ul style="list-style-type: none"> ● Use written models in writing instructions (writing samples) 	<ul style="list-style-type: none"> ● Expanded sentences in oral interaction or written paragraphs ● Varying complexity of assignments ● Captioning ● Retelling ● Reciprocal teaching ● Allow students to conducting interviews and gather information through speech ● Explain Idioms ● Encourage students to use full sentence in both speech and writing ● Provide sentence frames to allow students to practice using of transitional words ● Provide students with strategies and steps in problem solving ● Allow students the opportunities for self-evaluation against criteria (rubric)
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Content Area: ESL	Grade: 6 -8
Unit 2: Nature	Length of Time: 7 Weeks

Unit Theme: The Outside World

Essential Questions:

- What language do students need in order to demonstrate comprehension and engage in the topic of nature?
- How does the natural world affect us?
- What parts of the natural world are essential for our survival?

Objectives: Listening, Speaking, Reading, Writing

- Students will define and use vocabulary related to nature.
- Students will show understanding of literary terms: figurative language, personification, and setting.
- Students will write simple sentences.
- Students will use appositives and comparatives.
- Students will understand and explain subject-verb agreement.
- Students will compare and contrast living and nonliving things.
- Students will describe a place, a person, an event, and an object.
- Students will write paragraphs with correct structure.
- Students will write a description of a climate in detail.
- Students will learn to read for comprehension and fluency.

Enduring Understandings:

- Students will understand that listening, speaking, reading, and writing about the natural world requires specific academic language.
- Students will explain how something in nature is created or formed.
- Students will describe how we survive in different climates and environments.

Standards:

ELD-LA.6-8: Narrate.Interpretive

- Evaluating impact of specific word choices about meaning and tone.

ELD-LA.6.8.Argue.Interpretive

- Identifying and summarizing central idea distinct from prior knowledge opinions.
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6.8.Argue.Expressive

- Support claims with reasons and evidence that are clear, relevant, and credible.
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

ELD-SC.6-8.Explain.Interpretive

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon.
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

ELD-SC.6-8.Explain.Expressive

- Establish neutral or objective stance in how results are communicated.
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems.

ELD-SC.6.8.ARgue.Interpretive

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions.

ELD-SC.6-8.Argue.Expressive

- Introduce and contextualize topic/phenomenon in issues related to the natural and designed world.
- Support or refute a claim based on data and evidence.

ELD-SS.6-8Explain.Interpretive

- Determine 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

- 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

- Analyzing relevant information from multiple source to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS.6-8.Argue.Expressive

- Select relevant information to support claims with evidence gathered from multiple sources

Vocabulary

Nature & Environment Basics

- nature
- environment
- ecosystem
- habitat
- wildlife
- species
- organism
- climate
- weather
- season

Landforms & Water

- forest
- desert
- ocean
river
- mountain
valley
- lake
- island
- rainforest
- grassland

Plants & Animals

- plant
- tree
- leaf
- root
flower
animal
- predator
- prey
- food chain
- adapt / adaptation

ENTERING, EMERGING, DEVELOPING & EXPANDING

- **Videos & pictures cues**
- **Computer with interactive whiteboard to view videos or powerpoints to introduce new vocabulary and background information.**
- **Computer search engines for students to research new information about nature.**
- **Ipads for creation of presentations, oral responses, and visual tools.**
- **Picture Dictionaries and workbooks**
- **Reading about various topics from sources such as Readworks, NewsELA, or SAAVAS**
- **Leveled texts**
- **Movie maker via chromebook or mac laptops**
- **Videos to build background knowledge and connections.**
- **Sight words worksheets and flashcards**
- **Phonics instruction and letter sorts**
- **Any and all grade level curricula material from any other content area that supports the development of student understanding/mastery in grade-specific goals**

Instructional Activities at Different Language Levels

Learning and using specific vocabulary needed for basic communication, as it relates to reading, speaking, listening, and

writing, for beginner-level ML students.

The following are examples and can be expanded upon to increase student engagement, comprehension, and mastery of the different domains.

Lesson 1: A Novel Excerpt

Example:

Project Mulberry

by Linda Sue Park

Example Instructional Activities by ELP levels:

ELP 1: Read aloud word cycle and have students show the meaning through pictures.

ELP 2: Organize pictures in order in a cycle.

ELP 3: Write using sentence frames about life cycles.

ELP 4: Write a detailed paragraph describing an animal.

ELP 5: Defend a position on how to protect endangered animals.

Lesson 2: Informational Science Text

Examples:

Ecosystems: The Systems of Nature

Textbook excerpt

and / or

Blowing Up a Storm

Textbook excerpt

ELP 1: Point to pictures of living and nonliving things

ELP 2: Listen to words and organize into categories. EX: Living and nonliving

ELP 3: Answer Wh- Questions about different environments.

ELP 4: Match cause and effect statements from the reading.

ELP 5: Write a detailed summary of a science text.

Lesson 3: Short Story and/or Poetry

Examples:

Ali, Child of the Desert

By Jonathan London

Desert Women

By Pat Mora

ELP 1: Identify things in a desert using photographs.

ELP 2: Locate main idea in a series of sentences from narrative.

ELP 3: Compare and contrast characters from 2 reading selections.

ELP 4: Compose a short poem on native country's environment.

ELP 5: Predict what a character should do to survive in the desert.

Lesson 4: Leveled Readers and/or Novels

Examples:

Listening center

Classroom Library book sets

Whole group novels

ELP 1: Utilize reference (Ex: picture dictionaries) to help with English reading.

ELP 2: Locate main ideas to support reading.

ELP 3: Answer questions about explicit information in texts.

ELP 4: Compare and contrast points of view, characters, information, or events.

ELP 5: Interpret grade level literature.

8.1 Computer Science and Design Thinking

Indicators:

8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations on their values.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.6: Analyze climate change computational models and propose refinements.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

9.1 Personal Financial Literacy

Indicators:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures

9.4 Life Literacies and Key Skills

- 9.4.8.Cl.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
- 9.4.8.Cl.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that

led to a positive or negative outcome.

- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem..
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Interdisciplinary Connections			
Reading	Writing	Speaking/Listening	Language
RL.CR.7.1 RL.CR.7.2 RL.CR.7.4 RL.CR.7.6 RL.CR.7.10 RI.CR.7.1 RI.CR.7.2 RI.CR.7.3 RI.CR.7.4 RI.CR.7.5 RI.CR.7.6 RI.CR.7.9	W.AW.7.1A,B,C,D,E W.AW.7.2 W.AW.7.3 W.AW.7.4 W.AW.7.5 W.AW.7.6 W.AW.7.9.A W.AW.7.10	SL.7.1.A,B,CD SL.7.6	L.SS.7.1 L.SS.7.2 L.SS.7.3 L.SS.7.4.A,C L.SS.7.5.B,C L.SS.7.6

Modifications			
Special Education	At-Risk of School Failure	Gifted and Talented	504
Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
Modifications for ELLs			
Entering	Beginning	Developing	
<ul style="list-style-type: none"> • Provide students with one-step oral commands/instructions • Allow pictorial or graphic 	<ul style="list-style-type: none"> • Provide students with multi-step oral commands/instructions • Identify information on charts or tables 	<ul style="list-style-type: none"> • Provide students the opportunity to retell/rephrase ideas from 	

<p>representation of the language of the content areas</p> <ul style="list-style-type: none"> ● Provide students with WH-questions, or statements with visual and graphic support related to content areas ● During instruction use general and high frequency vocabulary ● Repetition of directions and high frequency vocabulary ● Match content–related objects/pictures to words verbally and visually throughout room ● Use picture dictionaries/ illustrated glossaries ● Allow student to create vocabulary/ concept cards <ul style="list-style-type: none"> ● Create and post lists from pre-taught words/phrases, word banks, and vocabulary notebooks ● Ask students to supply missing words in short sentences ● Teacher-Student Modeling ● Think/Read aloud ● Choral Reading ● Chunking ● Verbal clues ● Highlight text ● Buddy Partner Reading 	<p>based on oral statements</p> <ul style="list-style-type: none"> ● general language related to the content areas; ● Provide students with phrases or short sentences ● Clarify main ideas of classroom conversation ● Teacher will convey content through high frequency words/ phrases ● Allow students opportunity to describe classroom routines ● Allow students to communicate in social situations (turn and talk) ● Locate main ideas in a series of simple sentences ● Allow students the opportunity to gather background information by brainstorming, task cards, schema stories, KWL ● Provide direct instruction of text structures specific to content areas (titles,graphs, glossary) ● Allow students to work with a partner of the same native language to support both L1 and L2 (language acquisition e.g., cognates) ● Use cloze strategy with pre-taught vocabulary ● Provide bilingual dictionaries and glossaries 	<p>speech general and some specific language of the content areas;</p> <ul style="list-style-type: none"> ● Multiple meanings of words in context (Tier 2 Academic Vocabulary) ● Provide instruction for frequently used affixes and root words ● Use English dictionaries and glossaries ● Expanded sentences in oral interaction or written paragraphs ● Varying complexity of assignments ● Captioning ● Retelling ● Reciprocal teaching ● Allow students to conducting interviews and gather information through speech ● Explain Idioms ● Encourage students to use full sentence in both speech and writing ● Provide sentence frames to allow students to practice using of transitional words ● Provide students with strategies
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	<ul style="list-style-type: none"> • Use written models in writing instructions (writing samples) 	<ul style="list-style-type: none"> and steps in problem solving • Allow students the opportunities for self-evaluation against criteria (rubric)
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Content Area: ESL	Grade: 6 -8
Unit 3: Journeys	Length of Time: 6 Weeks
Unit Theme: Paths We Take: Stories, Steps, and Perspectives	
Essential Questions:	
<ul style="list-style-type: none"> • What language do students need in order to demonstrate comprehension and engage in the topic of journeys? • Where can a journey take you? • How can you grow as a person while on a journey? 	
Objectives: Listening, Speaking, Reading, Writing	
<ul style="list-style-type: none"> • Students will define and use vocabulary related to journeys. • Students will show understanding of literary terms: plot, character, point of view, simile, and metaphor. • Students will write in the simple past tense. • Students will use adverbial phrases. • Students will understand and explain subject-verb agreement. 	

- Students will write a story from a different point of view.
- Students will write a personal narrative about their own journey.
- Students will write a personal letter.
- Students will write a description of an event.
- Students will orally explain about an animal's life cycle and why they migrate.

Enduring Understandings:

- Students will understand that listening, speaking, reading, and writing about journeys requires specific academic language.
- Students will discuss events from their own journeys.
- Students will discuss why people explore.
- Students will identify why some animals migrate.

Standards:

ELD-LA.6-8: Narrate.Interpretive

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone.

ELD-LA.6-8: Narrate.Expressive

- Develop story, including themes with complication and resolution, time, and event sequences.
- Orient audience to context and point of view.
- Develop and describe characters and their relationships
- Engage and adjust for audience.

ELD-LA.6.8.Inform.Interpretive

- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors.

ELD-LA.6-8.Inform.Expressive

- 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

- Identifying and summarizing central idea distinct from prior knowledge opinions.
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6.8.Argue.Expressive

- Support claims with reasons and evidence that are clear, relevant, and credible.
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

ELD-SS.6-8Explain.Interpretive

- Determine 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

- 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

- Analyzing relevant information from multiple source to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS.6-8.Argue.Expressive

- Select relevant information to support claims with evidence gathered from multiple sources

Vocabulary

Journey

Experience

Narrative

Event

Character

Plot

Setting

Point of View

Perspective

Simile

Metaphor

Conflict

Resolution

Describe

Migrate

Migration

Life Cycle

Habitat

Adverbial Phrase

Past Tense

Subject-Verb Agreement

Dialogue

Sequence

Transition

Revision

Observation

Purpose

Voice

Opinion

Audience

RESOURCES

ENTERING, EMERGING, DEVELOPING & EXPANDING

- Videos & pictures cues
- Computer with interactive whiteboard to view videos or powerpoints to introduce new vocabulary and background information.
- Computer search engines for students to research new information about Journeys.
- I pads for creation of presentations, oral responses, and visual tools.
- Picture Dictionaries and workbooks
- Reading about various topics from sources such as Readworks, NewsELA, or SAAVAS
- Leveled texts
- Movie maker via chromebook or mac laptops
- Videos to build background knowledge and connections.
- Sight words worksheets and flashcards
- Phonics instruction and letter sorts
- Any and all grade level curricula material from any other content area that supports the

development of student understanding/mastery in grade specific goals
Instructional Activities at Different Language Levels

Learning and using specific vocabulary needed for basic communication, as it relates to reading, speaking, listening, and writing, for beginner-level ML students.

The following are examples and can be expanded upon to increase student engagement, comprehension, and mastery of the different domains.

Lesson 1: Myth

Examples:

Tales from the Odyssey

Retold by Mary Pope Osborne

ELP 1: Listen to the myth begin read aloud.

ELP 2: Name characters from the myth.

ELP 3: Compare and contrast characters from the myth

ELP 4: Analyze the characters' actions in the myth.

ELP 5: Summarize the myth using academic vocabulary and complex sentence structures.

Lesson 2: Informational Social Studies Text

Examples:

Early Explorers

Textbook excerpt

ELP 1: Point to the map, boat, and helmet and say the name of each object.

ELP 2: Label pictures that show different explorers.

ELP 3: Recall information from the reading to answer questions.

ELP 4: Compare and contrast phoenicians and vikings.
ELP 5: Write about an event in history using details.

Lesson 3: Novel Excerpt

Examples:

The Journal of Wong Ming-Chung

By Laurence Yep

ELP 1: Illustrate adjectives in the comparative and superlative forms.

ELP 2: Listen to journals read aloud.

ELP 3: Explain how a journal is a primary source.

ELP 4: Analyze what you can learn from a primary source.

ELP 5: Write a personal letter and review a peer's writing.

Lesson 4: Informational Science Text

Examples:

Migrating Caribou

Textbook excerpt

and/or

Magnets in Animals

By Darlene R. Stille

ELP 1: Match pictures to descriptions.

ELP 2: Listen to words and organize into categories. Ex: reasons for migrating

ELP 3: Answer Wh- Questions about different animal life cycles.

ELP 4: Match cause and effect statements from the reading.

ELP 5: Write a detailed summary of a science text.

Lesson 5: Leveled Readers and/or Novels

Examples:

Listening center

Classroom Library book sets

Whole group novels

ELP 1: Utilize reference (EX: picture dictionaries) to help English reading.

ELP 2: Locate main ideas to support reading.

ELP 3: Answer questions about explicit information in texts.

ELP 4: Compare and contrast points of view, characters, information, or events.

ELP 5: Interpret grade level literature.

8.1 Computer Science and Design Thinking

Indicators:

8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations on their values.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.6: Analyze climate change computational models and propose refinements.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

9.1 Personal Financial Literacy

Indicators:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures

9.4 Life Literacies and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem..
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Interdisciplinary Connections

Reading	Writing	Speaking/Listening	Language
RL.CR.7.1 RL.CR.7.2	W.AW.7.1A,B,C,D,E W.AW.7.2	SL.7.1.A,B,CD SL.7.6	L.SS.7.1 L.SS.7.2

RL.CR.7.4 RL.CR.7.6 RL.CR.7.10 RI.CR.7.1 RI.CR.7.2 RI.CR.7.3 RI.CR.7.4 RI.CR.7.5 RI.CR.7.6 RI.CR.7.9	W.AW.7.3 W.AW.7.4 W.AW.7.5 W.AW.7.6 W.AW.7.9.A W.AW.7.10		L.SS.7.3 L.SS.7.4.A,C L.SS.7.5.B,C L.SS.7.6
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Modifications			
Special Education	At-Risk of School Failure	Gifted and Talented	504
Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamworkDe Higher level questioning Critical/Analytical	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter

Color Contrast		thinking tasks Self-directed activities	Color contrast Parent communication Modified assignments Counseling
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Modifications for ELLs		
Entering	Beginning	Developing
<ul style="list-style-type: none"> • Provide students with one-step oral commands/instructions • Allow pictorial or graphic representation of the language of the content areas • Provide students with WH-questions, or statements with visual and graphic support related to content areas • During instruction use general and high frequency vocabulary • Repetition of directions and high frequency vocabulary • Match content-related objects/pictures to words verbally and visually throughout room • Use picture dictionaries/ illustrated glossaries • Allow student to create vocabulary/ 	<ul style="list-style-type: none"> • Provide students with multi-step oral commands/instructions • Identify information on charts or tables based on oral statements • general language related to the content areas; • Provide students with phrases or short sentences • Clarify main ideas of classroom conversation • Teacher will convey content through high frequency words/ phrases • Allow students opportunity to describe classroom routines • Allow students to communicate in social situations (turn and talk) • Locate main ideas in a series of simple sentences 	<ul style="list-style-type: none"> • Provide students the opportunity to retell/rephrase ideas from speech general and some specific language of the content areas; • Multiple meanings of words in context (Tier 2 Academic Vocabulary) • Provide instruction for frequently used affixes and root words • Use English dictionaries and glossaries • Expanded sentences in oral interaction or written paragraphs • Varying complexity of

<p>concept cards</p> <ul style="list-style-type: none"> ● Create and post lists from pre-taught words/phrases, word banks, and vocabulary notebooks ● Ask students to supply missing words in short sentences ● Teacher-Student Modeling ● Think/Read aloud ● Choral Reading ● Chunking ● Verbal clues ● Highlight text ● Buddy Partner Reading 	<ul style="list-style-type: none"> ● Allow students the opportunity to gather background information by brainstorming, task cards, schema stories, KWL ● Provide direct instruction of text structures specific to content areas (titles,graphs, glossary) ● Allow students to work with a partner of the same native language to support both L1 and L2 (language acquisition e.g., cognates) ● Use cloze strategy with pre-taught vocabulary ● Provide bilingual dictionaries and glossaries <ul style="list-style-type: none"> ● Use written models in writing instructions (writing samples) 	<p>assignments</p> <ul style="list-style-type: none"> ● Captioning ● Retelling ● Reciprocal teaching ● Allow students to conducting interviews and gather information through speech ● Explain Idioms ● Encourage students to use full sentence in both speech and writing ● Provide sentence frames to allow students to practice using of transitional words ● Provide students with strategies and steps in problem solving ● Allow students the opportunities for self-evaluation against criteria (rubric)
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Content Area: ESL	Grade: 6 -8
Unit 4: Success	Length of Time: 5 Weeks
Unit Theme: Pathways To Success	
Essential Questions:	
<p>What language do students need in order to demonstrate comprehension and engage in the topic of success?</p> <p>What defines success?</p> <p>What really makes someone successful or not?</p> <p>How do people’s journeys—both real and imagined—shape who they become and how they define success?</p> <p>How do writers use tools like extended metaphors, repetition, stanzas, and suspense to show a character’s challenges and motivations?</p> <p>How can complex sentences, gerunds, infinitives, and expressions of quantity help us communicate ideas about progress and achievement more clearly?</p> <p>In what ways can comparing and contrasting different journeys help us understand problems, solutions, and personal growth?</p>	

How can we use different forms of writing—such as critiques, news articles, and personal portraits—to tell meaningful stories about success?

Objectives: Listening, Speaking, Reading, Writing

- Students will define and use vocabulary related to journeys.
- Students will show understanding of literary terms: extended metaphor, repetition, stanza, character motivation, and suspense.
- Students will write complex sentences.
- Students will use gerunds.
- Students will use infinitives.
- Students will use expressions of quantity.
- Students will write a compare and contrast paragraph.
- Students will write a problem and solution paragraph.
- Students will write a simple critique.
- Students will write a news article.
- Students will create a self portrait.

Enduring Understandings:

- Students will understand that listening, speaking, reading, and writing about success requires specific academic language.
- Students will discuss their own successful and unsuccessful experiences.
- Students will identify what characteristics make someone successful.
- Students will discuss famous success stories.

Standards:

ELD-LA.6-8: Narrate.Interpretive

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone.

ELD-LA.6-8: Narrate.Expressive

- Develop story, including themes with complication and resolution, time, and event sequences.
- Orient audience to context and point of view.
- Develop and describe characters and their relationships
- Engage and adjust for audience.

ELD-LA.6.8.Inform.Interpretive

- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors.

ELD-LA.6-8.Inform.Expressive

- 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

- Identifying and summarizing central idea distinct from prior knowledge opinions.
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6.8.Argue.Expressive

- Support claims with reasons and evidence that are clear, relevant, and credible.
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

ELD-MA.6-8.Explain.Interpretive

- Evaluating model and rational for underlying relationships in selected problem-solving approach

ELD-MA.6-8.Explain.Expressive

- Share solution with others

- Describe data and/or problem-solving strategy

ELD-SS.6-8.Explain.Interpretive

- Determine 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

- 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.

Vocabulary

Core Journey & Success Vocabulary

- journey
- challenge
- goal
- achievement
- progress

- motivation
- determination
- obstacle
- solution
- success

Literary & Academic Terms

- metaphor
- extended metaphor
- stanza
- repetition
- suspense
- character
- motivation (academic use)

- narrator
- critique
- article

Writing & Grammar Vocabulary

- complex sentence
- clause
- gerund
- infinitive
- compare
- contrast
- quantity
- transition

- paragraph
- structure

Creative Expression Vocabulary

- portrait
- perspective

RESOURCES

ENTERING, EMERGING, DEVELOPING & EXPANDING

- **Videos & pictures cues**
- **Computer with interactive whiteboard to view videos or powerpoints to introduce new vocabulary and background information.**
- **Computer search engines for students to research new information about the stories of success.**
- **Ipads for creation of presentations, oral responses, and visual tools.**
- **Picture Dictionaries and workbooks**
- **Reading about various topics from sources such as Readworks, NewsELA, or SAAVAS**
- **Leveled texts**
- **Movie maker via chromebook or mac laptops**
- **Videos to build background knowledge and connections.**
- **Sight words worksheets and flashcards**
- **Phonics instruction and letter sorts**
- **Any and all grade level curricula material from any other content area that supports the development of student understanding/mastery in grade-specific goals**

Instructional Activities at Different Language Levels

Learning and using specific vocabulary needed for basic communication, as it relates to reading, speaking, listening, and writing, for beginner-level ML students.

The following are examples and can be expanded upon to increase student engagement, comprehension, and mastery of the different domains.

Lesson 1: Informational Social Studies Text

Examples:

Success Stories

ELP 1: Listen to interviews with successful people.

ELP 2: Sort Vocabulary under specific categories, such as health words versus art words.

ELP 3: Compare and contrast characters from the different success stories.

ELP 4: Analyze the characters' motives in the stories.

ELP 5: Research and write a biography about a successful person

Lesson 2: Interview and Poetry

Examples:

An Interview with Naomi Shihab Nye

By Rachel Barenblat

and/or

Making a Mosaic

By Naomi Shihab Nye

ELP 1: Illustrate an image from a poem.

ELP 2: Fill in sentence frames about reading using a word bank.

ELP 3: Recall information from the reading to answer questions.

ELP 4: Compare and contrast an interview and a poem

ELP 5: Write a poem relating to culture

Lesson 3: Short Story

Examples:

The Marble Champ

By Gary Soto

ELP 1: Match illustrations to vocabulary words.

ELP 2: Discuss character motivation.

ELP 3: Describe math concepts used in games

ELP 4: Teach a game from your country to the class.

ELP 5: Write a How To brochure to teacher the steps to do something new

Lesson 4: Informational Science Text

Examples:

Students Win Robotics Competition

By Karina Bland

ELP 1: Match pictures to descriptions.

ELP 2: Listen to words and organize into categorize. Ex: different competitions

ELP 3: Answer Wh- Questions about robotics.

ELP 4: Create a list of useful topics for math and science classes.

ELP 5: Write a detailed summary of a science text.

Lesson 5: Leveled Readers and/or Novels

Examples:

Listening center

Classroom Library book sets

Whole group novels

ELP 1: Utilize reference (Ex: picture dictionaries) to help with English reading.

ELP 2: Locate main ideas to support reading.

ELP 3: Answer questions about explicit information in texts.

ELP 4: Compare and contrast points of view, characters, information, or events.

ELP 5: Interpret grade level literature.

8.1 Computer Science and Design Thinking

Indicators:

8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations on their values.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.6: Analyze climate change computational models and propose refinements.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

9.1 Personal Financial Literacy

Indicators:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures

9.4 Life Literacies and Key Skills

- 9.4.8.Cl.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential

solutions.

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem..
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Interdisciplinary Connections			
Reading	Writing	Speaking/Listening	Language
RL.CR.7.1	W.AW.7.1A,B,C,D,E	SL.7.1.A,B,CD	L.SS.7.1
RL.CR.7.2	W.AW.7.2	SL.7.6	L.SS.7.2
RL.CR.7.4	W.AW.7.3		L.SS.7.3
RL.CR.7.6	W.AW.7.4		L.SS.7.4.A,C
RL.CR.7.10	W.AW.7.5		L.SS.7.5.B,C
RI.CR.7.1	W.AW.7.6		L.SS.7.6

RI.CR.7.2 RI.CR.7.3 RI.CR.7.4 RI.CR.7.5 RI.CR.7.6 RI.CR.7.9	W.AW.7.9.A W.AW.7.10		
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Modifications			
Special Education	At-Risk of School Failure	Gifted and Talented	504
Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamworkDe Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication

			Modified assignments Counseling
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Modifications for ELLs		
Entering	Beginning	Developing
<ul style="list-style-type: none"> • Provide students with one-step oral commands/instructions • Allow pictorial or graphic representation of the language of the content areas • Provide students with WH-questions, or statements with visual and graphic support related to content areas • During instruction use general and high frequency vocabulary • Repetition of directions and high frequency vocabulary • Match content-related objects/pictures to words verbally and visually throughout room • Use picture dictionaries/ illustrated glossaries • Allow student to create vocabulary/ concept cards <ul style="list-style-type: none"> • Create and post lists from pre-taught words/phrases, word banks, and vocabulary notebooks 	<ul style="list-style-type: none"> • Provide students with multi-step oral commands/instructions • Identify information on charts or tables based on oral statements • general language related to the content areas; • Provide students with phrases or short sentences • Clarify main ideas of classroom conversation • Teacher will convey content through high frequency words/ phrases • Allow students opportunity to describe classroom routines • Allow students to communicate in social situations (turn and talk) • Locate main ideas in a series of simple sentences • Allow students the opportunity to gather background information by brainstorming, task cards, schema stories, KWL 	<ul style="list-style-type: none"> • Provide students the opportunity to retell/rephrase ideas from speech general and some specific language of the content areas; • Multiple meanings of words in context (Tier 2 Academic Vocabulary) • Provide instruction for frequently used affixes and root words • Use English dictionaries and glossaries • Expanded sentences in oral interaction or written paragraphs • Varying complexity of assignments • Captioning • Retelling • Reciprocal teaching

<ul style="list-style-type: none">● Ask students to supply missing words in short sentences● Teacher-Student Modeling● Think/Read aloud● Choral Reading● Chunking● Verbal clues● Highlight text● Buddy Partner Reading	<ul style="list-style-type: none">● Provide direct instruction of text structures specific to content areas (titles, graphs, glossary)● Allow students to work with a partner of the same native language to support both L1 and L2 (language acquisition e.g., cognates)● Use cloze strategy with pre-taught vocabulary● Provide bilingual dictionaries and glossaries<ul style="list-style-type: none">● Use written models in writing instructions (writing samples)	<ul style="list-style-type: none">● Allow students to conducting interviews and gather information through speech● Explain Idioms● Encourage students to use full sentence in both speech and writing● Provide sentence frames to allow students to practice using of transitional words● Provide students with strategies and steps in problem solving● Allow students the opportunities for self-evaluation against criteria (rubric)
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Content Area: ESL	Grade: 6 -8
Unit 5: Change	Length of Time: 5 Weeks
Unit Theme: The Power To Change	
Essential Questions:	
<p>What language do students need in order to demonstrate comprehension and engage in the topic of change?</p> <p>Can we see change as it happens?</p> <p>How do changes—big or small—affect people, communities, and the world around us?</p> <p>How do authors use literary elements like rhyme, theme, conflict, and foreshadowing to show how characters experience or respond to change?</p> <p>How can persuasive writing tools help us influence others, share opinions, and create change in our world?</p> <p>How do grammar structures such as possessives, compound and complex sentences, the present perfect, and will/won't help us communicate ideas about past, present, and future change?</p> <p>How can different forms of communication—advertisements, reviews, letters, and editorials—help us express our perspectives and advocate for change?</p>	
Objectives: Listening, Speaking, Reading, Writing	

- Students will define and use vocabulary related to changes.
- Students will show understanding of literary terms: rhyme, theme, conflict, foreshadowing
- Students will create an advertisement.
- Students will write a persuasive paragraph.
- Students will write a book and/or movie review.
- Students will write a letter to an editor.
- Students will use will and won't for prediction.
- Students will identify possessive nouns and adjectives.
- Students will write using compound and complex sentences.
- Students will write using the present perfect tense.
- Students will write letters to try to make a change in the world.

Enduring Understandings:

- Students will understand that listening, speaking, reading, and writing about change requires specific academic language.
- Students will discuss changes they personally experienced.
- Students will identify changes in their school and community.
- Students will consider changes that might change our world.

Standards:

ELD-LA.6-8: Narrate.Interpretive

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone.

ELD-LA.6-8: Narrate.Expressive

- Develop story, including themes with complication and resolution, time, and event sequences.
- Orient the audience to context and point of view.
- Develop and describe characters and their relationships
- Engage and adjust for the audience.

ELD-LA.6.8.Inform.Interpretive

- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors.

ELD-LA.6-8.Inform.Expressive

- 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

- Identifying and summarizing central idea distinct from prior knowledge opinions.
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6.8.Argue.Expressive

- Support claims with reasons and evidence that are clear, relevant, and credible.
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

ELD-MA.6-8.Explain.Interpretive

- Evaluating model and rational for underlying relationships in selected problem-solving approach

ELD-MA.6-8.Explain.Expressive

- Introduce concept or entity
- Share solution with others
- Describe data and/or problem-solving strategy

ELD-MA.6-8.Argue.Expressive

- Create conjecture, using definitions, and previously established results

- Evaluate and critique others' arguments

ELD-SS.6-8.Explain.Interpretive

- Determine 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

- 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.

Vocabulary

Vocabulary About Change & Its Effects

- change
- transition
- impact
- evolve
- improvement

- predict
- future
- conflict
- solution
- consequence

Literary & Academic Terms

- rhyme
- theme
- foreshadowing
- review
- advertisement
- persuasive
- editor

- opinion
- audience
- message

Grammar & Writing Vocabulary

- possessive
- adjective
- compound sentence
- complex sentence
- present perfect
- prediction (will / won't)
- clause
- revise

- structure
- evidence

Advocacy & Communication

- advocate
- change-maker

RESOURCES

ENTERING, EMERGING, DEVELOPING & EXPANDING

- Videos & pictures cues
- Computer with interactive whiteboard to view videos or powerpoints to introduce new vocabulary and background information.
- Computer search engines for students to research new information about the stories of change.
- I pads for creation of presentations, oral responses, and visual tools.
- Picture Dictionaries and workbooks
- Reading about various topics from sources such as Readworks, NewsELA, or SAAVAS
- Leveled texts
- Movie maker via chromebook or mac laptops
- Videos to build background knowledge and connections.
- Sight words worksheets and flashcards
- Phonics instruction and letter sorts
- Any and all grade level curricula material from any other content area that supports the development of student understanding/mastery in grade-specific goals

Instructional Activities at Different Language Levels

Learning and using specific vocabulary needed for basic communication, as it relates to reading, speaking, listening, and writing, for beginner-level ML students.

The following are examples and can be expanded upon to increase student engagement, comprehension, and mastery of the different domains.

Lesson 1: Informational Science Text

Examples:

Changing Earth

ELP 1: Point to changes in pictures within text.

ELP 2: Sort vocabulary under seasonal trees.

ELP 3: Ask Wh- questions about Earth's population.

ELP 4: Write a short paragraph describing seasonal changes.

ELP 5: Research and create an advertisement for a futuristic car.

Lesson 2: Informational Social Studies Text

Examples:

Through my Eyes

By Ruby Bridges

ELP 1: Illustrate an image from the reading.

ELP 2: Fill in sentence frames about reading using a word bank.

ELP 3: Recall information from the reading to answer questions.

ELP 4: Compare and contrast civil rights before and after the civil rights movement.

ELP 5: Write a persuasive paragraph to foster change.

Lesson 3: Essay, Poetry, and Letters

Examples:

Harlem: Then and Now

By James Baldwin

And / or

What Happens to a Dream Deferred?

By Langston Hughes

And / or

The Intersection

By Dina Anastasio

ELP 1: Describe an image in the text.

ELP 2: Discuss character motivation.

ELP 3: Complete a problem and solution graphic organizer.

ELP 4: Write about a dream you have in life.

ELP 5: Create a Voicethread or similar presentation about your future goals and dreams.

Lesson 4: Leveled REaders and/or Novels

Examples:

Listening center

Classroom Library book sets

Whole group novels

ELP 1: Utilize reference (Ex: picture dictionaries) to help with English reading.

ELP 2: Locate main ideas to support reading.

ELP 3: Answer questions about explicit information in texts.

ELP 4: Compare and contrast points of view, characters, information, or events.

ELP 5: Interpret grade level literature.

8.1 Computer Science and Design Thinking

Indicators:

8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations

on their values.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.6: Analyze climate change computational models and propose refinements.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

9.1 Personal Financial Literacy

Indicators:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures

9.4 Life Literacies and Key Skills

- 9.4.8.Cl.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
- 9.4.8.Cl.3: Examine challenges that may exist in the adoption of new ideas.

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem..
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Interdisciplinary Connections			
Reading	Writing	Speaking/Listening	Language
RL.CR.7.1	W.AW.7.1A,B,C,D,E	SL.7.1.A,B,CD	L.SS.7.1
RL.CR.7.2	W.AW.7.2	SL.7.6	L.SS.7.2
RL.CR.7.4	W.AW.7.3		L.SS.7.3
RL.CR.7.6	W.AW.7.4		L.SS.7.4.A,C
RL.CR.7.10	W.AW.7.5		L.SS.7.5.B,C
RI.CR.7.1	W.AW.7.6		L.SS.7.6
RI.CR.7.2	W.AW.7.9.A		
RI.CR.7.3	W.AW.7.10		
RI.CR.7.4			

RI.CR.7.5 RI.CR.7.6 RI.CR.7.9			
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Modifications			
Special Education	At-Risk of School Failure	Gifted and Talented	504
Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

Modifications for ELLs		
Entering	Beginning	Developing
<ul style="list-style-type: none"> • Provide students with one-step oral commands/instructions • Allow pictorial or graphic representation of the language of the content areas • Provide students with WH-questions, or statements with visual and graphic support related to content areas • During instruction use general and high frequency vocabulary • Repetition of directions and high frequency vocabulary • Match content-related objects/pictures to words verbally and visually throughout room • Use picture dictionaries/ illustrated glossaries • Allow student to create vocabulary/ concept cards <ul style="list-style-type: none"> • Create and post lists from pre-taught words/phrases, word banks, and vocabulary notebooks • Ask students to supply missing words in short sentences • Teacher-Student Modeling • Think/Read aloud 	<ul style="list-style-type: none"> • Provide students with multi-step oral commands/instructions • Identify information on charts or tables based on oral statements • general language related to the content areas; • Provide students with phrases or short sentences • Clarify main ideas of classroom conversation • Teacher will convey content through high frequency words/ phrases • Allow students opportunity to describe classroom routines • Allow students to communicate in social situations (turn and talk) • Locate main ideas in a series of simple sentences • Allow students the opportunity to gather background information by brainstorming, task cards, schema stories, KWL • Provide direct instruction of text structures specific to content areas (titles,graphs, glossary) • Allow students to work with a partner of 	<ul style="list-style-type: none"> • Provide students the opportunity to retell/rephrase ideas from speech general and some specific language of the content areas; • Multiple meanings of words in context (Tier 2 Academic Vocabulary) • Provide instruction for frequently used affixes and root words • Use English dictionaries and glossaries • Expanded sentences in oral interaction or written paragraphs • Varying complexity of assignments • Captioning • Retelling • Reciprocal teaching • Allow students to conducting interviews and gather information through speech • Explain Idioms

<ul style="list-style-type: none"> ● Choral Reading ● Chunking ● Verbal clues ● Highlight text ● Buddy Partner Reading 	<p>the same native language to support both L1 and L2 (language acquisition e.g., cognates)</p> <ul style="list-style-type: none"> ● Use cloze strategy with pre-taught vocabulary ● Provide bilingual dictionaries and glossaries <ul style="list-style-type: none"> ● Use written models in writing instructions (writing samples) 	<ul style="list-style-type: none"> ● Encourage students to use full sentence in both speech and writing ● Provide sentence frames to allow students to practice using of transitional words ● Provide students with strategies and steps in problem solving ● Allow students the opportunities for self-evaluation against criteria (rubric)
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Content Area: ESL	Grade: 6 -8
Unit 6: Frontiers	Length of Time: 5 Weeks
Unit Theme: Frontiers: Past, Present, and Possible	
Essential Questions:	
<p>What language do students need in order to demonstrate comprehension and engage in the topic of Frontiers?</p> <p>Why do we explore new frontiers?</p> <p>What does it mean to explore a frontier, and how do frontiers—geographical, historical, or personal—shape people’s experiences?</p>	

How do authors use dialogue, flashbacks, onomatopoeia, and hyperbole to bring frontier stories and historical moments to life?

How can complex sentences, compound sentences, adjectival phrases, and imperative sentences help us explain events and give clear instructions?

How does sequencing events and understanding cause and effect help us better understand stories from the past and the challenges people faced on frontiers?

How can different types of writing—poetry, summaries, instructional paragraphs, and historical collages—help us express what frontiers meant in different time periods?

Objectives: Listening, Speaking, Reading, Writing

- Students will define and use vocabulary related to frontiers.
- Students will show understanding of literary terms: dialogue, flashback, onomatopoeia, hyperbole.
- Students will write complex and compound sentences.
- Students will use adjectival phrases.
- Students will identify imperative sentences.
- Students will sequence story events.
- Students will write cause and effect paragraphs.
- Students will create a collage about a specific time period in history.
- Students will write a poem using Onomatopoeia.

- Students will write an instructional paragraph.
- Students will write a summary.

Enduring Understandings:

- Students will understand that listening, speaking, reading, and writing about frontiers requires a specific academic language.
- Students will learn about the American Frontiers.
- Students will identify characteristics on a relief map and compass
- Students will analyze how frontier families are different and similar to their own.

Standards:

ELD-LA.6-8: Narrate.Interpretive

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone.

ELD-LA.6-8: Narrate.Expressive

- Develop story, including themes with complication and resolution, time, and event sequences.
- Orient audience to context and point of view.
- Develop and describe characters and their relationships
- Engage and adjust for audience.

ELD-LA.6.8.Inform.Interpretive

- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors.

ELD-LA.6-8.Inform.Expressive

- 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

- Identifying and summarizing central idea distinct from prior knowledge opinions.
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6.8.Argue.Expressive

- Support claims with reasons and evidence that are clear, relevant, and credible.
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

ELD-SS.6-8Explain.Interpretive

- Determine 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

- 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

- Identifying topic and purpose
- 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

- 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.

Vocabulary

Frontier & History Vocabulary

- frontier
- pioneer
- settlement
- exploration
- territory
- journey
- migration
- wilderness
- homestead

- era

Literary Terms & Story Elements

- dialogue
- flashback
- onomatopoeia
- hyperbole
- sequence
- event
- cause
- effect
- setting
- conflict

Grammar & Writing Vocabulary

- compound sentence
- complex sentence
- adjective / adjectival phrase
- imperative
- summary
- instruction / instructional
- transition
- description
- narrator
- paragraph

RESOURCES

ENTERING, EMERGING, DEVELOPING & EXPANDING

- Videos & pictures cues
- Computer with interactive whiteboard to view videos or powerpoints to introduce new vocabulary and background information.
- Computer search engines for students to research new information about the stories of the American frontier.
- I pads for creation of presentations, oral responses, and visual tools.
- Picture Dictionaries and workbooks
- Reading about various topics from sources such as Readworks, NewsELA, or SAAVAS
- Leveled texts
- Movie maker via chromebook or mac laptops
- Videos to build background knowledge and connections.
- Sight words worksheets and flashcards
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Instructional Activities at Different Language Levels

Learning and using specific vocabulary needed for basic communication, as it relates to reading, speaking, listening, and writing, for beginner-level ML students.

The following are examples and can be expanded upon to increase student engagement, comprehension, and mastery

of the different domains.

Lesson 1: Novel, Song, Poem

Examples:

Rover to Tomorrow

By Ellen Levine

and

River Song

By Bill Staines

and

Morning Prayer Song

By Ronald Snake Edmo

ELP 1: Point to a map showing directions of north, south, east, and west.

ELP 2: Listen to a poem read aloud and identify Onomatopoeia.

ELP 3: Make a word web on the word Frontier.

ELP 4: Read and complete sentence frames based on the readings.

ELP 5: Research and write a biography about a person who explored a new frontier.

Lesson 2: Social Studies informational Article

Examples:

Maps and Compasses

and/or

The Cowboy Era

ELP 1: Copy words North, South, East, and West onto a compass.

ELP 2: Fill in a sequence chart using a word bank.

ELP 3: Complete Venn diagram comparing and contrasting physical and relief maps.

ELP 4: Write a simple summary.

ELP 5: Describe a frontier to classmates in detail.

Lesson 3: Tall Tales

Examples:

Pecos Bill: The Greatest Cowboy of All Time

By James Cloyd Bowman

ELP 1: Name items in pictures.

ELP 2: Read aloud dialogue in a tall tale.

ELP 3: Identify examples of hyperbole.

ELP 4: Write their own example of hyperbole.

ELP 5: Write a paragraph that explains how something is classified

Lesson 4: Leveled Readers and/or Novels

Examples:

Listening center

Classroom Library book sets

Whole group novels

ELP 1: Utilize reference (Ex: picture dictionaries) to help with English reading.

ELP 2: Locate main ideas to support reading.

ELP 3: Answer questions about explicit information in texts.

ELP 4: Compare and contrast points of view, characters, information, or events.

ELP 5: Interpret grade level literature.

8.1 Computer Science and Design Thinking

Indicators:

8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations on their values.

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8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

9.1 Personal Financial Literacy

Indicators:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures

9.4 Life Literacies and Key Skills

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- 9.4.8.Cl.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
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led to a positive or negative outcome.

- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem..
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Interdisciplinary Connections			
Reading	Writing	Speaking/Listening	Language
RL.CR.7.1 RL.CR.7.2 RL.CR.7.4 RL.CR.7.6 RL.CR.7.10 RI.CR.7.1 RI.CR.7.2 RI.CR.7.3 RI.CR.7.4 RI.CR.7.5 RI.CR.7.6 RI.CR.7.9	W.AW.7.1A,B,C,D,E W.AW.7.2 W.AW.7.3 W.AW.7.4 W.AW.7.5 W.AW.7.6 W.AW.7.9.A W.AW.7.10	SL.7.1.A,B,CD SL.7.6	L.SS.7.1 L.SS.7.2 L.SS.7.3 L.SS.7.4.A,C L.SS.7.5.B,C L.SS.7.6

Modifications			
Special Education	At-Risk of School Failure	Gifted and Talented	504
Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

Modifications for ELLs		
Entering	Beginning	Developing

<ul style="list-style-type: none"> ● Provide students with one-step oral commands/instructions ● Allow pictorial or graphic representation of the language of the content areas ● Provide students with WH-questions, or statements with visual and graphic support related to content areas ● During instruction use general and high frequency vocabulary ● Repetition of directions and high frequency vocabulary ● Match content-related objects/pictures to words verbally and visually throughout room ● Use picture dictionaries/ illustrated glossaries ● Allow student to create vocabulary/ concept cards <ul style="list-style-type: none"> ● Create and post lists from pre-taught words/phrases, word banks, and vocabulary notebooks ● Ask students to supply missing words in short sentences ● Teacher-Student Modeling ● Think/Read aloud ● Choral Reading ● Chunking ● Verbal clues ● Highlight text 	<ul style="list-style-type: none"> ● Provide students with multi-step oral commands/instructions ● Identify information on charts or tables based on oral statements ● general language related to the content areas; ● Provide students with phrases or short sentences ● Clarify main ideas of classroom conversation ● Teacher will convey content through high frequency words/ phrases ● Allow students opportunity to describe classroom routines ● Allow students to communicate in social situations (turn and talk) ● Locate main ideas in a series of simple sentences ● Allow students the opportunity to gather background information by brainstorming, task cards, schema stories, KWL ● Provide direct instruction of text structures specific to content areas (titles,graphs, glossary) ● Allow students to work with a partner of the same native language to support both L1 and L2 (language acquisition e.g., cognates) ● Use cloze strategy with pre-taught 	<ul style="list-style-type: none"> ● Provide students the opportunity to retell/rephrase ideas from speech general and some specific language of the content areas; ● Multiple meanings of words in context (Tier 2 Academic Vocabulary) ● Provide instruction for frequently used affixes and root words ● Use English dictionaries and glossaries ● Expanded sentences in oral interaction or written paragraphs ● Varying complexity of assignments ● Captioning ● Retelling ● Reciprocal teaching ● Allow students to conducting interviews and gather information through speech ● Explain Idioms ● Encourage students to use full sentence in both speech and writing ● Provide sentence frames to
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<ul style="list-style-type: none">• Buddy Partner Reading	<p>vocabulary</p> <ul style="list-style-type: none">• Provide bilingual dictionaries and glossaries• Use written models in writing instructions (writing samples)	<p>allow students to practice using of transitional words</p> <ul style="list-style-type: none">• Provide students with strategies and steps in problem solving• Allow students the opportunities for self-evaluation against criteria (rubric)
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Content Area: ESL	Grade: 6 -8
Unit 7: Truth	Length of Time: 5 Weeks
Unit Theme: Searching for Truth: Myths, Mysteries, and the Stories We Tell	
Essential Questions:	
<p>What language do students need in order to demonstrate comprehension and engage in the topic of truth?</p> <p>How do we know what is true?</p> <p>What is truth, and how do we decide what to believe?</p> <p>How do myths, heroes, and heroines help cultures explain truths about the world?</p> <p>How do authors use literary elements—such as science fiction, stage directions, and quotation punctuation—to shape our understanding of truth?</p> <p>How can clues, evidence, and research help us solve mysteries and discover real-world truths?</p> <p>How do writers communicate truth clearly using strong paragraphs, precise vocabulary, and correct punctuation?</p> <p>How does identifying truth become complicated in the A.I. world?</p>	

Objectives: Listening, Speaking, Reading, Writing

- Students will define and use vocabulary related to truth.
- Students will show understanding of literary terms: myth, hero, heroine, science fiction, stage directions
- Students will punctuate direct quotations.
- Students will use semicolons and colons.
- Students will use conjunctive words.
- Students will write an introductory paragraph.
- Students will write a paragraph with the main idea and supporting details.
- Students will write a myth and share it with the class.
- Students will solve mysteries using clues.
- Students will write a research report.

Enduring Understandings:

- Students will understand that listening, speaking, reading, and writing about truth requires specific academic language.
- Students will learn about myths.
- Students will identify facts versus opinions.
- Students will consider why people thought the *War of the Worlds* broadcast was true.

Standards:

ELD-LA.6-8: Narrate.Interpretive

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone.

ELD-LA.6-8: Narrate.Expressive

- Develop story, including themes with complication and resolution, time, and event sequences.
- Orient audience to context and point of view.
- Develop and describe characters and their relationships
- Engage and adjust for audience.

ELD-LA.6.8.Inform.Interpretive

- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors.

ELD-LA.6-8.Inform.Expressive

- 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

- Identifying and summarizing central idea distinct from prior knowledge opinions.
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6.8.Argue.Expressive

- Support claims with reasons and evidence that are clear, relevant, and credible.
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

ELD-SS.6-8Explain.Interpretive

- Determine 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

- 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

- Identifying topic and purpose
- 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

- 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.

Vocabulary

truth

fact

evidence

clue

mystery

myth

legend

hero

heroine

fiction

science fiction

character

setting

plot

stage directions

quotation

dialogue

narrator

research

source

reliable

conclusion

main idea

detail

support

motive

discovery

reveal

solve

explain

RESOURCES

ENTERING, EMERGING, DEVELOPING & EXPANDING

- **Videos & pictures cues**
- **Computer with interactive whiteboard to view videos or powerpoints to introduce new vocabulary and background information.**
- **Computer search engines for students to research new information about factual information and how it relates fiction.**
- **Ipads for creation of presentations, oral responses, and visual tools.**
- **Picture Dictionaries and workbooks**
- **Reading about various topics from sources such as Readworks, NewsELA, or SAAVAS**
- **Leveled texts**
- **Movie maker via chromebook or mac laptops**
- **Videos to build background knowledge and connections.**
- **Sight words worksheets and flashcards**
- **Phonics instruction and letter sorts**
- **Any and all grade level curricula material from any other content area that supports the development of student understanding/mastery in grade-specific goals**

Instructional Activities at Different Language Levels

Learning and using specific vocabulary needed for basic communication, as it relates to reading, speaking, listening, and writing, for beginner-level ML students.

The following are examples and can be expanded upon to increase student engagement, comprehension, and mastery of the different domains.

Lesson 1: Myths

Examples:

How Glooskap Found the Summer

And / or

Persephone and the Pomegranate Seeds

And / or

Hercules: The Graphic novel

ELP 1: Draw pictures of each of the 4 seasons in NJ.

ELP 2: Sort Vocabulary that describes heroes and villains.

ELP 3: Identify facts and opinions

ELP 4: Create a hero character and write a description of him or her.

ELP 5: Write a myth and read it to the class.

Lesson 2: Informational Social Studies Article

Examples:

Early Astronomers

ELP 1: Point to pictures of stars, sun, planets, etc when they hear the word said aloud.

ELP 2: Fill in the parts of a calendar.

ELP 3: Recall information from the reading to answer questions.

ELP 4: Fill in a graphic organizer on writing a paragraph with supporting details.

ELP 5: Write a paragraph that has a strong main idea supported by supporting details.

Lesson 3: Play

Examples:

The War of the Worlds

By H.G. Wells and adapted by Howard Koch

ELP 1: Match illustrations to vocabulary words.

ELP 2: Discuss character motivation.

ELP 3: Describe how this fiction affected the real world.

ELP 4: Write using quotations and punctuate them correctly.

ELP 5: Analyze the historical context when the book was written and read aloud.

Lesson 4: Informational Science Text

Examples:

Proving Innocence--A Matter of Life and Death

ELP 1: Match pictures to descriptions.

ELP 2: Demonstrate the meaning of the word eyewitness.

ELP 3: Answer Wh- Questions about clues.

ELP 4: Write questions that they could ask in a mystery.

ELP 5: Write a detailed summary of a science text

Lesson 5: Leveled Readers and/or Novels

Examples:

Listening center

Classroom Library book sets

Whole group novels

ELP 1: Utilize reference (Ex: picture dictionaries) to help with English reading.

ELP 2: Locate main ideas to support reading.

ELP 3: Answer questions about explicit information in texts.

ELP 4: Compare and contrast points of view, characters, information, or events.

ELP 5: Interpret grade level literature.

8.1 Computer Science and Design Thinking

Indicators:

8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations on their values.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.6: Analyze climate change computational models and propose refinements.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

9.1 Personal Financial Literacy

Indicators:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures

9.4 Life Literacies and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem..
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Interdisciplinary Connections			
Reading	Writing	Speaking/Listening	Language
RL.CR.7.1 RL.CR.7.2 RL.CR.7.4 RL.CR.7.6 RL.CR.7.10 RI.CR.7.1 RI.CR.7.2 RI.CR.7.3 RI.CR.7.4 RI.CR.7.5 RI.CR.7.6 RI.CR.7.9	W.AW.7.1A,B,C,D,E W.AW.7.2 W.AW.7.3 W.AW.7.4 W.AW.7.5 W.AW.7.6 W.AW.7.9.A W.AW.7.10	SL.7.1.A,B,CD SL.7.6	L.SS.7.1 L.SS.7.2 L.SS.7.3 L.SS.7.4.A,C L.SS.7.5.B,C L.SS.7.6

Modifications			
Special Education	At-Risk of School Failure	Gifted and Talented	504
Word walls Visual aides Graphic organizers	Teacher tutoring Peer tutoring Study guides	Curriculum compacting Challenge assignments Enrichment activities	Word walls Visual aides Graphic organizers

<p>Multimedia Leveled-readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast</p>	<p>Graphic organizers Extended time Parent communication Modified assignments Counseling</p>	<p>Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities</p>	<p>Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling</p>
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Modifications for ELLs		
Entering	Beginning	Developing
<ul style="list-style-type: none"> ● Provide students with one-step oral commands/instructions ● Allow pictorial or graphic representation of the language of the content areas ● Provide students with WH-questions, or statements with visual and graphic support related to content areas ● During instruction use general and high 	<ul style="list-style-type: none"> ● Provide students with multi-step oral commands/instructions ● Identify information on charts or tables based on oral statements ● general language related to the content areas; ● Provide students with phrases or short sentences ● Clarify main ideas of classroom 	<ul style="list-style-type: none"> ● Provide students the opportunity to retell/rephrase ideas from speech general and some specific language of the content areas; ● Multiple meanings of words in context (Tier 2 Academic Vocabulary)

<p>frequency vocabulary</p> <ul style="list-style-type: none"> ● Repetition of directions and high frequency vocabulary ● Match content–related objects/pictures to words verbally and visually throughout room ● Use picture dictionaries/ illustrated glossaries ● Allow student to create vocabulary/ concept cards <ul style="list-style-type: none"> ● Create and post lists from pre-taught words/phrases, word banks, and vocabulary notebooks ● Ask students to supply missing words in short sentences ● Teacher-Student Modeling ● Think/Read aloud ● Choral Reading ● Chunking ● Verbal clues ● Highlight text ● Buddy Partner Reading 	<p>conversation</p> <ul style="list-style-type: none"> ● Teacher will convey content through high frequency words/ phrases ● Allow students opportunity to describe classroom routines ● Allow students to communicate in social situations (turn and talk) ● Locate main ideas in a series of simple sentences ● Allow students the opportunity to gather background information by brainstorming, task cards, schema stories, KWL ● Provide direct instruction of text structures specific to content areas (titles,graphs, glossary) ● Allow students to work with a partner of the same native language to support both L1 and L2 (language acquisition e.g., cognates) ● Use cloze strategy with pre-taught vocabulary ● Provide bilingual dictionaries and glossaries <ul style="list-style-type: none"> ● Use written models in writing instructions (writing samples) 	<ul style="list-style-type: none"> ● Provide instruction for frequently used affixes and root words ● Use English dictionaries and glossaries ● Expanded sentences in oral interaction or written paragraphs ● Varying complexity of assignments ● Captioning ● Retelling ● Reciprocal teaching ● Allow students to conducting interviews and gather information through speech ● Explain Idioms ● Encourage students to use full sentence in both speech and writing ● Provide sentence frames to allow students to practice using of transitional words ● Provide students with strategies and steps in problem solving ● Allow students the opportunities for self-evaluation against criteria (rubric)
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Additional Resources:

WIDA Speaking and Writing Rubrics

https://www.wida.us/standards/RG_Speaking%20Writing%20Rubrics.pdf

WIDA Can Do Descriptors

https://www.wida.us/standards/CAN_DOs/

WIDA Standards

<https://www.wida.us/standards/eld.aspx>