

READINGTON TOWNSHIP PUBLIC SCHOOLS
Sixth - Eighth Grade
Multilingual Learning Curriculum 2026

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I. PURPOSE AND OVERVIEW:

The English as a Second Language (ESL) program provides multilingual learners with systematic language instruction that develops listening, speaking, reading, and writing skills while supporting success across all academic content areas. Instruction is aligned with grade-level standards and emphasizes meaningful communication, academic language development, and cultural responsiveness. Through engaging, standards-based lessons, students build the language skills and confidence needed to actively participate in classroom learning and become independent, lifelong learners.

II. GOALS

The goal of the ESL curriculum is to accelerate English language development while honoring and building upon students' linguistic and cultural backgrounds. Students will develop the ability to communicate effectively in social and academic settings, strengthen literacy skills through authentic reading and writing experiences, and apply language strategies across content areas. Instruction is designed to foster critical thinking, collaboration, and increasing independence as students progress toward English language proficiency.

III. ASSESSMENT

Student progress is monitored through a balanced approach to assessment that includes formative and summative measures. Teachers use classroom observations, language samples, performance-based tasks, reading and writing assessments, and student discussions to evaluate growth in listening, speaking, reading, and writing. Assessment data informs instruction, supports differentiation, and ensures students continue to make progress toward English language proficiency and grade-level academic expectations.

In addition to classroom-based assessments, multilingual learners participate annually in the **WIDA ACCESS for ELLs®** assessment. This statewide English language proficiency assessment measures students' progress in the four language domains and provides valuable information for instructional planning, placement decisions, and monitoring progress toward English language proficiency. Results from the WIDA ACCESS, along with ongoing classroom assessment data, ensure that instruction is responsive to each student's individual language learning needs.

IV. SIXTH THROUGH EIGHTH GRADE PACING GUIDE

6-8 Map
Content and Disciplinary Language
(Aligned to 6-8 ELA Themes)

Time of Year	ESL Theme	ELA Connection	Language Functions
Unit 1	Literary Analysis	Theme/character analysis	Analyze, cite evidence
Unit 2	Argument and Advocacy	Research argument	Justify, rebut
Unit 3	Perspective and Power	Social issues/nonfiction	Compare perspectives
Unit 4	Identity and Voice	Memoir/speeches/essays	Reflect, present

Grade Band: 6-8
Unit 1~
Literary Analysis

Essential Question: How does the plot, character development, and author's craft help to develop the theme of a text?

Essential Understandings		
Students will understand that: • Stories follow a plot consisting of an exposition, conflict, rising action, climax, falling action, and resolution • Character relationships can change as the plot changes • Characters can be analyzed through their speech, thoughts, effect on others, actions, and looks • Themes of texts are determined through analysis		
Connected ELA Unit		
Grade 6: A Deep Study of Literary Elements; The Literary Essay (From Character to Compare/Contrast) Grade 7: Introduction to Literary Analysis: Writing a Reading Response; Argument Writing: Literary Analysis Grade 8: The Literary Essay: Analyzing Characters, Craft and Theme		
Key Language Use ☐ Inform ☐ Narrate ☐ Explain ☒ Argue	Language Functions • Infer • Analyze • Cite • Order • Justify • Interpret	WIDA ELD Standard Focus • Language for Language Arts • Language for Social and Instructional Language
Language Objectives		
Listening <i>Students will listen to a literary text to analyze characters and determine the theme.</i> Speaking <i>Students will discuss the theme of a literary text and build upon each other's</i>		

ideas, stating a clear claim and using evidence from the text to support their thinking.

Reading

Students will read a literary text in order to analyze characters and determine the theme, using evidence from the text to support their thinking.

Writing

Students will write an analysis of a literary text, focusing on characters and/or theme, writing a clear claim and citing evidence from the text to support their thinking.

Unit Vocabulary

Social/Functional Language

- I can infer...
- According to the text...
- I agree/disagree...
- I think/believe...
- The text shows...
- For example...

Academic Language

- Determine
- Infer
- Cite
- Analyze
- Compare
- Contrast
- Motivation
- Claim

Content Vocabulary

- Plot
- Theme
- Conflict
- Point of View
- Protagonist
- Antagonist
- Character Traits

Differentiation by Proficiency

Band 1 (ACCESS 1.0 - 2.9)

Supports:

- Visuals
- Written and verbal directions
- L1 translation
- Repeat, rephrase
- Leveled texts
- Word banks
- Graphic organizers
- Text read aloud

Expected Output:

- Identify the theme of a literary text using text evidence
- Analyze characters
- Use illustrations and labels/sentences to convey understanding, or verbalize response

Band 2 (ACCESS 3.0 - 4.4)

Supports:

- Word Banks
- Graphic organizers
- Partner work
- Leveled texts

Expected Output:

- Identify the theme of a literary text, citing text evidence
- Analyze characters
- Write 1-3 paragraphs analyzing the theme or character of a

• Anchor charts • Paragraph frames	literary text using academic vocabulary
Band 3 (ACCESS 4.5+) Supports: • Grade level text • Graphic organizers	Expected Output: • Identify the theme of a literary text, citing text evidence, using MLA format • Analyze characters • Write a 5-paragraph essay using academic language, and selecting the most relevant details to support thinking
Domain Supports	
Listening: Strategies for students with lower listening scores • Preteach vocabulary • Use of gestures/act out • L1 support Speaking: Strategies for students with lower speaking scores • Sentence frames/starters • Word banks • Modeling Reading: Strategies for students with lower reading scores • Texts provided in L1 when possible • Text read aloud • Leveled texts Writing: Strategies for students with lower writing scores • Sentence frames • Word banks • Modeling • Visual prompts • Translanguaging	
Formative Assessments	
• Story map • Character change timeline	

- Match evidence to given theme
- Match character traits/evidence
- Exit ticket

Performance Task

Students will read a literary text. They will determine the theme of the text, focusing on character development and plot.

SEL Connections

Self Awareness

Students:

- Recognize successes
- Identify areas of growth

Teacher Look-Fors:

- Strategies for supporting learning
- Express pride in work

Self Management

Students:

- Manage time during independent work
- Manage materials

Teacher Look-Fors:

- Organized materials
- Self direction

Social Awareness

Students:

- Collaborate with peers
- Understand others perspectives

Teacher Look-Fors:

- Listening to peers
- Response to peers

Relationship Skills

Students:

- Encourage and support peers
- Ask questions for better understanding

Teacher Look-Fors:

- Ask clarifying questions
- Celebrate peer success

Responsible Decision-Making**Students:**

- Use evidence from text to support ideas and responses

Teacher Look-Fors:

- Explain ideas with evidence

Classroom Transfer Connections (Push-in)

ELA: Make inferences, analyze theme and characters, use evidence to support thinking

Math: Infer information from data, justify thinking

Science: Use explicit information and inferences to draw conclusions, support claims with evidence

Social Studies: Consider multiple perspectives, historical events and actions by people

Grade Band: 6-8

Unit 2~

Argument and Advocacy

Essential Question: How do we develop a credible, well-supported argument?

Essential Understandings

Students will understand that:

- Arguments contain strong, relevant evidence from multiple sources to support a claim
- An author's perspective and bias should be considered when evaluating a source
- A variety of evidence is needed to support a claim
- It is important to assess resources for credibility and accuracy
- Information gathered from research must be paraphrased or quoted, following a standard citation format
- Information presented visually, orally, or quantitatively may require interpretation, and contributes to our understanding of a text

Connected ELA Unit		
Grade 6: Argument Writing: Research-based Argument Grade 7: The Art of Argument: Research-based Essays Grade 8: Position papers: Research & Argument; Arguments in Narrative and Nonfiction Text Book Clubs		
Key Language Use ☐ Inform ☐ Narrate ☐ Explain ☒ Argue	Language Functions • Persuade • Research • Argue • Defend • Evaluate	WIDA ELD Standard Focus • Language for Language Arts • Language for Science • Language for Social and Instructional Language
Language Objectives		
Listening <i>Students will listen to informational texts in order to identify reasons and evidence to support a specific claim.</i>		
Speaking <i>Students will discuss various topics and issues, expressing their ideas clearly, asking for clarification, and building on others' ideas. Students will orally present a topic of their choice.</i>		
Reading <i>Students will read informational texts in order to research evidence to support their claim.</i>		
Writing <i>Students will create a presentation, paraphrasing and quoting information from their research.</i>		
Unit Vocabulary		
Social/Functional Language • I believe... • The evidence shows...	Academic Language • Persuade • Research • Evidence • Argue	Content Vocabulary • Text features • Illustrations • Graphs • Charts

• I agree... • I disagree... • Can you clarify? • What evidence do you have that supports...? • Building on ...'s idea, ... • According to... • This proves that...	• Defend • Opinion • Fact • Relevant • Explain • Elaborate	• Timelines • Diagrams • Headings • Table to Contents • Glossary • Advocate • Problem • Solution • Claim • Counter-argument
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Differentiation by Proficiency

Band 1 (ACCESS 1.0 - 2.9) Supports: • Visuals • Written and verbal directions • L1 translation • Texts in L1 • Repeat, rephrase • Word banks • Graphic organizers • Text read aloud • Modeling • Presentation frames	Expected Output: • Pictures with labels • Words/phrases to simple complete sentences • State opinion and provide at least 1 reason
Band 2 (ACCESS 3.0 - 4.4) Supports: • Word Banks • Graphic organizers • Partner work • Anchor charts • Presentation frames • Modeling	Expected Output: • Simple to more complex sentences with content-specific and academic vocabulary • State opinion and provide 2-3 reasons • Supporting evidence
Band 3 (ACCESS 4.5+) Supports:	Expected Output: • Complex sentences with

• Graphic organizers • Modeling	content-specific and academic vocabulary • State opinion and provide 3 strong, relevant reasons with supporting evidence • Acknowledge counter-claim
Domain Supports	
Listening: Strategies for students with lower listening scores • Preteach vocabulary • Use of gestures/act out • L1 support • Modeling Speaking: Strategies for students with lower speaking scores • Sentence frames/starters • Word banks • Modeling Reading: Strategies for students with lower reading scores • Texts provided in L1 when possible • Text read aloud • Chunking Writing: Strategies for students with lower writing scores • Sentence starters • Word banks • Modeling • Visuals	
Formative Assessments	
• Graphic organizers • Venn diagram • Notebook responses • student/teacher conferences • Teacher observation	
Performance Task	

After researching a particular topic/issue, students will create a presentation that will include their claim/stance on their topic and relevant supporting evidence. Students will present their topic to the class.

SEL Connections

Self Awareness

Students:

- Recognize successes
- Identify areas of growth

Teacher Look-Fors:

- Strategies for supporting learning
- Express pride in work
- Ask for help

Self Management

Students:

- Manage time during independent work
- Manage materials

Teacher Look-Fors:

- Organized materials
- Self direction

Social Awareness

Students:

- Collaborate with peers
- Recognize that others may have different viewpoints

Teacher Look-Fors:

- Listening to peers
- Response to peers
- Respectful language and waiting turn to speak

Relationship Skills

Students:

- Encourage and support peers
- Communicate clearly

Teacher Look-Fors:

- Work with various partners
- Support peers, be willing to receive peer support
- Celebrate peer success

Responsible Decision-Making

Students:

- Take into account accurate information to make an informed choice
- Reflect on choices

Teacher Look-Fors:

- Explain ideas with evidence

Classroom Transfer Connections (Push-in)

ELA: Support and defend claims

Math: Interpret data

Science: State a claim, explain how data and evidence support stance

Social Studies: Respond to questions with a clear viewpoint

Grade Band: 6-8

Unit 3~

Perspective and Power

Essential Question: How do authors use perspective and power to shape our understanding of real-world social issues and historical events?

Essential Understandings

Students will understand that:

- Authors use power and perspective to develop complex conflicts and themes across various genres.
- Readers analyze problems and issues associated with social issues and real-world connections.
- Readers can identify the universal elements of texts that are based on reality and compare and contrast the two.
- Readers can begin to examine real-world issues and bring their own meaning and life experiences to a text.
- Writers conduct research based on focused questions to gain understanding of the subject under investigation.

Connected ELA Unit

Grade 6: Reading for Power and Perspective Across Literacy Genres

Grade 7: Reading: Social Issues Book Clubs & Nonfiction Articles

Grade 8: Historical Fiction Book Clubs; Multigenre Research Essay

Key Language Use

- ☒ Inform
- ☐ Narrate
- ☐ Explain
- ☐ Argue

Language Functions

- Organize
- Describe
- Define
- Categorize
- Compare
- Contrast
- Identify
- Analyze

WIDA ELD Standard Focus

- Language for Language Arts
- Language for Social and Instructional Language
- Language for Social Studies

Language Objectives

Listening

Students will listen to a fictional text and historical account of the same event in order to identify how the author of the fictional text used or altered history and/or events.

Speaking

Students will discuss the similarities and differences of paired fiction and nonfiction texts and build upon each other's ideas, stating a clear claim and using evidence from the texts to support their thinking.

Reading

Students will read a fictional text and a nonfiction text on the same historical event or social issue to deepen their understanding.

Writing

Students will write a compare/contrast piece on a fictional portrayal of a historical event or social issue and a historical account of the same topic, writing a clear claim and citing evidence from the texts to support their thinking.

Unit Vocabulary

Social/Functional Language • I noticed... • This reminds me of... • I wonder... • One similarity is... • In the same way... • A key difference is that... • While(A) has ..., (B) has... • We also have to consider... • I see your point, but...	Academic Language • Organize • Define • Describe • Compare • Contrast • Cause • Effect • Draw conclusions • Cite	Content Vocabulary • Facts • Data • Equality • Rights • Impact • Issue • Responsibility • Fair
Differentiation by Proficiency		
Band 1 (ACCESS 1.0 - 2.9) Supports: • Visuals • Written and verbal directions • L1 translation • Repeat, rephrase • Leveled texts • Word banks • Graphic organizers • Text read aloud	Expected Output: • Identify the similarities and differences between a fictional and nonfiction text • Analyze how historical events are altered • Use illustrations and labels/sentences to convey understanding, or verbalize response	
Band 2 (ACCESS 3.0 - 4.4) Supports: • Word Banks • Graphic organizers • Partner work • Leveled texts • Anchor charts • Paragraph frames	Expected Output: • Identify the similarities and differences between a fictional and nonfiction text, citing evidence • Analyze how historical events are altered in a fictional portrayal • Write 1-3 paragraphs analyzing how historical events are altered in a fictional portrayal using academic vocabulary	
Band 3 (ACCESS 4.5+) Supports:	Expected Output: • Identify the similarities and	

• Grade level text • Graphic organizers	differences between a fictional and nonfiction text, citing text evidence, using MLA format • Analyze how historical events are altered in a fictional portrayal • Write a 5-paragraph essay using academic language, and selecting the most relevant details to support thinking
Domain Supports	
Listening: Strategies for students with lower listening scores • Preteach vocabulary • Use of gestures/act out • L1 support • Modeling Speaking: Strategies for students with lower speaking scores • Sentence frames/starters • Word banks • Modeling Reading: Strategies for students with lower reading scores • Texts provided in L1 when possible • Leveled Texts • Text read aloud • Chunking Writing: Strategies for students with lower writing scores • Sentence starters • Word banks • Modeling • Visuals	
Formative Assessments	
• Graphic organizers • Venn diagram • Notebook responses • student/teacher conferences	

- Teacher observation

Performance Task

Students will compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event.

SEL Connections

Self Awareness

Students:

- Recognize successes
- Identify areas of growth

Teacher Look-Fors:

- Strategies for supporting learning
- Express pride in work
- Ask for help

Self Management

Students:

- Manage time during independent work
- Manage materials

Teacher Look-Fors:

- Organized materials
- Self direction

Social Awareness

Students:

- Collaborate with peers
- Recognize that others may have different viewpoints

Teacher Look-Fors:

- Listening to peers
- Response to peers
- Respectful language and waiting turn to speak

Relationship Skills

Students:

- Encourage and support peers
- Communicate clearly

Teacher Look-Fors:

- Work with various partners

- Support peers, be willing to receive peer support
- Celebrate peer success

Responsible Decision-Making

Students:

- Gather information
- Provide real evidence

Teacher Look-Fors:

- Fact vs opinion
- Support of reasoning
- Multiple resources

Classroom Transfer Connections (Push-in)

ELA: Support and defend claims

Math: Interpret information, analyze patterns

Science: Support claims, use evidence from research

Social Studies: Historical and civic issues, multiple perspectives

Grade Band: 6-8

Unit 4~

Identity and Voice

Essential Question: How do writers use structure, reflection and voice to share their personal stories and inspire others?

Essential Understandings

Students will understand that:

- Readers analyze the power of diverse author voices.
- Writers analyze their own writing to develop their voice and style to create pieces that reflect their personal author's voice.
- Text structure affects the meaning of nonfiction texts.
- Readers analyze how text structure affects the meaning of nonfiction texts.
- Writers have the power to craft pieces with a strong focus.
- Writers write to express or reflect on his or her own life and experiences, often looking back to look forward.
- Writers often start with a big, important idea they want to explore and to

communicate, then collect small moments around the idea, bringing out themes through a variety of narrative and expository techniques.

- Effective speech writers produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- Effective speech writers develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Good readers use strategies to gather information to understand the central idea and make connections with their own lives.

Connected ELA Unit

Grade 6: Poetic Writing: Honoring our Author's Craft; Author Voices: Hearing What the Speaker has to Say

Grade 7: Reading: Literary Nonfiction; Information Writing: Feature Article & Digital Media

Grade 8: Personal Essay: American Teenager; Express & Reflect: Powerful Speeches; Developing Analytical Lenses for Reading Independent Nonfiction using Texts on Self-Reflection, Mindfulness and Empowerment

Key Language Use

- ☐ Inform
- ☒ Narrate
- ☐ Explain
- ☐ Argue

Language Functions

- Reflect
- Present
- Express
- Persuade
- Convince
- Connect
- Describe

WIDA ELD Standard Focus

- Language for Language Arts
- Language for Social and Instructional Language

Language Objectives

Listening

Students will listen to a literary nonfiction text to identify the main idea and make connections to their own lives.

Speaking

Students will discuss various literary nonfiction texts, focusing on the main idea, text structure, and personal connections, building on others' ideas. Students will orally present their speech.

Reading

Students will read literary nonfiction texts in order to analyze how the text

structures affect their meaning.

Writing

Students will write a reflective speech that includes descriptive details and a variety of transition words, with a clear structure.

Unit Vocabulary

Social/Functional Language

- An important moment in my life was...
- A moment that shaped who I am is...
- Could you explain more...
- Could you elaborate...
- ... helped me understand...
- I can make a connection to... because...
- This makes me think of...
- This reminds me of...

Academic Language

- Reflect
- Present
- Express
- Persuade
- Convince
- Connect
- Describe

Content Vocabulary

- Memoir
- Speech
- Reflection
- Present
- First person
- Narrative
- Sequence
- Structure
- Transitions
- Craft
- Audience
- Plan
- Revise
- Edit

Differentiation by Proficiency

Band 1 (ACCESS 1.0 - 2.9)

Supports:

- Visuals
- Written and verbal directions
- L1 translation
- Texts in L1
- Repeat, rephrase
- Word banks
- Graphic organizers
- Text read aloud
- Modeling

Expected Output:

- Pictures with labels
- Words/phrases to simple complete sentences
- State theme with 1-2 personal experiences as support

• Model texts • Speech frames	
Band 2 (ACCESS 3.0 - 4.4) Supports: • Word Banks • Graphic organizers • Partner work • Anchor charts • Speech frames • Modeling • Model Texts	Expected Output: • Simple to more complex sentences with specific word choice • State theme with 2-3 personal experiences as support, include descriptive details, follow a structure
Band 3 (ACCESS 4.5+) Supports: • Graphic organizers • Modeling • Model texts	Expected Output: • Complex sentences with specific word choice for intended audience • State theme with personal experiences as support, include descriptive details • Include well-structured event sequences
Domain Supports	
Listening: Strategies for students with lower listening scores • Preteach vocabulary • Use of gestures/act out • L1 support • Modeling Speaking: Strategies for students with lower speaking scores • Sentence frames/starters • Word banks • Modeling Reading: Strategies for students with lower reading scores • Texts provided in L1 when possible • Text read aloud • Chunking	

Writing:

Strategies for students with lower writing scores

- Sentence starters
- Word banks
- Modeling
- Visuals

Formative Assessments

- Graphic organizers
- Notebook responses
- Exit Tickets
- Completed Outline
- Draft
- student/teacher conferences
- Teacher observation

Performance Task

Students will write and present a speech reflecting on their own life and experiences, using structure and voice to share their message.

SEL Connections**Self Awareness****Students:**

- Recognize successes
- Identify areas of growth
- Share personal experiences

Teacher Look-Fors:

- Strategies for supporting learning
- Express pride in work
- Explain perspectives

Self Management**Students:**

- Manage time during independent work
- Manage materials
- Revise work

Teacher Look-Fors:

- Organized materials
- Self direction
- Revision of work to make stronger

Social Awareness

Students:

- Value different cultures and identities
- Recognize that others may have different viewpoints

Teacher Look-Fors:

- Listening to peers
- Response to peers
- Respectful language and waiting turn to speak

Relationship Skills

Students:

- Encourage and support peers
- Communicate clearly

Teacher Look-Fors:

- Work with various partners
- Support peers, be willing to receive peer support
- Celebrate peer success

Responsible Decision-Making

Students:

- Take into account accurate information to make an informed choice
- Reflect on choices
- Make choices that benefit the physical and emotional safety of the entire classroom or school

Teacher Look-Fors:

- Explain ideas with evidence
- Ability to change course

Classroom Transfer Connections (Push-in)

ELA: Write narrative essays about personal experiences.

Math: Explain the steps to solve math problems.

Science: Create a lab report, tell the story of a scientific discovery

Social Studies: Tell a historical event as a story with a beginning, middle, and end