Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: ESL
Course: ESL Foundations
Grade(s): 6-8

Course Overview

Prerequisites: Designed for newly arrived Multilingual Learners with limited or no prior English proficiency (WIDA Screener/ACCESS score of 1.0).

ESL Foundations accelerates English language acquisition for newcomer students through highly visual, concrete, and interactive learning experiences. Grounded in middle school science, mathematics, and social studies topics, this course builds essential speaking, listening, reading, and writing skills while providing students with the foundational language needed to access grade-level academic content.

Throughout the course, students engage with visual texts, diagrams, comics, charts, and multimedia to acquire key Tier 1–3 vocabulary, high-utility grammar structures, and structured writing skills.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards, Content Area Standards:

Language Domain

L.SS.6.1 — Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.6.2 — Apply grammar features to produce clear and coherent language.
L.VL.6.3 — Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.CS.6.2 — Apply capitalization, punctuation, and complete sentence formation to produce clear, readable writing across tasks.
L.KL.6.3 — Use knowledge of language to make effective choices for clarity, style, and tone when communicating ideas.
L.AV.6.6 — Acquire and use grade-appropriate academic vocabulary to express ideas precisely in discussions and writing.
L.VL.6.4 — Use context clues and affixes to determine meanings of academic and technical vocabulary.

L.KL.6.6 — Acquire and use grade-appropriate academic and domain-specific words and phrases.

Reading Domain

RL.CR.6.1 — Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.6.3 — Analyze how individuals, events, or ideas are introduced and developed in informational texts.
RI.CR.6.2 — Determine the main idea of informational texts and explain how it is supported by key details.
RI.VL.6.4 — Determine the meaning of words and phrases using context clues, visuals, and text features.
RI.MF.6.7 — Integrate information from visual sources (charts, diagrams, videos) with written text to deepen comprehension.
RI.MF.6.8 — Use annotation strategies to deepen understanding of grade-level texts.

Writing Domain

W.IW.6.2 — Write informative/explanatory paragraphs that convey ideas clearly and accurately.
W.CER.6.3 — Produce structured writing using claims, evidence, and reasoning.
W.WP.6.4 — Use models, sentence frames, and guided practice to create clear and coherent writing.
W.WP.6.5 — Strengthen writing by planning, revising, and editing with guidance.
W.RW.6.10 — Write routinely for short academic tasks and purposes
W.IW.6.4 — Develop writing that uses clear organization, transitions, and precise language appropriate to task and audience.
W.WP.6.6 — Strengthen writing through planning, revising, and editing with guidance and support.
W.W.6.7 — Conduct short research tasks to gather information and present ideas clearly.
W.RW.6.11 — Write routinely for varied purposes, including reflection, explanation, and storytelling

Speaking and Listening Domain

SL.PE.6.1 — Engage effectively in collaborative discussions using academic vocabulary. SL.PE.6.2 — Interpret information presented orally or visually and explain how it contributes to understanding.
SL.PE.6.3 — Ask and answer questions to clarify meaning, deepen understanding, and build collaborative discussions.
SL.PI.6.5 — Present ideas using appropriate organization, volume, pace, and language for the audience and purpose.
SL.PI.6.3 — Present information clearly using visuals, structured language, and organized ideas appropriate to task and audience.
SL.PI.6.4 — Use evidence, examples, and supported language so listeners can follow the line of reasoning.
SL.PE.6.5 — Listen actively and respond appropriately to peers' contributions in discussions and presentations.
SL.PI.6.5 — Include multimedia components and visual displays in presentations to clarify information.

Interdisciplinary Standards:

Language for Social & Instructional Purposes

ELD-SIP.6–8.Narrate

- Share events and classroom experiences using sequential language and supported sentence frames.
- Retell information to help maintain conversations and support group understanding.

ELD-SIP.6–8.Inform

- Provide information clearly using visuals, structured language, and guided frames.
- Ask and answer WH-questions to exchange ideas with peers and teachers.

ELD-SIP.6–8.Explain

- Explain steps, relationships, or classroom routines using supported academic language.
- Connect explanations to visuals, models, or examples for clarity.

ELD-SIP.6–8.Argue

- Express opinions or preferences with simple reasons.
- Respond to others' ideas respectfully using supported language.

Language for Science

ELD-SCI.6–8.Narrate

- Describe scientific observations or classroom events in sequence using supported language.
- Use visuals, models, or simple representations to help communicate what was observed.

ELD-SCI.6–8.Inform

- Identify and share information about scientific concepts or classroom phenomena using structured language.
- Use diagrams, charts, or labeled visuals to support clear communication.

ELD-SCI.6–8.Explain

- Explain scientific processes, patterns, or relationships using supported academic language.
- Connect explanations to charts, diagrams, or models to clarify meaning.

ELD-SCI.6–8.Argue

Make simple scientific claims based on observations or evidence. Support ideas with basic reasons, visuals, or examples using guided language support.

Language for Social Studies

ELD-SS.6–8.Narrate

- Tell or retell classroom events or informational ideas using clear time-order.
- Use visuals (charts, diagrams, timelines) to support narration and sequencing.

ELD-SS.6–8.Inform

- Identify and communicate information from short informational texts using structured language and guided frames.
- Use key vocabulary with support from charts, diagrams, or labeled images.

ELD-SS.6–8.Explain

- Describe relationships, processes, or patterns using supported academic language.
- Connect explanations to diagrams, models, or timelines for clarity.

ELD-SS.6–8.Argue

- Express opinions or preferences about ideas or informational topics with simple reasons.
- Provide reasons supported by visuals or examples.

Language for Mathematics

ELD-MATH.6–8.Narrate

- Describe mathematical situations or symbols using supported language.
- Restate problem steps to demonstrate understanding.

ELD-MATH.6–8.Inform

- Identify and communicate information about symbols, quantities, and measurement units.
- Use key vocabulary with support from diagrams or charts.

ELD-MATH.6–8.Explain

- Explain what a word problem is using guided frames.
- Describe patterns, relationships, or conversions using supported language.

ELD-MATH.6–8.Argue

- Make simple claims about solutions or quantities using evidence.
- Provide basic reasons supported by visuals or examples.

Career Readiness, Life Literacies and Key Skills Standards:

- CRP1: Act as a responsible and contributing citizen and
- employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic
- impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Computer Science and Design Thinking Standards:

- 8.1.8.IC.1. Communicate and exchange information with digital tools.
- 8.1.8.DA.1 Organize and transform data collected using digital tools to make it useful for a specific purpose.
- 8.1.8.DA.2 Collect and present data using digital tools.

Career Ready Practices

CRP 1. Act as a responsible and contributing citizen and employee.
CRP 2. Apply appropriate academic and technical skills.
CRP 3. Attend to personal health and financial well-being.
CRP 4. Communicate clearly and effectively and with reason.
CRP 5. Consider the environmental, social and economic impacts of decisions.
CRP 6. Demonstrate creativity and innovation.
CRP 7. Employ valid and reliable research strategies.
CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP 9. Model integrity, ethical leadership and effective management.
CRP 10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.
CRP 12. Work productively in teams while using cultural global competence.

New Jersey Curriculum Mandates:

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- Diversity and Inclusion (Grades K - 12)
- Holocaust & Genocide Education (Grades K - 12)
- Amistad Act (Grades K - 12)
- Climate Change Education (Grades K - 12)
- Asian Americans and Pacific Islanders (Grades K - 12)
- History and Contributions of Individuals with Disabilities and LGBTQ persons (Grades 6 - 12 Only)

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.

Unit 1:

- Describe visuals using adjectives in simple present-tense sentences about weather.
- Ask and answer WH-questions about weather using guided frames.
- Acquire basic prepositions and Tier 1-3 vocabulary to describe the location of continents, oceans and hemispheres.
- Use present tense to explain the physical features of objects and places in the solar system.
- Comprehend the main idea of simple informational texts and stories using sentence starters.
- Write a short descriptive paragraph using present tense and Tier 1-3 vocabulary.
- Present basic information orally using visuals and sentence frames.

Unit 2:

- Acquire key vocabulary to interpret arithmetic symbols, quantities, word problems and metric information.
- Respond to questions in complete sentences using correct capitalization and punctuation.
- Use articles (a, an, the) and demonstratives to identify and describe objects, quantities, and information.
- Use singular and plural nouns accurately when naming items, units, and symbols.
- Distinguish countable and non-countable nouns when describing quantities and measurements.
- Communicate with teachers and peers using guided oral/written frames and present tense negative statements to answer questions such as *How much…?* and *How many…?* in word problems.

Unit 3:

- Read and annotate visual-supported texts (comics, diagrams, illustrated paragraphs) to build comprehension of science concepts.
- Identify and use Tier 1–3 vocabulary related to atoms, molecules, elements, compounds, properties of matter, and the periodic table.
- Develop grammar skills such as comparatives, conjunctions, and modal verbs while reading and writing.
- Write structured CER (Claim, Evidence, Reasoning) paragraphs to explain scientific ideas clearly and accurately.
- Strengthen reading-for-understanding skills by identifying main ideas and key details in science texts.
- Communicate scientific information with clarity and confidence, using sentence frames and academic language to describe physical and chemical properties.

Unit 4:

- Identify the different parts of the narrative structure in a story by marking beginning, middle, and end.
- Describe story elements such as characters, settings, problem and resolution using present-progressive and the affirmative and negative forms of the verb “to have”.
- Acquire Tier 1–3 vocabulary to describe actions, features, and interactions of Living vs Non Living Things.
- Comprehend The Ecological Levels of Organization by naming organisms, populations, communities, and ecosystems in stories and visuals.
- Write a three-paragraph ecological story that includes a main character, setting, problem, and resolution.
- Discuss and analyze story plots in Reading Circle sessions.
- Record observations during a field trip using present progressive, the affirmative and negative forms of the verb “to have” and descriptive vocabulary.
- Present information orally reading stories aloud in Reading Circle sessions.

Unit 5:

- Analyze information in English by watching and listening to short, visual clips and identifying key ideas about people, actions, and community behavior.
- Compare and contrast ideas orally and in written form using the simple past tense to explain how early civilizations lived and present tense to describe communities nowadays.
- Improve English interaction skills by initiating, maintaining, and closing short conversations using appropriate phrases and tone.
- Collaborate on projects by sharing ideas, helping partners, and using clear language to complete a group task.
- Create a "Classroom Constitution" by writing longer, clearer sentences with modal verbs and Tier 1-3 vocabulary that reflects what students have learned, how their language has grown, and how their ideas about rules and respectful behavior have developed.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit 1: Describing our World (32 Days)

- How do we use weather vocabulary to describe what we see in the sky and around us?
- How can WH-questions help us learn and share information about weather and daily conditions?
- How do location words and maps help us explain where places are in the world?
- How do visuals like maps, charts, and diagrams help us identify key information about Earth and space?
- How does using present-tense language and adjectives help us describe planets, places, and objects clearly?

Unit 2: Comprehending Math (32 Days)

- How do we use academic vocabulary to talk about arithmetic symbols, quantities, and metric information?
- How do we use language to explain our thinking and steps when solving math problems?
- How do we use key grammar structures like articles, demonstratives, and noun forms to communicate clearly in math tasks?
- How do articles and demonstratives help us describe objects and quantities clearly?
- How do we use WH/quantity questions and present tense negative statements to get information we need in math tasks?

Unit 3: Explaining What Everything is Made of (25 Days)

- How do comics and visual-supported texts help us read, understand, and communicate scientific ideas?
- How does using Tier 1–3 vocabulary help us describe and explain the properties of matter clearly?
- How does the periodic table help us use academic language to classify and compare elements?
- How do comparatives, conjunctions, and modal verbs help us communicate how matter behaves?
- How does CER writing help us organize our ideas and express scientific explanations with clarity?

Unit 4: Exploring Life and Nature (25 Days)

- How do narrative structures help us understand and explain the life of an organism in its environment?
- How can story elements, characters, settings, problems, and resolutions help us describe how living things interact in nature?
- How do ecological levels of organization help us make sense of the relationships between

organisms, populations, communities, and ecosystems?
- How does using present-progressive language help us describe what living things are doing in real time?
- How can observing a real ecosystem help us create clearer, more accurate stories about life in nature?

Unit 5: Understanding Places and Communities (35 Days)
- How does strengthening our ability to analyze information help us understand people, places, and communities more clearly?
- How does learning to compare and contrast ideas help us communicate differences between the past and the present?
- How does exercising our English language skills help us interact with others, share ideas and build understanding in conversations?
- How does learning to collaborate on projects using all four language skills (reading, writing, listening and speaking) help us express our thinking and create stronger work together?
- How does collaborative writing help us express growing language skills and show how our ideas about rules and respectful behavior have developed?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students.

Required:
- Picture-word sheets, flashcards and diagrams
- WH-question and sentence frames worksheets
- Daily writing worksheets
- Short informational passages (weather, geography, space)
- Short 5-minute space stories
- Model paragraphs
- ESL Binder, notebook and Vocabulary Portfolio.
- Weather forecast clips
- Themed songs
- Geopolitical globe
- Word problems and sentence frames worksheets
- Math video clips
- Rulers and/or other measuring tools
- Daily reading, writing worksheets, comics and CER
- CER and Comics Modeling Samples
- Periodic table and superhero video clips
- Periodic table diagram and visuals
- Short 5-minute Nature stories
- Nowadays vs Long Ago: Early Civilizations Visual Reading Passages
- TTQA Worksheets
- Books, Passages and School's Database to research Early Civilizations

Recommended:
- Digital creation tools (Slides, Canva)
- WeVideo for recording weather forecasts
- Kami for annotating and chunking text.
- Storyboard That for comic strip creation

Teacher Resources:

- Teacher-generated worksheets, sentence frames, graphic organizers
- Teacher-curated short texts (weather stories, geography passages, space stories)
- Crosscurricular textbooks, resources and co-planning

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Do Nows, Entrance/Exit Tickets
- Daily Writing Tasks
- Oral Check-Ins
- Guided Reading
- Labeling diagrams
- Listening and speaking tasks

Summative:

- Speaking, writing, reading and listening unit assessments
- Crosscurricular unit projects

Benchmark:

- Speaking, writing, reading and listening unit pre-assessments
- WIDA ACCESS/Screener scores

Alternative:

- Dictations
- Graphic Organizers
- Notebook/Binder Check
- Visual/Oral Presentation

Suggested Strategies for Modification & Differentiation

Instructional Supports for Multilingual Learners

Visual aids including illustrations, diagrams, and drawings; graphic organizers and charts; multimedia resources like videos and film; concrete real-life objects and manipulatives; collaborative structures including pairs, triads, small groups, or whole-group settings; digital and software-based support; and the use of physical models and figures.

Strategic Intervention Approaches

Acceptance of verbal responses; repetition and confirmation of directions; implementation of increased task structure; frequent checks for understanding; targeted reteaching sessions; utilization of differentiated materials and multi-sensory techniques; modification of tasks and expectations; permitting device-based responses; application of pre-reading strategies; access to audio books; and use of individualized assessment tools.

Modifications and Accommodations Chart

Adjusted learning expectations and tasks; differentiated instructional materials; assessment tools tailored to individual student needs; and modified grading criteria for evaluative purposes.