**Summit Public Schools**
**Summit, New Jersey**
**Grade Level: 6-8**
**Content Area: Standard English for Multilingual Learners**

**Overview:**
This course is designed to develop the grammatical skills of Multilingual Learners who have some exposure to English language literacy and instruction. By building on listening, reading, writing, and speaking skills in context, students will acquire the grammatical foundation necessary to communicate. Along with grammar, this course focuses on gaining cultural competence via the study of American culture. Additionally, students' critical thinking skills are expanded through comparing and contrasting American culture with that of their native culture, and, consequently, inferring which cultural norms and values are relevant to them. Throughout the year, this course will have students establish a repertoire of knowledge, skills, and projects applicable to the classroom and beyond. Standard English for Multilingual Learners corresponds to ACCESS levels 2.0 - 4.0. Student work will conform to WIDA Language Development Standards.

**Unit 1: Context: Education**

**WIDA Standard 1:** English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.
**WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Big Ideas**: *Course Objectives/Content Statement(s)*

- Comparing and contrasting education in America and native country
- Using verb to be in present tense, demonstrative adjectives, and prepositions of place to describe American education
- Forming yes or no questions pertaining to education

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
|---|---|
| ● What is different about American education?<br>● How can I communicate about American education?<br>● How do I form yes or no questions? | ● American education has different courses, requirements, and schedules.<br>● Using verb to be, demonstrative adjectives, and prepositions of place, I can communicate about education and beyond.<br>● Verb to be helps me form yes or no questions to request information about education. |
| **Areas of Focus: Proficiencies**<br>**(WIDA English Language Development Standards)** | **Lessons** |
| **Students will**:<br>ELD-LA.6-8.Narrate.Interpretive<br>Interpret language arts narratives by<br>● Identifying a theme or central idea that develops over the course of a text<br>● Analyzing how character attributes and actions develop in relation to events or dialogue<br>● Evaluating impact of specific word choices about meaning and tone<br>ELD-LA.6-8.Narrate.Expressive<br>Construct language arts narratives that<br>● Orient audience to context and point of view<br>● Develop and describe characters and their relationships<br>● Develop story, including themes with complication and resolution, time, and event | **Instructional Focus:**<br><br>**Students will**:<br><br>**Reading:**<br>● Strengthen syntax skills<br>● Build vocabulary skills<br>● Comprehend nonfiction texts<br>● Strengthen phonemic awareness and decoding skills<br><br>**Writing:**<br>● Complete Cloze with specific vocabulary<br>● Unscramble sentences |

sequences
● Engage and adjust for audience
ELD-LA.6-8.Inform.Interpretive
Interpret informational texts in language arts by
● Identifying and/or summarizing main ideas and their relationship to supporting ideas
● Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
● Evaluating the impact of author's key word choices over the course of a text
ELD-LA.6-8.Inform.Expressive
Construct informational texts in language arts that
● Introduce and define topic and/or entity for audience
● Establish objective or neutral stance
● Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
● Develop coherence and cohesion throughout text
ELD-LA.6-8.Argue.Interpretive
Interpret language arts arguments by
● Identifying and summarizing central idea distinct from prior knowledge or opinions
● Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
● Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
ELD-LA.6-8.Argue.Expressive
Construct language arts arguments that
● Introduce and develop claim(s) and acknowledge counterclaim(s)
● Support claims with reasons and evidence that are clear, relevant, and credible
● Establish and maintain formal style
● Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion
ELD-SI.4-12.Narrate
● Share ideas about one's own and others' lived experiences and previous learning

- Write simple sentences and or paragraphs about schools and Education in the US and in your native country.
- Use Google Docs and Google Slides to create work and complete assignments

**Speaking:**

- Produce specific consonant and phonemic sounds
- Repeat vocabulary words
- Produce specific words and sentences
- Repeat basic sentences and phrases
- Communicate with teacher and peers using appropriate classroom language and vocabulary

**Listening:**

- Repeat spoken language
- Respond to spoken questions with appropriate language with teacher and peers
- Follow verbal instructions or directions
- Comprehend peer and teacher language to class activities and discussions

**Instructional Strategies:**
**Vocabulary Skills:**

- Common Nouns
- Adjectives
- Education Vocabulary
- Native language
- Marking period

**Grammar Skills:**

- Verb to be
- Subject Pronouns and Nouns
- Contractions with verb to be
- Be + adjective description
- Be + (adjective+) noun descriptions
- Negative statements with verb to be
- Yes/No Questions and Short Answers with Be
- Wh-Questions with Be
- Prepositions of Place
- This, That, These, Those

| | |
|---|---|
| ● Connect stories with images and representations to add meaning<br>● Identify and raise questions about what might be unexplained, missing, or left unsaid<br>● Recount and restate ideas to sustain and move dialogue forward<br>● Create closure, recap, and offer next steps<br>ELD-SI.4-12.Inform<br>● Define and classify facts and interpretations; determine what is known vs. unknown<br>● Report on explicit and inferred characteristics, patterns, or behavior<br>● Describe the parts and wholes of a system<br>● Sort, clarify, and summarize relationships<br>● Summarize most important aspects of information<br>ELD-SI.4-12.Explain<br>● Generate and convey initial thinking<br>● Follow and describe cycles and sequences of steps or procedures and their causes and<br>effects<br>● Compare changing variables, factors, and circumstances<br>● Offer alternatives to extend or deepen awareness of factors that contribute to particular<br>outcomes<br>● Act on feedback to revise understandings of how or why something is or works in particular<br>ways<br>ELD-SI.4-12.Argue<br>● Generate questions about different perspectives<br>● Support or challenge an opinion, premise, or interpretation<br>● Clarify and elaborate ideas based on feedback<br>● Evaluate changes in thinking, identifying trade-offs<br>● Refine claims and reasoning based on new information or evidence<br><br>**Career-Ready Practices**<br>**CRP1**: Act as a responsible and contributing citizen and employee.<br>**CRP2**: Apply appropriate academic and technical skills.<br>**CRP3**: Attend to personal health and financial well-being.<br>**CRP4**: Communicate clearly and effectively and with reason.<br>**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.

## Differentiation

**Interdisciplinary Connections**

- Students will work on their language skills while making connections with Social Studies and reading.

**Technology Integration**

- Students will learn how to use Google Classroom, Google Slides, and Google Docs on their chromebooks.

**Media Literacy Integration**

- Students will learn how to use their chromebooks safely.
- Students will learn how to use the school apps, online agendas, school web page, and email.

**Global Perspectives**

- Students will compare and contrast Education in their native countries to the American educational system.

**Supports for English Language Learners**

| Sensory Supports | Graphic Supports | Interactive Supports |
|---|---|---|
| Real-life objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |
| Pictures | Tables | In a whole group |

## Assessments

**Formative Assessments:**

- Dictations
- Vocabulary Practice
- Guided Reading
- Formative listening and speaking tasks
- Daily writing journal
- Grammar journal
- Sight word journal
- Graphic organizers
- Skits and Charades

Summative Assessments, Projects, and Celebrations:

- Quizzes-Listen and Write, Fill in the blank, Listen and repeat, paragraph writing, team building activities, cooperative projects with ELL classes, reading strategies, and content area classes

- Portfolio- writing choice task related to comparing and contrasting education in their native country to Summit.
- Presentation-students will choose 1 topic related to Schools/Education to present or create a skit where they explain differences and similarities between the American educational system and their native countries.

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|---|---|---|
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| Intervention Strategies | | |
|---|---|---|
| **Accommodations** | **Interventions** | **Modifications** |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessment tools based on student need |
| Audio Books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading |

**Recommended Texts to Support Unit:**

- **Grammar in Context 1-Unit 1**
- **How to Write a Paragraph**

**Unit 2: Context: Vacation**

**WIDA Standard 1:** English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.
**WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Big Ideas**: *Course Objectives/Content Statement(s)*

- Discussing places to visit in the United States and around the world
- Constructing affirmative and negative statements in the simple present tense
- Requesting information pertaining to meaning, spelling, cost, frequency, and time
- Utilizing frequency words and prepositions of time to describe tourist attractions

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
|---|---|
| ● Where do I want to visit?<br>● What are places I can visit in the U.S.?<br>● What are famous U.S. attractions?<br>● How do I construct affirmative and negative statements?<br>● How do I request information?<br>● How do I express how often I do something?<br>● How do I indicate a point in time? | ● The U.S. has many places to visit including Washington, D.C., the Smokies, and Times Square.<br>● Using the simple present tense, I can construct affirmative and negative statements.<br>● Forming questions about meaning, spelling, cost, and time helps me request information.<br>● Frequency words express how often I do something.<br>● Prepositions of place indicate a point in time. |
| **Areas of Focus: Proficiencies (WIDA English Language Development Standards)** | **Lessons** |
| ELD-LA.6-8.Narrate.Interpretive<br>Interpret language arts narratives by<br>● Identifying a theme or central idea that develops over the course of a text<br>● Analyzing how character attributes and actions develop in relation to events or dialogue<br>● Evaluating impact of specific word choices about meaning and tone<br>ELD-LA.6-8.Narrate.Expressive<br>Construct language arts narratives that<br>● Orient audience to context and point of view<br>● Develop and describe characters and their relationships<br>● Develop story, including themes with | **Instructional Focus:**<br><br>**Students will**:<br><br>**Reading:**<br>● Strengthen syntax skills<br>● Build vocabulary skills<br>● Comprehend nonfiction texts<br>● Strengthen phonemic awareness and decoding skills<br><br>**Writing:**<br>● Complete Cloze with specific vocabulary<br>● Unscramble sentences |

complication and resolution, time, and event sequences
● Engage and adjust for audience
ELD-LA.6-8.Inform.Interpretive
Interpret informational texts in language arts by
● Identifying and/or summarizing main ideas and their relationship to supporting ideas
● Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
● Evaluating the impact of author's key word choices over the course of a text
ELD-LA.6-8.Inform.Expressive
Construct informational texts in language arts that
● Introduce and define topic and/or entity for audience
● Establish objective or neutral stance
● Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
● Develop coherence and cohesion throughout text
ELD-LA.6-8.Argue.Interpretive
Interpret language arts arguments by
● Identifying and summarizing central idea distinct from prior knowledge or opinions
● Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
● Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
ELD-LA.6-8.Argue.Expressive
Construct language arts arguments that
● Introduce and develop claim(s) and acknowledge counterclaim(s)
● Support claims with reasons and evidence that are clear, relevant, and credible
● Establish and maintain formal style
● Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion
ELD-SI.4-12.Narrate
● Share ideas about one's own and others' lived

- Write simple sentences and or paragraphs about places to visit in the United States.
- Persuasive writing
- Use Google Docs and Google Slides to create work and complete assignments

**Speaking:**

- Produce specific consonant and phonemic sounds
- Repeat vocabulary words
- Produce specific words and sentences
- Repeat basic sentences and phrases
- Communicate with teacher and peers using appropriate classroom language and vocabulary

**Listening:**

- Repeat spoken language
- Respond to spoken questions with appropriate language with teacher and peers
- Follow verbal instructions or directions
- Comprehend peer and teacher language to class activities and discussions

**Instructional Strategies:**
**Vocabulary Skills:**

- Common Nouns
- Adjectives
- Education Vocabulary
- States/Countries
- Pedestrian
- Billboard
- Sold out

**Grammar Skills:**

- Simple present tense
- Affirmative and negative statements
- Frequency words
- Prepositions of time
- Spelling of the S form (endings at the end of present verbs)
- Simple Present-Yes/No Questions and Short Answers
- Simple Present-Wh-Questions
- Questions about Meaning, Spelling, Cost, and Time

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| experiences and previous learning<br>● Connect stories with images and representations to add meaning<br>● Identify and raise questions about what might be unexplained, missing, or left unsaid<br>● Recount and restate ideas to sustain and move dialogue forward<br>● Create closure, recap, and offer next steps<br>ELD-SI.4-12.Inform<br>● Define and classify facts and interpretations; determine what is known vs. unknown<br>● Report on explicit and inferred characteristics, patterns, or behavior<br>● Describe the parts and wholes of a system<br>● Sort, clarify, and summarize relationships<br>● Summarize most important aspects of information<br>ELD-SI.4-12.Explain<br>● Generate and convey initial thinking<br>● Follow and describe cycles and sequences of steps or procedures and their causes and<br>effects<br>● Compare changing variables, factors, and circumstances<br>● Offer alternatives to extend or deepen awareness of factors that contribute to particular<br>outcomes<br>● Act on feedback to revise understandings of how or why something is or works in particular<br>ways<br>ELD-SI.4-12.Argue<br>● Generate questions about different perspectives<br>● Support or challenge an opinion, premise, or interpretation<br>● Clarify and elaborate ideas based on feedback<br>● Evaluate changes in thinking, identifying trade-offs<br>● Refine claims and reasoning based on new information or evidence<br>**Career-Ready Practices**<br>**CRP1**: Act as a responsible and contributing citizen and employee.<br>**CRP2**: Apply appropriate academic and technical skills.<br>**CRP3**: Attend to personal health and financial well-being.<br>**CRP4**: Communicate clearly and effectively and with reason.<br>**CRP5**: Consider the environmental, social and economic impacts of decisions. | - Frequency Words<br>- Questions and Short Answers with Ever<br>- Questions and Answers with How Often<br>- Prepositions of Time |

**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.

## Differentiation

**Interdisciplinary Connections**

- Students will continue to work on their language skills while making connections with Social Studies and reading.

**Technology Integration**

- Students will continue to learn how to use Google Classroom, Google Slides, and Google Docs on their chromebooks.

**Media Literacy Integration**

- Students will continue to learn how to use their chromebooks safely.
- Students will use school apps and digital resources such as Formative to work on daily assignments and practice.

**Global Perspectives**

- Students will discuss places to vacation in the US and compare and contrast them to their native countries.

**Supports for English Language Learners**

| Sensory Supports | Graphic Supports | Interactive Supports |
|---|---|---|
| Real-life objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |

## Assessments

**Formative Assessments:**

- Dictations
- Vocabulary Practice
- Guided Reading
- Formative listening and speaking tasks
- Daily writing journal
- Grammar journal
- Sight word journal
- Graphic organizers
- Skits and Charades

**Summative Assessments, Projects, and Celebrations:**

- Quizzes-Listen and Write, fill in the blank, listen and repeat, persuasive writing, team building activities, cooperative projects with ELL classes, reading strategies, and content area classes

- Portfolio- Students will write a persuasive essay about taking a vacation to a destination of their choice.
- Presentation-students will create a billboard or commercial about a destination of their choice and share with the class.

| | | |
|---|---|---|
| Pictures | Tables | In a whole group |
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| Intervention Strategies | | |
|---|---|---|
| **Accommodations** | **Interventions** | **Modifications** |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessment tools based on student need |
| Audio Books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading |

**Recommended Texts to Support Unit:**

- **Grammar in Context 1-Unit 2**
- **How to Write a Paragraph**

**Unit 3: Context: Housing**

**WIDA Standard 1:** English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.
**WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Big Ideas**: *Course Objectives/Content Statement(s)*

- Exploring different types of housing and important topics related to housing
- Distinguishing between singular and plural nouns
- Utilizing demonstrative adjectives with verb to be
- Identifying appropriate usage of indefinite and definite articles

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
|---|---|
| ● What types of housing are available in the U.S.?<br>● What should I know about housing?<br>● How do I distinguish between a singular and plural noun?<br>● What is the difference between "there is"/"there are"?<br>● What are definite and indefinite articles and how do I use them? | ● There are many types of housing available in the U.S. (e.g. houses, apartments, tiny homes, etc.).<br>● I should know about the cost of living and how to find appropriate housing.<br>● To distinguish between a singular and plural noun, you must determine whether the noun refers to one person, place, thing, or idea (singular) or more than one (plural).<br>● There is a difference between "there is" and "there are" based on whether the noun that follows is singular or plural.<br>● Definite articles (the) point to specific nouns, while indefinite articles (a, an) introduce general or unspecified nouns. |
| **Areas of Focus: Proficiencies**<br>**(WIDA English Language Development Standards)** | **Lessons** |
| ELD-LA.6-8.Narrate.Interpretive<br>Interpret language arts narratives by<br>● Identifying a theme or central idea that develops over the course of a text<br>● Analyzing how character attributes and actions develop in relation to events or dialogue<br>● Evaluating impact of specific word | **Instructional Focus:**<br><br>**Students will**:<br><br>**Reading:**<br>● Strengthen syntax skills<br>● Strengthen phonemic awareness and decoding skills |

choices about meaning and tone
ELD-LA.6-8.Narrate.Expressive
Construct language arts narratives that
● Orient audience to context and point of view
● Develop and describe characters and their relationships
● Develop story, including themes with complication and resolution, time, and event sequences
● Engage and adjust for audience
ELD-LA.6-8.Inform.Interpretive
Interpret informational texts in language arts by
● Identifying and/or summarizing main ideas and their relationship to supporting ideas
● Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
● Evaluating the impact of author's key word choices over the course of a text
ELD-LA.6-8.Inform.Expressive
Construct informational texts in language arts that
● Introduce and define topic and/or entity for audience
● Establish objective or neutral stance
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● Develop coherence and cohesion throughout text
ELD-LA.6-8.Argue.Interpretive
Interpret language arts arguments by
● Identifying and summarizing central idea distinct from prior knowledge or opinions
● Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
● Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
ELD-LA.6-8.Argue.Expressive
Construct language arts arguments that
● Introduce and develop claim(s) and acknowledge counterclaim(s)

- Build vocabulary skills
- Comprehend nonfiction texts about types of housing

**Writing:**

- Complete Cloze with specific vocabulary
- Unscramble sentences
- Write simple sentences and or paragraphs about content
- Use Google Docs and Google Slides to create work and complete assignments

**Speaking:**

- Produce specific consonant and phonemic sounds
- Repeat vocabulary words
- Produce specific words and sentences
- Repeat basic sentences and phrases
- Communicate with teacher and peers using appropriate classroom language and vocabulary

**Listening:**

- Repeat spoken language
- Respond to spoken questions with appropriate language with teacher and peers
- Follow verbal instructions or directions
- Comprehend peer and teacher language to class activities and discussions

**Instructional Strategies:**
**Vocabulary Skills:**

- Home related vocabulary
- Generalizations
- Condo
- Debt
- Ad
- Landlord
- Available
- Lease
- Smoke detector
- Homeowner
- Apartment
- Expensive
- pets

**Grammar Skills:**

| | |
|---|---|
| ● Support claims with reasons and evidence that are clear, relevant, and credible<br>● Establish and maintain formal style<br>● Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion<br>ELD-SI.4-12.Narrate<br>● Share ideas about one's own and others' lived experiences and previous learning<br>● Connect stories with images and representations to add meaning<br>● Identify and raise questions about what might be unexplained, missing, or left unsaid<br>● Recount and restate ideas to sustain and move dialogue forward<br>● Create closure, recap, and offer next steps<br>ELD-SI.4-12.Inform<br>● Define and classify facts and interpretations; determine what is known vs. unknown<br>● Report on explicit and inferred characteristics, patterns, or behavior<br>● Describe the parts and wholes of a system<br>● Sort, clarify, and summarize relationships<br>● Summarize most important aspects of information<br>ELD-SI.4-12.Explain<br>● Generate and convey initial thinking<br>● Follow and describe cycles and sequences of steps or procedures and their causes and effects<br>● Compare changing variables, factors, and circumstances<br>● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes<br>● Act on feedback to revise understandings of how or why something is or works in particular ways<br>ELD-SI.4-12.Argue<br>● Generate questions about different perspectives<br>● Support or challenge an opinion, premise, or interpretation<br>● Clarify and elaborate ideas based on feedback<br>● Evaluate changes in thinking, identifying trade-offs<br>● Refine claims and reasoning based on new information or evidence<br>**Career-Ready Practices**<br>**CRP1**: Act as a responsible and contributing citizen and employee. | - Singular/Plural Nouns<br>- Irregular Plural Nouns<br>- There is/there are<br>- Definite and Indefinite Articles<br>- Questions and Short Answers with There<br>- There, They, and Other Pronouns<br>- Definite and Indefinite Articles, Some/Any |

**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.

## Differentiation

**Interdisciplinary Connections**

- Students will work on their language skills while making connections with Social Studies and reading.

**Technology Integration**

- Students will learn how to use Google Classroom, Google Slides, and Google Docs on their chromebooks.

**Media Literacy Integration**

- Students will learn how to use their chromebooks safely.
- Students will use school apps and digital resources such as Slides, Canva and Formative to work on daily assignments, practice and projects.

**Global Perspectives**

- Students will learn about housing in the US and compare it to housing in their native countries.

## Supports for English Language Learners

## Assessments

**Formative Assessments:**

- Dictations
- Vocabulary Practice
- Guided Reading
- Formative listening and speaking tasks
- Daily writing journal
- Grammar journal
- Sight word journal
- Graphic organizers
- Skits and Charades

**Summative Assessments, Projects, and Celebrations:**

- Quizzes-Listen and Write, fill in the blank, listen and repeat, persuasive writing, team building activities, cooperative projects with ELL classes, reading strategies, and content area classes
- Portfolio- Students will write descriptive paragraphs about their ideal home.
- Presentation-students will create a visual project related to housing.

| Sensory Supports | Graphic Supports | Interactive Supports |
|---|---|---|
| Real-life objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |
| Pictures | Tables | In a whole group |
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| Intervention Strategies | | |
|---|---|---|
| **Accommodations** | **Interventions** | **Modifications** |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessment tools based on student need |
| Audio Books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic | Modified assessment grading |

| | | |
|---|---|---|
| | mapping | |

**Recommended Texts to Support Unit:**

- **Grammar in Context 1 - Unit 3**

**Unit 4: Context: Introductions**

| | |
|---|---|
| **WIDA Standard 1:** English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.<br>**WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. | |
| **Big Ideas**: *Course Objectives/Content Statement(s)*<br>● Sharing personal and cultural customs surrounded around naming<br>● Conveying possession through nouns, adjectives, and pronouns<br>● Understanding the proper usage of object pronouns<br>● Forming questions pertaining to a specific subject | |
| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
| ● What are naming customs?<br>● How do I convey possession?<br>● What are object pronouns?<br>● What are subject questions? | ● Naming customs are specific to a person or a culture.<br>● I can convey possession through possessive adjectives, nouns, and pronouns.<br>● Object pronouns are words that replace nouns that receive the action of a verb.<br>● Subject questions are questions that ask about the person or thing performing an action (e.g. who, whom, whose, who's). |
| **Areas of Focus: Proficiencies (WIDA English Language Development Standards)** | **Lessons** |
| ELD-LA.6-8.Narrate.Interpretive<br>Interpret language arts narratives by<br>● Identifying a theme or central idea that develops over the course of a text<br>● Analyzing how character attributes and actions develop in relation to events or dialogue | **Instructional Focus:**<br><br>**Students will**:<br><br>**Reading:**<br>● Strengthen phonemic awareness and decoding skills |

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| ● Evaluating impact of specific word choices about meaning and tone<br>ELD-LA.6-8.Narrate.Expressive<br>Construct language arts narratives that<br>● Orient audience to context and point of view<br>● Develop and describe characters and their relationships<br>● Develop story, including themes with complication and resolution, time, and event sequences<br>● Engage and adjust for audience<br>ELD-LA.6-8.Inform.Interpretive<br>Interpret informational texts in language arts by<br>● Identifying and/or summarizing main ideas and their relationship to supporting ideas<br>● Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors<br>● Evaluating the impact of author's key word choices over the course of a text<br>ELD-LA.6-8.Inform.Expressive<br>Construct informational texts in language arts that<br>● Introduce and define topic and/or entity for audience<br>● Establish objective or neutral stance<br>● Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors<br>● Develop coherence and cohesion throughout text<br>ELD-LA.6-8.Argue.Interpretive<br>Interpret language arts arguments by<br>● Identifying and summarizing central idea distinct from prior knowledge or opinions<br>● Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints<br>● Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)<br>ELD-LA.6-8.Argue.Expressive<br>Construct language arts arguments that<br>● Introduce and develop claim(s) and | ● Strengthen syntax skills<br>● Build vocabulary skills<br>● Comprehend nonfiction and fictional texts<br>● Comprehend poetry<br><br>**Writing:**<br>● Complete Cloze with specific vocabulary<br>● Unscramble sentences<br>● Write simple sentences and or paragraphs about content<br>● Use Google Docs and Google Slides to create work and complete assignments<br><br>**Speaking:**<br>● Produce specific consonant and phonemic sounds<br>● Repeat vocabulary words<br>● Produce specific words and sentences<br>● Repeat basic sentences and phrases<br>● Communicate with teacher and peers using appropriate classroom language and vocabulary<br><br>**Listening:**<br>● Repeat spoken language<br>● Respond to spoken questions with appropriate language with teacher and peers<br>● Follow verbal instructions or directions<br>● Comprehend peer and teacher language to class activities and discussions<br><br>**Instructional Strategies:**<br><br>- Vocabulary Skills:<br>- Your<br>- Your mother's<br>- Your father's<br>- Your grandparents'<br>- Their<br>- Popular<br>- Custom<br>- Tradition<br>- Possessive<br>- First, middle, last<br>- Nickname |

acknowledge counterclaim(s)
● Support claims with reasons and evidence that are clear, relevant, and credible
● Establish and maintain formal style
● Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion
ELD-SI.4-12.Narrate
● Share ideas about one's own and others' lived experiences and previous learning
● Connect stories with images and representations to add meaning
● Identify and raise questions about what might be unexplained, missing, or left unsaid
● Recount and restate ideas to sustain and move dialogue forward
● Create closure, recap, and offer next steps
ELD-SI.4-12.Inform
● Define and classify facts and interpretations; determine what is known vs. unknown
● Report on explicit and inferred characteristics, patterns, or behavior
● Describe the parts and wholes of a system
● Sort, clarify, and summarize relationships
● Summarize most important aspects of information
ELD-SI.4-12.Explain
● Generate and convey initial thinking
● Follow and describe cycles and sequences of steps or procedures and their causes and effects
● Compare changing variables, factors, and circumstances
● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
● Act on feedback to revise understandings of how or why something is or works in particular ways
ELD-SI.4-12.Argue
● Generate questions about different perspectives
● Support or challenge an opinion, premise, or interpretation
● Clarify and elaborate ideas based on feedback
● Evaluate changes in thinking, identifying trade-offs
● Refine claims and reasoning based on new information or evidence

**Career-Ready Practices**

- Family relationships
- Foreign
- -Hurricane
- Unusual
- Generation
- Initial
- Tropical storm
- committee

**Grammar Skills:**

- Possessive Nouns-Forms
- Possessive Adjectives
- Questions with Whose
- Possessive Pronouns
- Possession
- Object Pronouns
- Questions about the Subject

**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.

## Differentiation

**Interdisciplinary Connections**

- Students will work on their language skills while making connections with Social Studies and reading.

**Technology Integration**

- Students will use Google Classroom, Google Slides, and Google Docs on their chromebooks.

**Media Literacy Integration**

- Students will use their chromebooks safely.
- Students will use school apps and digital resources such as Commonlit and Formative to work on daily assignments and practice.

**Global Perspectives**

- Students will discuss personal and cultural customs around the world.

**Supports for English Language Learners**

## Assessments

**Formative Assessments:**

- Dictations
- Vocabulary Practice
- Guided Reading
- Formative listening and speaking tasks
- Daily writing journal
- Grammar journal
- Sight word journal
- Graphic organizers
- Skits and Charades

**Summative Assessments, Projects, and Celebrations:**

- Quizzes-Listen and Write, fill in the blank, listen and repeat, team building activities, cooperative projects with ELL classes, reading strategies, and content area classes.
- Write one paragraph responding to the question, "Do you prefer traditional names or unusual names? Explain your answer." or "Write about naming customs in your culture."

| Sensory Supports | Graphic Supports | Interactive Supports |
|---|---|---|
| Real-life objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |
| Pictures | Tables | In a whole group |
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| Intervention Strategies | | |
|---|---|---|
| **Accommodations** | **Interventions** | **Modifications** |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessment tools based on student need |
| Audio Books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic | Modified assessment grading |

- Portfolio- Students will write a story about their names. Would they change their names, why or why not?

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| | mapping | |

**Recommended Texts to Support Unit:**

- **Grammar in Context 1 - Unit 4**
- **How to Write a Paragraph**
- **https://www.commonlit.org/en/texts/names-nombres**
- **https://www.commonlit.org/en/texts/the-days-have-names**

**Unit 5: Context: Preservation**

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| **WIDA Standard 1:** English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.<br>**WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. | |
| **Big Ideas**: *Course Objectives/Content Statement(s)*<br>● Discussing the importance of preserving the planet<br>● Exploring climate change and its impact on the environment<br>● Expressing actions that are happening at the moment | |
| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
| ● Why is it important to preserve the planet?<br>● What is climate change?<br>● How does climate change impact the environment?<br>● How do I express actions happening right now? | ● Preserving the planet is crucial for the survival of humans and other species.<br>● Climate change refers to long-term shifts in temperature and weather patterns.<br>● Climate change is causing extreme weather events, rising sea levels, melting glaciers, and more.<br>● Using the present continuous tense, I can express actions occurring in the present moment. |
| **Areas of Focus: Proficiencies (WIDA English Language Development Standards)** | **Lessons** |
| ELD-LA.6-8.Narrate.Interpretive<br>Interpret language arts narratives by<br>● Identifying a theme or central idea that | **Instructional Focus:**<br><br>**Students will**: |

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| develops over the course of a text<br>● Analyzing how character attributes and actions develop in relation to events or dialogue<br>● Evaluating impact of specific word choices about meaning and tone<br>ELD-LA.6-8.Narrate.Expressive<br>Construct language arts narratives that<br>● Orient audience to context and point of view<br>● Develop and describe characters and their relationships<br>● Develop story, including themes with complication and resolution, time, and event sequences<br>● Engage and adjust for audience<br>ELD-LA.6-8.Inform.Interpretive<br>Interpret informational texts in language arts by<br>● Identifying and/or summarizing main ideas and their relationship to supporting ideas<br>● Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors<br>● Evaluating the impact of author's key word choices over the course of a text<br>ELD-LA.6-8.Inform.Expressive<br>Construct informational texts in language arts that<br>● Introduce and define topic and/or entity for audience<br>● Establish objective or neutral stance<br>● Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors<br>● Develop coherence and cohesion throughout text<br>ELD-LA.6-8.Argue.Interpretive<br>Interpret language arts arguments by<br>● Identifying and summarizing central idea distinct from prior knowledge or opinions<br>● Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints<br>● Evaluating relevance, sufficiency of evidence, and validity of reasoning that | **Reading:**<br>● Strengthen phonemic awareness and decoding skills<br>● Strengthen syntax skills<br>● Build vocabulary skills<br>● Comprehend nonfiction texts<br><br>**Writing:**<br>● Complete Cloze with specific vocabulary<br>● Unscramble sentences<br>● Write simple sentences and or paragraphs about content<br>● Use Google Docs and Google Slides to create work and complete assignments<br>● Making lists<br><br>**Speaking:**<br>● Produce specific consonant and phonemic sounds<br>● Repeat vocabulary words<br>● Produce specific words and sentences<br>● Repeat basic sentences and phrases<br>● Communicate with teacher and peers using appropriate classroom language and vocabulary<br><br>**Listening:**<br>● Repeat spoken language<br>● Respond to spoken questions with appropriate language with teacher and peers<br>● Follow verbal instructions or directions<br>● Comprehend peer and teacher language to class activities and discussions<br><br>**Instructional Strategies:**<br>**Vocabulary Skills:**<br>- Animals Vocabulary<br>- Climate Change Vocabulary<br>- Species<br>- To breed<br>- The wild<br>- Endangered<br>- Mammal |

support claim(s)
ELD-LA.6-8.Argue.Expressive
Construct language arts arguments that
● Introduce and develop claim(s) and acknowledge counterclaim(s)
● Support claims with reasons and evidence that are clear, relevant, and credible
● Establish and maintain formal style
● Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion
ELD-SI.4-12.Narrate
● Share ideas about one's own and others' lived experiences and previous learning
● Connect stories with images and representations to add meaning
● Identify and raise questions about what might be unexplained, missing, or left unsaid
● Recount and restate ideas to sustain and move dialogue forward
● Create closure, recap, and offer next steps
ELD-SI.4-12.Inform
● Define and classify facts and interpretations; determine what is known vs. unknown
● Report on explicit and inferred characteristics, patterns, or behavior
● Describe the parts and wholes of a system
● Sort, clarify, and summarize relationships
● Summarize most important aspects of information
ELD-SI.4-12.Explain
● Generate and convey initial thinking
● Follow and describe cycles and sequences of steps or procedures and their causes and effects
● Compare changing variables, factors, and circumstances
● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
● Act on feedback to revise understandings of how or why something is or works in particular ways
ELD-SI.4-12.Argue
● Generate questions about different perspectives
● Support or challenge an opinion, premise, or interpretation
● Clarify and elaborate ideas based on feedback
● Evaluate changes in thinking, identifying trade-offs
● Refine claims and reasoning based on new information

- To migrate
- Destination
- To starve
- Stable
- To melt
- To prevent
- unstoppable

**Grammar Skills:**

- Present continuous verb tense
- Action and nonaction verbs
- Spelling of the -ing form
- Questions with the Present Continuous
- Wh-questions
- The Present Continuous vs. the Simple Present-Forms and Use

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| or evidence<br><br>**Career-Ready Practices**<br>**CRP1**: Act as a responsible and contributing citizen and employee.<br>**CRP2**: Apply appropriate academic and technical skills.<br>**CRP3**: Attend to personal health and financial well-being.<br>**CRP4**: Communicate clearly and effectively and with reason.<br>**CRP5**: Consider the environmental, social and economic impacts of decisions.<br>**CRP6**: Demonstrate creativity and innovation.<br>**CRP7**: Employ valid and reliable research strategies.<br>**CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.<br>**CRP9**: Model integrity, ethical leadership and effective management.<br>**CRP10**: Plan education and career paths aligned to personal goals.<br>**CRP11**: Use technology to enhance productivity.<br>**CRP12**: Work productively in teams while using cultural global competence. | |
| **Differentiation** | **Assessments** |
| **Interdisciplinary Connections**<br>● Students will work on their language skills while making connections with Science, Social Studies and reading.<br>**Technology Integration**<br>● Students will use Google Classroom, Google Slides, and Google Docs on their chromebooks.<br><br>**Media Literacy Integration**<br>● Students will use Newsela, LCJSMS digital media center, and Formative to work on daily assignments and practice.<br><br>**Global Perspectives**<br>● Students will discuss the importance of preserving our planet and the actions that can be taken to care for the environment. | **Formative Assessments:**<br>● Dictations<br>● Vocabulary Practice<br>● Guided Reading<br>● Formative listening and speaking tasks<br>● Daily writing journal<br>● Grammar journal<br>● Sight word journal<br>● Graphic organizers-Mind Map<br>● Skits and Charades<br>● Reading, Speaking, Listening, and Writing Stations<br><br>**Summative Assessments, Projects, and Celebrations:**<br>● Quizzes-Listen and Write, fill in the blank, listen and repeat, team building activities, cooperative projects with ELL classes, reading strategies, and content area classes. |

| Supports for English Language Learners | | |
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| **Sensory Supports** | **Graphic Supports** | **Interactive Supports** |
| Real-life objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |
| Pictures | Tables | In a whole group |
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| Intervention Strategies | | |
|---|---|---|
| **Accommodations** | **Interventions** | **Modifications** |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessment tools based on student need |
| Audio Books | Utilize pre-reading strategies and | Modified assessment grading |

- Write one paragraph responding to the question, Write about a wild animal that you like. What do you know about this animal? Is this animal having problems in the wild? Or write about a climate change issue.
- Portfolio- Students will write at least one paragraph about a topic of their choice related to saving the planet.

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| | activities previews, anticipatory guides, and semantic mapping | | |

**Recommended Texts to Support Unit:**

- **Grammar in Context 1- Unit 5**
- **https://newsela.com/view/ck9nooeky039x0iqj33j4ol9t/?levelId=ck7ecvdgw0gqi14p7k95kjl82**
- **Other related climate change articles based on student individual student interest https://newsela.com/search/?lexile_level_range=60-540 needle=climate+change**
- **Nonfiction texts from the media center and online media center resources**
- **How to Write a Paragraph**

**Unit 6: Context: The Future**

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| **WIDA Standard 1:** English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.<br>**WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. | |
| **Big Ideas**: *Course Objectives/Content Statement(s)*<br>• Exploring and choosing future career paths<br>• Communicating about what will occur in the future<br>• Expanding sentences with time clauses and "if" clauses | |
| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
| • Why is it important to explore a future career path?<br>• How do I communicate what will happen in the future?<br>• How do I expand my sentences? | • It is important to explore future career paths to think about what is the most appropriate choice for you.<br>• The future tense, using "will" and "be going to," helps me communicate what will happen in the future.<br>• I expand my sentences with time and "if" clauses. |
| **Areas of Focus: Proficiencies** | **Lessons** |

| (WIDA English Language Development Standards) | |
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| ELD-LA.6-8.Narrate.Interpretive<br>Interpret language arts narratives by<br>● Identifying a theme or central idea that develops over the course of a text<br>● Analyzing how character attributes and actions develop in relation to events or dialogue<br>● Evaluating impact of specific word choices about meaning and tone<br>ELD-LA.6-8.Narrate.Expressive<br>Construct language arts narratives that<br>● Orient audience to context and point of view<br>● Develop and describe characters and their relationships<br>● Develop story, including themes with complication and resolution, time, and event sequences<br>● Engage and adjust for audience<br>ELD-LA.6-8.Inform.Interpretive<br>Interpret informational texts in language arts by<br>● Identifying and/or summarizing main ideas and their relationship to supporting ideas<br>● Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors<br>● Evaluating the impact of author's key word choices over the course of a text<br>ELD-LA.6-8.Inform.Expressive<br>Construct informational texts in language arts that<br>● Introduce and define topic and/or entity for audience<br>● Establish objective or neutral stance<br>● Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors<br>● Develop coherence and cohesion throughout text<br>ELD-LA.6-8.Argue.Interpretive<br>Interpret language arts arguments by<br>● Identifying and summarizing central idea distinct from prior knowledge or opinions | **Instructional Focus:**<br><br>**Students will**:<br><br>**Reading:**<br>● Strengthen syntax skills<br>● Build vocabulary skills<br>● Strengthen phonemic awareness and decoding skills<br>● Comprehend nonfiction texts and poetry<br>● Editing Text<br>● Identify Rhyming Words<br><br>**Writing:**<br>● Complete Cloze with specific vocabulary<br>● Unscramble sentences<br>● Write simple sentences and or paragraphs about content<br>● Short answers<br>● Editing text<br>● Use Google Docs and Google Slides to create work and complete assignments<br><br>**Speaking:**<br>● Produce specific consonant and phonemic sounds<br>● Repeat vocabulary words<br>● Produce specific words and sentences<br>● Repeat basic sentences and phrases<br>● Communicate with teacher and peers using appropriate classroom language and vocabulary<br>● Chant verses of a poem<br><br>**Listening:**<br>● Repeat spoken language<br>● Respond to spoken questions with appropriate language with teacher and peers<br>● Follow verbal instructions or directions<br>● Comprehend peer and teacher language to class activities and discussions |

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| ● Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints<br>● Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)<br>ELD-LA.6-8.Argue.Expressive<br>Construct language arts arguments that<br>● Introduce and develop claim(s) and acknowledge counterclaim(s)<br>● Support claims with reasons and evidence that are clear, relevant, and credible<br>● Establish and maintain formal style<br>● Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion<br>ELD-SI.4-12.Narrate<br>● Share ideas about one's own and others' lived experiences and previous learning<br>● Connect stories with images and representations to add meaning<br>● Identify and raise questions about what might be unexplained, missing, or left unsaid<br>● Recount and restate ideas to sustain and move dialogue forward<br>● Create closure, recap, and offer next steps<br>ELD-SI.4-12.Inform<br>● Define and classify facts and interpretations; determine what is known vs. unknown<br>● Report on explicit and inferred characteristics, patterns, or behavior<br>● Describe the parts and wholes of a system<br>● Sort, clarify, and summarize relationships<br>● Summarize most important aspects of information<br>ELD-SI.4-12.Explain<br>● Generate and convey initial thinking<br>● Follow and describe cycles and sequences of steps or procedures and their causes and effects<br>● Compare changing variables, factors, and circumstances<br>● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes<br>● Act on feedback to revise understandings of how or why something is or works in particular ways<br>ELD-SI.4-12.Argue<br>● Generate questions about different perspectives | **Instructional Strategies:**<br>**Vocabulary Skills:**<br>- Career Vocabulary<br>- Field<br>- Marine biologist<br>- Lifestyle<br>- flexibility<br>- Permanent<br>- Sense of humor<br>- Artificial intelligence<br>- forever<br>- Colony<br>- Procedure<br>- Planets<br>- transition words-One prediction, My first prediction, Another…, My second…, Finally…, My last…<br><br>**Grammar Skills:**<br>- The Future with Will-forms<br>- The Future with Be Going To-Forms<br>- Yes/No Questions, Short Answers, And WH-Questions<br>- The Future with Be Going To<br>- Will or Be Going To<br>- Time and "if" clauses<br>- Alliteration |

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| ● Support or challenge an opinion, premise, or interpretation<br>● Clarify and elaborate ideas based on feedback<br>● Evaluate changes in thinking, identifying trade-offs<br>● Refine claims and reasoning based on new information or evidence<br><br>**Career-Ready Practices**<br>**CRP1**: Act as a responsible and contributing citizen and employee.<br>**CRP2**: Apply appropriate academic and technical skills.<br>**CRP3**: Attend to personal health and financial well-being.<br>**CRP4**: Communicate clearly and effectively and with reason.<br>**CRP5**: Consider the environmental, social and economic impacts of decisions.<br>**CRP6**: Demonstrate creativity and innovation.<br>**CRP7**: Employ valid and reliable research strategies.<br>**CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.<br>**CRP9**: Model integrity, ethical leadership and effective management.<br>**CRP10**: Plan education and career paths aligned to personal goals.<br>**CRP11**: Use technology to enhance productivity.<br>**CRP12**: Work productively in teams while using cultural global competence. | |
| **Differentiation** | **Assessments** |
| **Interdisciplinary Connections**<br>● Students will work on their language skills while making connections with Social Studies and reading.<br>**Technology Integration**<br>● Students will use Google Classroom, Google Slides, and Google Docs on their chromebooks.<br><br>**Media Literacy Integration**<br>● Students will use Commonlit, and Formative to work on daily assignments and practice.<br><br>**Global Perspectives** | **Formative Assessments:**<br>● Dictations<br>● Vocabulary Practice<br>● Guided Reading<br>● Formative listening and speaking tasks<br>● Daily writing journal<br>● Grammar journal<br>● Sight word journal<br>● Editing Practice<br>● Cloze<br>● Graphic Organizers<br>● Writing statements and questions with will forms and be going to. |

- Students will discuss different career paths in the US and the importance of exploring their future in the community and for our planet.

| Supports for English Language Learners | | |
|---|---|---|
| **Sensory Supports** | **Graphic Supports** | **Interactive Supports** |
| Real-life objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |
| Pictures | Tables | In a whole group |
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| Intervention Strategies | | |
|---|---|---|
| **Accommodations** | **Interventions** | **Modifications** |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback | Differentiated materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessment tools based on student need |

**Summative Assessments, Projects, and Celebrations:**

- Quizzes-Listen and Write, fill in the blank, listen and repeat, team building activities, cooperative projects with ELL classes, reading strategies, and content area classes.
- Choose one of the 2 writing prompts and write one paragraph about it: Write about a few of your predictions for the future, or Write about a few of your plans or goals for the future and edit your writing.

- Portfolio- Students will submit an edited version of their writing prompt choice.

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| Audio Books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading | |

**Recommended Texts to Support Unit:**

- **Grammar in Context 1, Unit 6**
- **https://www.commonlit.org/en/texts/after-the-winter**
- **https://www.commonlit.org/en/texts/the-year**

## Unit 7: Context: Shopping

**WIDA Standard 1:** English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.
**WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Big Ideas**: *Course Objectives/Content Statement(s)*

- Comparing and contrasting shopping online and in-person
- Communicating and comprehending the imperative form pertaining to shopping
- Utilizing modals to express necessity, ability, possibility, and permission

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
|---|---|
| • What is the difference between shopping online and in-person? What should people be concerned about?<br>• How do I use the imperative form?<br>• What are modals? | • Online shopping differs from in-person shopping since you cannot try things on and touch the fabric, so you have to be mindful when you are shopping online.<br>• The imperative form is used to give orders, requests, suggestions, or instructions to another person, and it is formed by the base form of the verb.<br>• Modals are auxiliary verbs that express necessity, ability, possibility, and permission. |
| **Areas of Focus: Proficiencies (WIDA English Language Development Standards)** | **Lessons** |

ELD-LA.6-8.Narrate.Interpretive
Interpret language arts narratives by
● 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
Construct language arts narratives that
● Orient audience to context and point of view
● Develop and describe characters and their relationships
● Develop story, including themes with complication and resolution, time, and event sequences
● Engage and adjust for audience
ELD-LA.6-8.Inform.Interpretive
Interpret informational texts in language arts by
● Identifying and/or summarizing main ideas and their relationship to supporting ideas
● Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
● Evaluating the impact of author's key word choices over the course of a text
ELD-LA.6-8.Inform.Expressive
Construct informational texts in language arts that
● Introduce and define topic and/or entity for audience
● Establish objective or neutral stance
● Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
● Develop coherence and cohesion throughout text
ELD-LA.6-8.Argue.Interpretive
Interpret language arts arguments by
● Identifying and summarizing central idea distinct from prior knowledge or opinions
● Analyzing how an author acknowledges and responds to

**Instructional Focus:**

**Students will**:

**Reading:**
- Strengthen syntax skills
- Build vocabulary skills
- Strengthen phonemic awareness and decoding skills
- Comprehend nonfiction texts

**Writing:**
- Complete Cloze with specific vocabulary
- Unscramble sentences
- Write simple sentences and or paragraphs about content
- Short answers
- Editing text
- Use Google Docs and Google Slides to create work and complete assignments

**Speaking:**
- Produce specific consonant and phonemic sounds
- Repeat vocabulary words
- Produce specific words and sentences
- Repeat basic sentences and phrases
- Communicate with teacher and peers using appropriate classroom language and vocabulary

**Listening:**
- Repeat spoken language
- Respond to spoken questions with appropriate language with teacher and peers
- Follow verbal instructions or directions
- Comprehend peer and teacher language to class activities and discussions

**Instructional Strategies:**
**Vocabulary Skills:**
- Shopping Vocabulary
- Retailers
- Stores
- Online Shopping

conflicting evidence or viewpoints
● Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
ELD-LA.6-8.Argue.Expressive
Construct language arts arguments that
● Introduce and develop claim(s) and acknowledge counterclaim(s)
● Support claims with reasons and evidence that are clear, relevant, and credible
● Establish and maintain formal style
● Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion
ELD-SI.4-12.Narrate
● Share ideas about one's own and others' lived experiences and previous learning
● Connect stories with images and representations to add meaning
● Identify and raise questions about what might be unexplained, missing, or left unsaid
● Recount and restate ideas to sustain and move dialogue forward
● Create closure, recap, and offer next steps
ELD-SI.4-12.Inform
● Define and classify facts and interpretations; determine what is known vs. unknown
● Report on explicit and inferred characteristics, patterns, or behavior
● Describe the parts and wholes of a system
● Sort, clarify, and summarize relationships
● Summarize most important aspects of information
ELD-SI.4-12.Explain
● Generate and convey initial thinking
● Follow and describe cycles and sequences of steps or procedures and their causes and effects
● Compare changing variables, factors, and circumstances
● Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
● Act on feedback to revise understandings of how or why something is or works in particular ways
ELD-SI.4-12.Argue
● Generate questions about different perspectives
● Support or challenge an opinion, premise, or interpretation

- "Shop till you drop"
- Traffic jam
- Surf the internet
- Subscription
- Purchase
- Cancel
- Cancellation policy
- Junk food
- Refund
- Serious
- Eventually
-

**Grammar Skills:**

- Past tense
- Infinitives
- Modalsand Other Expressions for Politeness
- Imperatives
- Can, Be Able To, Be Allowed
- Should
- Must and Have to
- Not Have To Must Not
- May, Might, and Will

| | |
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| ● Clarify and elaborate ideas based on feedback<br>● Evaluate changes in thinking, identifying trade-offs<br>● Refine claims and reasoning based on new information or evidence<br><br>**Career-Ready Practices**<br>**CRP1**: Act as a responsible and contributing citizen and employee.<br>**CRP2**: Apply appropriate academic and technical skills.<br>**CRP3**: Attend to personal health and financial well-being.<br>**CRP4**: Communicate clearly and effectively and with reason.<br>**CRP5**: Consider the environmental, social and economic impacts of decisions.<br>**CRP6**: Demonstrate creativity and innovation.<br>**CRP7**: Employ valid and reliable research strategies.<br>**CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.<br>**CRP9**: Model integrity, ethical leadership and effective management.<br>**CRP10**: Plan education and career paths aligned to personal goals.<br>**CRP11**: Use technology to enhance productivity.<br>**CRP12**: Work productively in teams while using cultural global competence. | |
| **Differentiation** | **Assessments** |
| **Interdisciplinary Connections**<br>● Students will work on their language skills while making connections with Social Studies and reading.<br>**Technology Integration**<br>● Students will use Google Classroom, Google Slides, and Google Docs on their chromebooks.<br><br>**Media Literacy Integration**<br>● Students will use their chromebooks safely.<br>● Students will use Newsela, and Formative to work on daily assignments and practice.<br><br>**Global Perspectives** | **Formative Assessments:**<br>● Dictations<br>● Vocabulary Practice<br>● Guided Reading<br>● Formative listening and speaking tasks<br>● Daily writing journal<br>● Grammar journal<br>● Sight word journal<br>● Editing Practice<br>● Cloze<br>● Graphic Organizers<br>● Writing statements and questions with will forms and be going to.<br><br>**Summative Assessments, Projects, and Celebrations:** |

- Students will compare and contrast shopping online and in-person and connect it to their past experiences shopping in their native countries.

| Supports for English Language Learners | | |
|---|---|---|
| **Sensory Supports** | **Graphic Supports** | **Interactive Supports** |
| Real-life objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |
| Pictures | Tables | In a whole group |
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| Intervention Strategies | | |
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| **Accommodations** | **Interventions** | **Modifications** |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback | Differentiated materials |
| Permit response provided via computer or | Increase opportunities to engage in active | Individualized assessment tools based on student |

- Quizzes-Listen and Write, fill in the blank, listen and repeat, team building activities, cooperative projects with ELL classes, reading strategies, and content area classes.
- Choose one of the 2 writing prompts and write one paragraph about it: Write advice to a friend who wants to save money. How can your friend save money on food, clothes, and other items? What are some things your friend should not spend money on? Or Write about one of your shopping experiences. Compare shopping experiences in your native country and the United States. Create a presentation of your writing to share with the class, including visuals.
- Portfolio- Students will submit an edited version of their writing prompt choice.

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| electronic device | academic responding | need |
| Audio Books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading |

**Recommended Texts to Support Unit:**

- **Grammar in Context 1-8**
- **How to Write a Paragraph**
- **https://newsela.com/view/ck9noohvs056o0iqjkigm60kz/?levelId=ck7ecwdnc0rh714p7a6x4cs69**

**Unit 8: Context: Healthy Living**

**WIDA Standard 1:** English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.
**WIDA Standard 2:** English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Big Ideas**: *Course Objectives/Content Statement(s)*

- Giving and receiving advice relating to health issues
- Discussing what encompasses a healthy lifestyle
- Distinguishing between count and noncount nouns
- Acquiring words and phrases to describe the quantity of an item or items

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
|---|---|
| • What is important to know about health?<br>• What is the difference between count nouns and noncount nouns?<br>• What word or phrases can I use to describe the quantity of something? | • Knowing about healthy habits such as eating, sleeping, and exercising is important for a better lifestyle.<br>• Count nouns are people, places, and things that can be counted (e.g. girl, school, car, etc.) while noncount nouns are people, places, and things that cannot be counted (e.g. rice, water, etc.). |

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| | ● Words and phrases such as some, any, a few, a little, a lot of, and more are used to describe the quantity of something. |
| **Areas of Focus: Proficiencies (WIDA English Language Development Standards)** | **Lessons** |
| ELD-LA.6-8.Narrate.Interpretive<br>Interpret language arts narratives by<br>● Identifying a theme or central idea that develops over the course of a text<br>● Analyzing how character attributes and actions develop in relation to events or dialogue<br>● Evaluating impact of specific word choices about meaning and tone<br>ELD-LA.6-8.Narrate.Expressive<br>Construct language arts narratives that<br>● Orient audience to context and point of view<br>● Develop and describe characters and their relationships<br>● Develop story, including themes with complication and resolution, time, and event sequences<br>● Engage and adjust for audience<br>ELD-LA.6-8.Inform.Interpretive<br>Interpret informational texts in language arts by<br>● Identifying and/or summarizing main ideas and their relationship to supporting ideas<br>● Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors<br>● Evaluating the impact of author's key word choices over the course of a text<br>ELD-LA.6-8.Inform.Expressive<br>Construct informational texts in language arts that<br>● Introduce and define topic and/or entity for audience<br>● Establish objective or neutral stance<br>● Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors<br>● Develop coherence and cohesion throughout | **Instructional Focus:**<br><br>**Students will**:<br><br>**Reading:**<br>● Strengthen syntax skills<br>● Build vocabulary skills<br>● Comprehend nonfiction texts<br>● Strengthen phonemic awareness and decoding skills<br><br>**Writing:**<br>● Complete Cloze with specific vocabulary<br>● Unscramble sentences<br>● Write simple sentences and or paragraphs about content<br>● Short answers<br>● Editing text<br>● Use Google Docs and Google Slides to create work and complete assignments<br>● Lists<br><br>**Speaking:**<br>● Produce specific consonant and phonemic sounds<br>● Repeat vocabulary words<br>● Produce specific words and sentences<br>● Repeat basic sentences and phrases<br>● Communicate with teacher and peers using appropriate classroom language and vocabulary<br><br>**Listening:**<br>● Repeat spoken language<br>● Respond to spoken questions with appropriate language with teacher and peers<br>● Follow verbal instructions or directions<br>● Comprehend peer and teacher language to class activities and discussions |

text
ELD-LA.6-8.Argue.Interpretive
Interpret language arts arguments by
● Identifying and summarizing central idea distinct from prior knowledge or opinions
● Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
● Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
ELD-LA.6-8.Argue.Expressive
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● Establish and maintain formal style
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● Sort, clarify, and summarize relationships
● Summarize most important aspects of information
ELD-SI.4-12.Explain
● Generate and convey initial thinking
● Follow and describe cycles and sequences of steps or procedures and their causes and effects
● Compare changing variables, factors, and circumstances
● Offer alternatives to extend or deepen awareness of factors that contribute to particular

**Instructional Strategies:**

**Vocabulary Skills:**

- Health Vocabulary
- Exhausted
- Solutions
- Apples
- Eggs
- Meat
- Corn
- Sleep
- Diet
- Exercise
- Equivalent
- Fluid
- Hydrated
- Alternative
- Proof
- To consume
- Obese
- Food related vocabulary
- Advice
- Frozen
- Fresh
- Greasy
- Moderation
- Daily

**Grammar Skills:**

- Count vs. noncount nouns
- Quantity words and phrases
- Units of Measure with Noncount Nouns
- Many, Much, and A lot Of with Large Quantities
- A Few and A Little with Small Quantities
- A/An, Some, No, and Any
- A Lot Of and Too Much/Too Many

outcomes
● Act on feedback to revise understandings of how or why something is or works in particular ways
ELD-SI.4-12.Argue
● Generate questions about different perspectives
● Support or challenge an opinion, premise, or interpretation
● Clarify and elaborate ideas based on feedback
● Evaluate changes in thinking, identifying trade-offs
● Refine claims and reasoning based on new information or evidence

**Career-Ready Practices**
**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.
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**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.

| Differentiation | Assessments |
|---|---|
| **Interdisciplinary Connections**<br>● Students will work on their language skills while making connections with Health and reading.<br>**Technology Integration**<br>● Students will use Google Classroom, Google Slides, and Google Docs on their chromebooks.<br><br>**Media Literacy Integration** | **Formative Assessments:**<br>● Dictations<br>● Vocabulary Practice<br>● Guided Reading<br>● Formative listening and speaking tasks<br>● Daily writing journal<br>● Grammar journal |

- Students will use school apps and digital resources such as Formative to work on daily assignments and practice.

**Global Perspectives**

- Students will discuss the importance of living a healthy lifestyle and how caring about their physical and mental health affects their lives and their role in the community.

| Supports for English Language Learners | | |
|---|---|---|
| **Sensory Supports** | **Graphic Supports** | **Interactive Supports** |
| Real-life objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |
| Pictures | Tables | In a whole group |
| Illustrations, diagrams & drawings | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| Intervention Strategies | | |
|---|---|---|
| **Accommodations** | **Interventions** | **Modifications** |
| Allow for verbal responses | Multi-sensory techniques | Modified tasks/expectations |
| Repeat/confirm | Increase task | Differentiated |

- Sight word journal
- Editing Practice
- Cloze
- Graphic Organizers
- Writing statements and questions with will forms and be going to.
- Vocabulary choice exercises
- Finding mistakes in written text
- Create your Dream Shopping List
- Create an Exercise Routine

**Summative Assessments, Projects, and Celebrations:**

- Quizzes-Listen and Write, fill in the blank, listen and repeat, team building activities, cooperative projects with ELL classes, reading strategies, and content area classes.
- Write a paragraph describing a healthy lifestyle and design an infographic that illustrates your writing.
  Or describe food and eating habits in your native country or culture. What is a typical breakfast, lunch, and dinner? What times do people eat? Do people usually eat a healthy diet and exercise?
- Portfolio- Students will submit an edited version of their writing prompt choice and infographic.

| | | |
|---|---|---|
| directions | structure (e.g. directions, checks for understanding, feedback | materials |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessment tools based on student need |
| Audio Books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading |

**Recommended Texts to Support Unit:**

- **Grammar in Context 1- Unit 9**
- **How to Write a Paragraph**