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

Overview:
Introduction to Standard English for ML's is designed for newly arrived students with limited to no prior exposure to English language instruction and literacy. The primary objective of this course is to develop a solid grammatical and phonemic foundation, helping students to learn the language effectively across all domains: listening, speaking, reading, and writing. Students will learn the essential letter sounds necessary for reading and spelling, how to decode words accurately by understanding the relationships between letters and their corresponding sounds. This course will expand vocabulary, develop reading comprehension, and writing skills. Additionally, this course will incorporate cultural competence through exposure to American culture and customs. Introduction to Standard English corresponds to ACCESS levels 1.0 - 2.0. Student work will conform to WIDA Language Development Standards and New Jersey Student Learning Standards.

Unit 1: Self-Awareness: Introductions

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)*

- Introducing oneself and providing personal information
- Understanding that each person has a distinct personality, background, and experiences
- Adapting communication style to suit different cultural contexts
- Acquiring English language structure for affirmative and negative statements
- Developing awareness of strengths and weaknesses
- Understanding that spoken words are made up of individual sounds (phonemes)
- Grasping the correlation between a letter's symbol, name, and sound
- Identifying, segmenting, blending, and manipulating sounds
- Identifying and applying common letter patterns and sound combinations (e.g., digraphs, blends, vowel teams).
- Developing automaticity in both decoding and encoding for fluent reading and writing
- Distinguishing between short and long vowel sounds

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do I share personal information? • How do I respect other people? • How do I communicate what is true and false? • What is self-awareness? • How do I decode?	• Knowing how to speak, write, read, and listen to important information or questions will help communicate personal information. • Understanding that everyone has a unique personality, background, and experiences and adapting the way I communicate accordingly aids me in respecting others. • Affirmative and negative statements communicate what is true and false. • Self-awareness is understanding yourself, your strengths, and your weaknesses. • Developing the idea that words are made up of individual sounds will support me in decoding words.
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

● Support or challenge an opinion, premise, or

Instructional Focus:
Students will…

Reading:
- Identify capital and lowercase letters A-Z
- Read targeted sight words
- Read greetings
- Identify initial consonant sounds and phonemic sounds, p/b, t/d, k/g, f/v, th/th, s/z, sh/zh, ch/j
- Comprehend details of a simple text
- Identify numbers 1-20

Writing:
- Complete Cloze activities with specific vocabulary
- Write simple phrases and sentences about themselves.
- Write letters A to Z
- Use Google Docs and Google Slides to create work and complete assignments

Speaking:
- Produce specific consonant and phonemic sounds
- Repeat vocabulary words
- 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

Vocabulary Skills:
- Greetings
- First, middle, last
- First name, last name
- My, your, his, her, their, our
- Numbers 1-20

Grammar Skills:

- I am, I'm

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. **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.0	- 'Be' Verbs - Contractions (I'm, you're, he's, she's, it's we're, they're - Wh questions with be
Differentiation	**Assessments**
Interdisciplinary Connections ● Students will learn numbers and 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.	**Formative Assessments:** ● Phonemic Awareness Daily Journal ● Dictations ● Vocabulary Practice ● Guided Reading ● Labeling diagrams ● Formative listening and speaking tasks ● Letter and sound sort ● Daily writing journal **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

Global Perspectives

- Students will compare and contrast their cultures and backgrounds to American culture.

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	Increase opportunities to engage in active	Individualized assessment tools based on student

content area classes

- Portfolio- writing choice task
- Presentation-students will choose 1 topic from a variety of topics related to the unit and present or create a skit of themselves speaking to share with the class.

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:

- **English in Action Student Book 1 - Welcome Unit**
- **English in Action Workbook 1**

Unit 2: Self-Awareness: Personal Responsibilities

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)*

- Developing a sense of responsibility for one's behavior and its effects on the community
- Recognizing the importance of fulfilling personal obligations while considering the needs of others
- Identifying key responsibilities that are necessary to be productive member of the community
- Describing and pinpointing essential classroom objects, actions, and responsibilities
- Understanding that spoken words are made up of individual sounds (phonemes)
- Grasping the correlation between a letter's symbol, name, and sound
- Identifying, segmenting, blending, and manipulating sounds
- Identifying and applying common letter patterns and sound combinations (e.g., digraphs, blends, vowel teams).
- Developing automaticity in both decoding and encoding for fluent reading and writing
- Distinguishing between short and long vowel sounds

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What are personal responsibilities? • Do my behaviors and habits affect others? • Why is it important to be responsible? • How do we decode?	• Personal responsibilities are essential actions and behaviors that positively contribute and support the individual, the community, and the world.

	● Individual's behaviors and habits can have a positive or negative impact on others. ● Responsibility is important to develop a positive classroom environment and become a positive member of the community. ● Developing the idea that words are made up of individual sounds will support me in decoding words. ● Understanding and correctly using singular and plural nouns, as well as the structures "this is," "these are," "there is," and "there are," will enhance the construction of accurate and meaningful sentences.
Areas of Focus: Proficiencies (WIDA English Language Development Standards)	**Lessons**
Students will: 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	**Instructional Focus:** Students will… **Reading:** ● Identify initial consonant sounds and phonemic sounds,/m,n,ng/, /w, h,wh/, //l,r/ ● Read simple phrases and sentences ● Read appropriate leveled text ● Identify numbers 1-1,000 ● Comprehend details of text **Writing:** ● Complete Cloze with specific vocabulary ● Write simple phrases and sentences, and or paragraphs ● Use Google Docs and Google Slides to create work and complete assignments ● Write details of a text ● Respond to simple questions using complete sentences and punctuation. **Speaking:** ● Produce specific consonant and phonemic sounds ● Repeat vocabulary words ● Repeat basic sentences and phrases ● Communicate with teacher and peers using appropriate classroom language and vocabulary

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
● 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

- Discuss your personal responsibilities in school and at home
- Identify parts of mouth used in producing specific sounds
- Respond to simple questions, using complete sentences

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
- Develop phonemic awareness

Vocabulary Skills:

- Classroom objects
- Classroom directions
- Numbers 1-1000 counting by 10

Grammar Skills:

- Singular nouns a, an
- Plural nouns
- This is, these are
- There is, there are

● 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** **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 continue to learn numbers and 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 chromebook**s.**

Media Literacy Integration

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

Global Perspectives

- Students will discuss responsibilities and behaviors and their impact in their community while considering the importance of their own obligations and others needs.

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

Assessments

Formative Assessments:

- Phonemic Awareness Daily Journal
- Dictations
- Vocabulary Practice
- Guided Reading
- Labeling diagrams
- Formative listening and speaking tasks
- Letter and sound sort
- Daily writing journal

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
- Portfolio- writing choice task
- Presentation-students will choose 1 topic from a variety of topics related to the unit and present it to the class.

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:

- **English in Action Student Book 1 - Unit 1**
- **English in Action Workbook 1**

Unit 3: Self-Management: Goal Setting

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)*

- Defining intentions and establishing achievable objectives to achieve personal and academic success
- Understanding how to achieve defined objectives in a specific time frame
- Reflecting and adjusting goal according to sustainability
- Expressing actions occurring in the future
- Utilizing adjectives to describe ideal goals and priorities
- Understanding that spoken words are made up of individual sounds (phonemes)
- Grasping the correlation between a letter's symbol, name, and sound
- Identifying, segmenting, blending, and manipulating sounds
- Identifying and applying common letter patterns and sound combinations (e.g., digraphs, blends, vowel teams).
- Developing automaticity in both decoding and encoding for fluent reading and writing
- Distinguishing between short and long vowel sounds

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What are intentions? • How do my intentions influence my goal setting? • How can I set realistic goals for myself? • What is the purpose of goal setting? • How do I focus and achieve my goals? • How do I decode?	• Intentions are what drive us to make decisions about life. • Intentions inform my goal setting. • To set realistic goals, I need to create goals that are specific, measurable, achievable, relevant, and time-bound. • Goal setting helps people establish and accomplish essential objectives in life. • Making meaningful goals and holding myself accountable is how I focus on achieving my goals. • Reflecting on my goals helps me maintain focus, learn from mistakes, and reach my full potential. • Developing the idea that words are made up of individual sounds will support me in decoding words. • I can use the simple present tense, negative statements, and prepositions of time to describe habitual actions and specify when events occur, enabling clear and effective communication.
Areas of Focus: Proficiencies **(WIDA English Language Development Standards)**	**Lessons**

Students will:
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

Instructional Focus:
Students will…

Reading:
- Identify consonant sounds and phonemic sounds,'c' /k/, 'x' /ks/, 'qu' /kw/, 'y' /ie/ or/ee/
- Read simple phrases and sentences
- Read specific vocabulary words
- Read appropriate leveled text

Writing:
- Complete Cloze with specific vocabulary
- Write simple phrases and sentences
- Write simple paragraphs using vocabulary and concepts learned in class.
- Identify beginning middle and end of a paragraph
- Write a topic sentence
- Write supporting details
- Write concluding sentence
- Use Google Docs and Google Slides to create work and complete assignments

Speaking:
- Produce specific consonant and phonemic sounds
- Repeat vocabulary words
- Repeat basic sentences and phrases
- Communicate with teacher and peers using appropriate classroom language and vocabulary
- Discuss your personal goals and intentions
- Identify parts of mouth used in producing specific sounds

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 discussion
- Phonemic awareness

Vocabulary Skills:
- Everyday activities

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 ● 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	- Numbers - First, then, and after that **Grammar Skills:** - Simple present - Negative statements - Prepositions of time

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.
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	Assessments
Interdisciplinary Connections ● Students will continue to work on their language skills while making connections with social studies, and reading. **Technology Integration** ● Students will practice using Google Classroom, Google Slides, and Google Docs on their chromebook**s.** **Media Literacy Integration** ● Students will use their chromebooks safely. ● Students will use the school apps, online agendas, school web page, and email.	**Formative Assessments:** ● Phonemic Awareness Daily Journal ● Dictations ● Vocabulary Practice ● Guided Reading ● Labeling diagrams ● Formative listening and speaking tasks ● Letter and sound sort ● Daily writing journal **Summative Assessments, Projects, and Celebrations:** ● Quizzes-Listen and Write, Fill in the blank, Listen and repeat, Team building activities, cooperative

Global Perspectives

- Students will discuss the importance of intentions and goal setting in their new environment and contrast it to their native cultures.

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	Increase opportunities to	Individualized assessment tools

projects with ELL classes, reading strategies, and content area classes

- Portfolio- writing choice task
- Presentation-students will choose 1 topic from a variety of topics related to the unit and present it to the class.

computer or electronic device	engage in active academic responding	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:

- **English in Action Student Book 1 - Unit 9**
- **English in Action Workbook 1**

Unit 4: Self-Management: Time Management

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)*

- Managing time effectively to effectively complete tasks
- Balancing work, school, and leisure time for overall well-being
- Understanding how to tell time, prioritize goals, and make schedules
- Expressing actions that are happening in the moment
- Communicating with prepositions of time to describe a daily schedule
- Understanding that spoken words are made up of individual sounds (phonemes)
- Grasping the correlation between a letter's symbol, name, and sound
- Identifying, segmenting, blending, and manipulating sounds
- Identifying and applying common letter patterns and sound combinations (e.g., digraphs, blends, vowel teams).
- Developing automaticity in both decoding and encoding for fluent reading and writing
- Distinguishing between short and long vowel sounds

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What are time management skills? • How can I manage my time? • Why is it important to manage your time?	• Understand the concept of vowels and how vowel sounds are made by our mouths.

• How do I express actions happening right now? • How do I communicate about my daily schedule? • How do I decode?	• Time management skills include telling time, planning, prioritizing, and goal setting. • Balancing work, school, and leisure time effectively will help me manage my time. • Time management is important to ensure that I maintain personal responsibilities and goals. • The present continuous tense communicates actions occurring in the present moment. • I can use prepositions of time to communicate my daily schedule. • Developing the idea that words are made up of individual sounds will support me in decoding words.
Areas of Focus: Proficiencies (WIDA English Language Development Standards)	**Lessons**
Students will: 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,	**Instructional Focus:** Students will… **Reading:** • Identify vowels ‘a’, ‘e’, ‘i’, ‘o’, ‘u’ • Identify short and long vowel sounds • Read simple phrases and sentences • Read specific vocabulary words • Read appropriate leveled text. • Read and tell time. **Writing:** • Complete Cloze with specific vocabulary • Write simple phrases and sentences • Write simple paragraphs using vocabulary and concepts learned in class. • Identify beginning middle and end of a paragraph • Write a topic sentence • Write supporting details • Write concluding sentence • Use Google Docs and Google Slides to create work and complete assignments • Write words with specific vowel sounds **Speaking:** • Produce specific vowel and phonemic sounds

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
● 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,

- Repeat vocabulary words
- Repeat basic sentences and phrases
- Communicate with teachers and peers using appropriate classroom language and vocabulary.
- Telling time.
- Talking about present and future actions

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

Vocabulary Skills:

- Everyday activities
- Telling time
- Numbers

Grammar Skills:

- Simple present
- Simple future
- Negative statements
- Prepositions of time

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** **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 continue to work on their language skills while making connections with social studies, and reading.

Technology Integration

- Students will practice using Google Classroom, Google Slides, and Google Docs on their chromebook**s.**

Media Literacy Integration

- Students will 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 compare and contrast their cultures and backgrounds to American culture, focusing on the importance of time management and how moving to the United States has changed their daily routines.

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

Assessments

Formative Assessments:

- Phonemic Awareness Daily Journal
- Dictations
- Vocabulary Practice
- Guided Reading
- Labeling diagrams
- Formative listening and speaking tasks
- Letter and sound sort
- Daily writing journal
- Paragraph writing practice with graphic organizers

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
- Portfolio- writing choice task: Write at least 1 paragraph independently about the importance of managing time.
- Presentation-students will choose 1 topic from a variety of topics related to the unit and present it to the class.

		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:

- **English in Action Student Book 1 - Unit 9**
- **English in Action Workbook 1**

Unit 5: Self-Awareness: Feelings

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)*

- Understanding and communicating our feelings to support overall well-being
- Recognizing what influences our emotions and our reactions
- Expanding sentences to express time relationships and reasons
- Understanding that spoken words are made up of individual sounds (phonemes)
- Grasping the correlation between a letter's symbol, name, and sound
- Identifying, segmenting, blending, and manipulating sounds
- Identifying and applying common letter patterns and sound combinations (e.g., digraphs, blends, vowel teams).
- Developing automaticity in both decoding and encoding for fluent reading and writing
- Distinguishing between short and long vowel sounds

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How do I communicate my feelings? ● How do my emotions impact me? ● How do I know what influences my emotions? ● How do I expand my sentences? ● How do I decode?	● Knowing feeling words and the verb "feel" as well as healthy communication skills helps me communicate my feelings with others. ● My emotions impact my actions, relationships, and thoughts. ● Practicing self-awareness such as recognizing our feelings and our reactions aids me in understanding what influences my emotions. ● Connector words such as "because" and "when" expand sentences and specify reason and time. ● Developing the idea that words are made up of individual sounds will support me in decoding words.
Areas of Focus: Proficiencies (WIDA English Language Development Standards)	**Lessons**
Students will: 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	**Instructional Focus:** Students will… **Reading:** ● Identify digraphs, blends, and vowel teams ● Identify short and long vowel sounds ● Read simple phrases and sentences ● Read specific vocabulary words ● Read appropriate leveled text **Writing:**

● 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 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	● Complete Cloze with specific feeling and emotion related vocabulary ● Write simple phrases and sentences using emotion vocabulary, simple present and past tense. ● Write words with specific vowel sounds ● Write poems ● Use Google Docs and Google Slides to create work and complete assignments **Speaking:** ● Produce specific vowel and phonemic sounds including blends and digraphs ● Repeat vocabulary words ● Repeat basic sentences and phrases ● Communicate with teacher and peers using appropriate classroom language and vocabulary ● Participate appropriately in classroom discussions about feelings and emotions. ● Participate in peer to peer speaking activities using appropriate vocabulary; such as feel, felt, and because and when. **Listening:** ● Repeat spoken language ● Respond to spoken questions with appropriate syntax and vocabulary with teacher and peers ● Follow verbal instructions or directions ● Comprehend peer and teacher language ● Comprehend audio recordings related to feelings and emotions, such as poems, songs, and short stories ● Identify past and present tense, feel/felt **Vocabulary Skills:** - Vocabulary about feelings and emotions - Colors - Mask - Never, always, sometimes **Grammar Skills:** - Verb 'feel' past and present tense, feel/felt

● 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** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills.	- Metaphors - Contractions - Articles - Prepositions

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 continue to work on their language skills while making connections with Health, and Reading.

Technology Integration

- Students will practice using Google Classroom, Google Slides, and Google Docs on their chromebook**s.**

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 the importance of expressing feelings in their cultures and contrast it to American culture.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**

Assessments

Formative Assessments:

- Phonemic Awareness Daily Journal
- Dictations
- Vocabulary Practice
- Guided Reading
- Labeling diagrams
- Formative listening and speaking tasks
- Letter and sound sort
- Daily writing journal
- Paragraph writing practice with graphic organizers

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
- Portfolio- writing choice task
- Presentation-students will choose 1 topic from a variety of topics related to the unit and present it to the class.
- Write a poem about emotions using simple present or past tense with visuals.

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 mapping	Modified assessment grading

Recommended Texts to Support Unit:

- **My Many Colored Days- Dr. Suess**
- **https://www.getepic.com/app/read/34849**
- **Underface by Shel Silverstein | CommonLit by Shel Silverstein**
- **https://www.commonlit.org/en/texts/masks by Shel Silverstein**

Unit 6: Self-Management: Healthy Habits

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)* • Communicating about health and needs to support overall well-being • Discussing habits that promote a healthy lifestyle • Expressing and grasping essential medical instructions involving modal verbs (must take) (must not take) • Using titles such as Mrs., Mrs,. Miss, and Dr. • Communicating how to make an appointment • Discussing how to fill out school medical forms • Using the imperative form to describe recommended healthier habits (take,stay, use) • Using simple present tense to talk about one's health (hurt/hurts) (have/has) • Understanding that spoken words are made up of individual sounds (phonemes) • Grasping the correlation between a letter's symbol, name, and sound • Identifying, segmenting, blending, and manipulating sounds • Identifying and applying common letter patterns and sound combinations (e.g., digraphs, blends, vowel teams). • Developing automaticity in both decoding and encoding for fluent reading and writing • Distinguishing between short and long vowel sounds

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What are healthy habits? • How do I communicate about our health and needs? • How do I promote a healthy lifestyle? • How do I recommend healthy habits?	• Knowing about healthy habits such as proper eating, sleeping, and exercising is important for a better lifestyle.

	● Medical vocabulary and essential syntax will help me communicate about my health and our needs. ● Learning and teaching others to eat well, exercise, sleep enough, and manage stress promotes a healthy lifestyle. ● Modals and the imperative help me recommend healthy habits. ● Developing the idea that words are made up of individual sounds will support me in decoding words.
Areas of Focus: Proficiencies (WIDA English Language Development Standards)	**Lessons**
Students will: 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	**Instructional Focus:** Students will… **Reading:** ● Identify digraphs, blends, and vowel teams ● Identify short and long vowel sounds ● Read simple phrases and sentences ● Read specific vocabulary words ● Read appropriate leveled text **Writing:** ● Complete Cloze with specific vocabulary ● Write simple phrases and sentences ● Write simple paragraphs using vocabulary and concepts learned in class. ● Identify beginning middle and end of a paragraph ● Write a topic sentence ● Write supporting details ● Write concluding sentence ● Use Google Docs and Google Slides to create work and complete assignments ● Write words with specific vowel sounds **Speaking:** ● Produce specific vowel and phonemic sounds including blends and digraphs ● Repeat vocabulary words ● Repeat basic sentences and phrases

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
● 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

- Communicate with teacher and peers using appropriate classroom language and vocabulary
- Participate appropriately in classroom discussions about self management and healthy habits.
- Participate in peer to peer speaking activities using appropriate vocabulary about health.

Listening:

- Repeat spoken language
- Respond to spoken questions with appropriate syntax and vocabulary with teacher and peers
- Follow verbal instructions or directions
- Comprehend peer and teacher language
- Comprehend audio recordings related to self management and healthy habits.

Vocabulary Skills:

- Parts of the body
- Health problems
- Remedies
- Junk food
- Omega-3 fats
- Body systems
- Protein
- Reward system

Grammar Skills:

- Simple present
- Have/has
- Imperatives-take, stay, use
- Must/must not
- Should

● 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** **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 continue to work on their language skills while making connections with Health, Social studies, and Reading.

Technology Integration

- Students will practice using Google Classroom, Google Slides, and Google Docs on their chromebook**s.**

Media Literacy Integration

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

Global Perspectives

- Students will discuss health related topics, making connections to their backgrounds and their new culture.

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

Assessments

Formative Assessments:

- Phonemic Awareness Daily Journal
- Dictations
- Vocabulary Practice
- Guided Reading
- Labeling diagrams
- Formative listening and speaking tasks
- Letter and sound sort
- Daily writing journal
- Respond to questions about a text

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
- Portfolio- writing choice task
- Presentation-students will choose 1 topic from a variety of topics related to the unit and present it to the class.
- Write at least 1 paragraph about healthy habits, including a visual flier or advertisement about healthy habits.
- Create a commercial or skit about healthy habits

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:

- **English in Action Student Book 1 - Unit 12**
- **English in Action Workbook 1 Unit 12**
- **https://newsela.com/view/ckhuqbi4u00073hqsaxzjqnqp/?levelId=ckhux4wwf000dwms6tyy89cm5**

Unit 7: Social Awareness: Positive Relationships

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)*

- Building and maintaining healthy relationships
- Having discussions and solving problems help maintain positive relationships
- Describing people in the community using adjectives
- Comparing people in the community citing physical features, personality, and culture
- Understanding that spoken words are made up of individual sounds (phonemes)
- Grasping the correlation between a letter's symbol, name, and sound
- Identifying, segmenting, blending, and manipulating sounds
- Identifying and applying common letter patterns and sound combinations (e.g., digraphs, blends, vowel teams).
- Developing automaticity in both decoding and encoding for fluent reading and writing
- Distinguishing between short and long vowel sounds

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is a healthy relationship? • How do I build and maintain healthy relationships? • Why is it important to communicate? • What are problem solving skills? • How do I describe people?	• A healthy relationship consists of empathy and respect for others. • Being a good listener, being a kind person, and showing respect are necessary qualities to build and maintain healthy relationships. • Communication helps me understand others, share ideas, and solve problems. • Problem solving skills incorporate having healthy discussions, compromising, and making positive decisions with others. • Adjectives help us describe physical appearance, personality, and culture.
Areas of Focus: Proficiencies **(WIDA English Language Development Standards)**	**Lessons**
Students will: 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	**Instructional Focus:** Students will… **Reading:** • Identify digraphs, blends, and vowel teams • Identify short and long vowel sounds

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 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

- Read simple phrases and sentences
- Read specific vocabulary words related to community and relationships
- Read appropriate leveled text

Writing:

- Complete Cloze with specific vocabulary
- Write simple phrases and sentences
- Write simple paragraphs using vocabulary and concepts learned in class.
- Identify beginning middle and end of a paragraph
- Write a topic sentence
- Write supporting details
- Write concluding sentence
- Use Google Docs and Google Slides to create work and complete assignments
- Write words with specific vowel sounds
- Unscramble sentences

Speaking:

- Produce specific vowel and phonemic sounds including blends and digraphs
- Repeat vocabulary words
- Repeat basic sentences and phrases
- Communicate with teacher and peers using appropriate classroom language and vocabulary
- Participate appropriately in classroom discussions about feelings and emotions.
- Participate in peer to peer speaking activities using appropriate vocabulary, simple present, contractions, wh questions, possessive pronouns, and adjectives.
- Using language to converse with peers

Listening:

- Repeat spoken language related to jobs, family members
- Complete true/false listening activities related to grammar and content
- Respond to spoken questions with appropriate syntax and vocabulary with teacher and peers
- Follow verbal instructions or directions
- Comprehend peer and teacher language

● 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 or evidence

Career-Ready Practices

- Comprehend audio recordings related to positive relationships.

Vocabulary Skills:

- Family Vocabulary
- Description Words
- Job related vocabulary (people that work in our community)
- Promises
- Admit
- Upsetting
- Gossip
- Spread
- Good listener
- Accept
- forgive

Grammar Skills:

- Possessive pronouns
- Adjectives
- Questions with "How old..?"
- Yes/No Questions
- Contractions and simple present-are, aren't he's, she's , who's, what's, do, don't, does, doesn't
- Wh questions
- Simple Present

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 continue to work on their language skills while making connections with Health, Social Studies, and Reading.

Technology Integration

- Students will practice using Google Classroom, Google Slides, and Google Docs on their chromebook**s.**

Media Literacy Integration

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

Global Perspectives

- Students will compare and contrast people and relationships in the community.

Supports for English Language Learners

Assessments

Formative Assessments:

- Phonemic Awareness Daily Journal
- Dictations
- Vocabulary Practice
- Unscramble sentences
- Guided Reading
- Formative listening and speaking tasks
- Letter and sound sort
- Daily writing journal
- Paragraph writing practice with graphic organizers
- Charades
- Pictionary

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
- Portfolio- writing choice task
- Presentation-students will choose 1 topic from a variety of topics related to the unit and present it

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

to the class.

- Write at least 1 paragraph, poem, short story, create a skit, flier, poster, etc about how to be a good friend/how to build healthy relationships in your community.

	mapping	

Recommended Texts to Support Unit:

- **English in Action Student Book 1 - Unit 2, unit 7 and unit 11**
- **English in Action Workbook**
- **https://newsela.com/view/ck9nooia905fm0iqjpb8h85rp/?levelId=ck7ecwiec0swg14p7dhr2bcv5**

Unit 8: Social Awareness: Cultural Competence

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 cultures around the world
- Defining and describing culture differences including food, clothing, and customs
- Utilizing simple past tense to explain actions completed in native countries
- Understanding that spoken words are made up of individual sounds (phonemes)
- Grasping the correlation between a letter's symbol, name, and sound
- Identifying, segmenting, blending, and manipulating sounds
- Identifying and applying common letter patterns and sound combinations (e.g., digraphs, blends, vowel teams).
- Developing automaticity in both decoding and encoding for fluent reading and writing
- Distinguishing between short and long vowel sounds

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What is culture? • How do I describe cultural differences? • How do I talk about my culture?	• Culture is a set of beliefs that influence what people wear, eat, and do. • Learning words to describe clothing, food, and customs help us describe cultural differences. • The simple past facilitates my ability to talk about my culture.

Areas of Focus: Proficiencies (WIDA English Language Development Standards)	Lessons
Students will: 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	**Instructional Focus:** Students will… **Reading:** ● Identify digraphs, blends, and vowel teams ● Identify short and long vowel sounds ● Read simple phrases and sentences ● Read specific vocabulary words ● Read appropriate leveled text **Writing:** ● Complete Cloze with specific vocabulary ● Write simple phrases and sentences ● Write simple paragraphs using vocabulary and concepts learned in class. ● Identify beginning middle and end of a paragraph ● Write a topic sentence ● Write supporting details ● Write concluding sentence ● Use Google Docs and Google Slides to create work and complete assignments ● Write words with specific vowel sounds **Speaking:** ● Produce specific vowel and phonemic sounds including blends and digraphs ● Repeat vocabulary words ● Repeat basic sentences and phrases ● Communicate with teacher and peers using appropriate classroom language and vocabulary ● Participate appropriately in classroom discussions ● Participate in peer to peer speaking activities using appropriate vocabulary about cultures and traditions **Listening:** ● Repeat spoken language ● Respond to spoken questions with appropriate syntax and vocabulary with teacher and peers ● Follow verbal instructions or directions ● Comprehend peer and teacher language

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
● 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

- Comprehend audio recordings related to cultures and traditions

Vocabulary Skills:

- Food Vocabulary
- Clothing Vocabulary
- After verb 'be' adjectives: large, beautiful, etc.
- Location and weather adjectives
- US States
- tradition

Grammar Skills:

- Adverbs of frequency
- Simple Present
- Simple Past
- Questions with "How much…?"
- Using 'or' in questions
- Using 'because' in a complete statement
- Using is/is not
- Using and
- Using prepositions
- Using articles

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.
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	Assessments
Interdisciplinary Connections ● Students will continue to work on their language skills while making connections with Social Studies and Reading. **Technology Integration** ● Students will use Classroom, Google Slides, and Google Docs on their chromebook**s.** **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	**Formative Assessments:** ● Phonemic Awareness Daily Journal ● Dictations ● Vocabulary Practice ● Guided Reading ● Listening Scavenger Hunts ● Labeling diagrams ● Formative listening and speaking tasks ● Letter and sound sort ● Daily writing journal ● Paragraph writing practice with graphic organizers

daily assignments and practice.

Global Perspectives

- Students will discuss, compare and contrast different cultures around the world, including their own and American culture.

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	Increase	Individualized

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
- Portfolio- writing choice task
- Presentation-students will choose 2 cultures to compare and contrast food, clothing, weather, location, activities, rural, suburban, or urban, language and create a project of their choice to share with the class.

provided via computer or electronic device	opportunities to engage in active academic responding	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:

- **English in Action Student Book 1 - Unit 5, unit 7, unit 10 and 13**
- **English in Action Workbook**
- **https://docs.google.com/presentation/d/1ILYr2-V3x1UpBUDeur0eEqMHbVFcq-OkBayVhtZ0Fp8/edit#slide=id.p16**
- **https://www.commonlit.org/en/text-sets/elementary-cultures-around-the-world**