TOMS RIVER REGIONAL SCHOOLS

ESL

Grades 6-8

Mission, Vision, and Values

Mission
It is the mission of the Toms River Regional School District's English Language Learner (ELL) program to provide all English Language Learners with the knowledge, skills, and confidence to be both communicatively and academically successful while acquiring English language proficiency. This will be accomplished by providing a program that values the native language and culture of the ELL student, provides students with the content knowledge and necessary background knowledge to meaningfully participate in the curricula, provides district administrators and teachers with training on best practices and culturally responsive teaching, and equips students with the English language skills that are the necessary tools for full participation in the K-12 education setting and future participation in the greater community.

Vision
The vision of the Toms River Regional School District's English Language Learner (ELL) program is to provide instruction advocating best-practice strategies for academic and linguistic competence, enabling students to achieve on the same basis as native speakers of English. The program promotes instruction and practice in listening, speaking, reading, writing, and awareness of American culture while encouraging multiculturalism and multilingualism. Cultures and languages of all students are supported and respected. The ultimate goal of the program is to have ELL students become independent and successful learners in the mainstream setting.

Values and Guiding Principles:
- All English Language Learners can achieve high levels of academic success and personal growth.

- English Language Learners contribute a rich background of experiences and knowledge.

- Language immersion promotes cultural intelligence and curiosity.

- Different perspectives, practices, beliefs, and multicultural practices enable students to develop relationships in a global society and successfully navigate a variety of sociocultural contexts.

- Diverse families are intentionally included and valued as participants in discussions and decisions about how students' identities, assets and language development are incorporated into programs and services, as well as curriculum and instruction.

- All English Language Learners have fair and equitable access to educational opportunities.

- All district stakeholders have high expectations and shared accountability for the academic progress of English Language Learners.

- All District stakeholders are committed to building an inclusive learning environment.

UNITS	PACING GUIDE
Unit Plan 1: Who We Are Fiction Independent reading Response to reading Vocabulary building Language conventions	● September, October, November- 45 days
Unit Plan 2: The World Around Us Nonfiction Independent reading Response to reading Vocabulary building Language conventions	● November, December, January- 45 days
Unit Plan 3: Obstacles and Challenges Fiction v Nonfiction (various genres) Independent reading Response to reading Vocabulary building Language conventions	● February, March, April- 45 days
Unit Plan 4: Growth and Change Literature Independent reading Response to reading Vocabulary building Language conventions	● April, May, June- 45 days

Unit 1 Overview:

Unit 1 Summary:
Unit 1 in this course is an extension of Unit 1, *Who We Are*, in the ESL course. The topics and themed vocabulary are used to explicitly introduce and practice accountable talk stems and language functions to encourage increased discourse. The fictional passages used in the ESL course are analyzed in this course to explicitly introduce and explore phonology, semantics, morphology, and syntax to increase language proficiency. In addition, students will engage in independent choice reading in the genre of fiction to increase fluency and stamina. Students will use this independent reading to participate in reading response activities to increase receptive and expressive language skills. Students will utilize conferencing, peer collaboration, and self monitoring techniques to reach language acquisition goals.

Enduring Understandings:
- Listening, speaking, reading and writing about *Who We Are* requires specific academic language.
- Using accountable talk stems allows us to express our ideas more clearly.
- Discussing what we read encourages comprehension to deepen and language acquisition to increase.
- Studying words and word parts increases our language repertoire.
- Analyzing sentence structure facilitates effective oral and written communication.
- Applying what we know about fictional elements provides a springboard to connect beyond the text.

Essential Questions:
- What language do I need to communicate and express ideas about ourselves, families, and communities?
- What are the elements of fiction and how do they help me write and analyze stories more effectively?
- How do accountable talk stems encourage discussion with my classmates and teachers?
- How does understanding sentence structure and other language conventions assist with oral and written communication?

WIDA Standards

English Language Development Standard 1 (ELD-SI):
English language learners communicate for **Social and Instructional** purposes within the school setting

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

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

English Language Development Standard 4 (ELD-SC):

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

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

Key Uses

Narrate:
- Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices
- Manipulate pace to bring attention to key points in the narrative
- Underscore the significance of events
- Create tension and suspense
- Interpret and use historical narratives as primary source evidence in constructing arguments

Inform:
- Manage information about entities according to their composition, taxonomies, and classifications
- Identify and describe various relationships among ideas and information
- Interpret multiple sources of information to develop knowledge before reporting on topics
- Construct research reports that require multiple sources of factual information

Explain:
- Identify, analyze, and give account for causal, consequential, or systems relationships
- Apply scientific reasoning to show how or why something works
- Construct explanations using models or representations
- Use evidence in the construction of scientific explanations

Argue:
- Interpret multiple sources of information to develop claims and counterclaims
- Construct claims and offer them for debate
- Respond to counterclaims
- Contextualize and evaluate primary and secondary sources
- Analyze literary techniques, such as the development of theme and characterization in works of fiction

Interdisciplinary Connections
[Other Cross-Curricular Opportunities](#)
Opportunities for [SEL](#)

[New Jersey Student Learning Standards for English Language Arts](#):
RL.6,7,8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
W.6,7,8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.6,7,8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6,7,8.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

SL.6,7,8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6,7,8.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6,7,8.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6,7,8.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6,7,8.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6,7,8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6,7,8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6,7,8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6,7,8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6,7,8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6,7,8 reading and content, choosing flexibly from a range of strategies.

L.6,7,8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6,7,8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Social Studies Core Ideas:
- Historical events may have single, multiple, direct and indirect causes and effects.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Science Crosscutting Concepts:
- Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.

- For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.

Amistad Law: N.J.S.A. 18A 52:16A-88
Holocaust Law: N.J.S.A. 18A:35-28
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

21st Century Life and Careers Career Readiness, Life Literacies, and Key Skills	Technology Computer Science and Design Thinking
9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Unit 1 Content Objectives *Students will know:*	Unit 1 Language Objectives *Students will be able to:*
● The author's purpose in fictional text ● Specific vocabulary to read about and discuss who we are as individuals and within our communities ● The fiction elements of characters, setting, plot, conflict, theme, and point of view ● Reading comprehension strategies- asking and answering questions, activating prior knowledge, visualizing, relling, predicting ● The four types of sentences and that each sentence begins with a capital letter and ends with punctuation ● The components of a simple sentence- subject, verb, object ● Parts of speech- noun, pronoun, verb, articles ● Basic accountable talk stems to express ideas orally and in writing ● Elements of descriptive and narrative writing	● Discuss the author's purpose ● Ask and answer questions ● Activate prior knowledge ● Visualize what they hear and read ● Retell a story, using visuals and a story map or other graphic organizer ● Predict what will happen in stories we hear and read ● Use language stems to communicate orally and in writing ● Use graphic organizers to comprehend chunks of content ● Write a simple sentence, beginning with a capital letter, ending with punctuation ● Discuss elements in a fictional story ● Use nouns, pronouns, present tense verbs, and articles correctly in sentences ● Discuss themselves, their families, and communities orally and in writing ● Apply new vocabulary when discussing and writing descriptions and stories ● Write descriptive text using sentences frames, as appropriate by language level ● Write narrative text using sentence frames, as appropriate by language level

Student Learning

Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
Core text: ● National Geographic *Inside*, grades 6-8, levels Newcomer, A,B,C ● Grade 6,7,8 Science and Social Studies texts ● Independent reading choices	**Suggested Resources:** **Articles/Short passages:** ● **NewsELA** ● **ReadWorks** ● **LearningAlly** ● **Let's Talk English** ● **PearDeck Weekly Wonders** ● **PearDeck PBS NewsHour Extra** **Video clips:** ● **BrainPop** ● **YouTube** **Potential Classroom Library Titles**: ● Girl, Stolen by April Henry ● Rules by Cynthia Lord ● Fish in a Tree by Lynda Mullaly Hunt ● Tangerine by Edward Bloor ● Soul Surfer by Bethany Hamilton *autobiography ● Roll with It by Jamie Sumner ● "Thank you Ma'am" by Langston Hughes ● Percy Jackson Series -Rick Riordan ● El Deafo by Cece Bell (graphic novel) ● Out of My Mind by Sharon M. Draper ● Rick by Alex Gino ● Lily and Dunkin by Donna Gephart ● The Perks of Being a Wallflower by Stephen Chbosky ● The Mighty Heart of Sunny St. James by Ashley Herring Blake ● King and Dragonflies by Kacen Callender ● Pet by Akwaeke Emezi ● Redwood and Ponytail by K.A. Holt ● The Whisperers by Greg Howard ● Where the Heart Is by Jo Knowles ● Hurricane Season by Nicole Melleby ● The Witch Boy by Molly Ostertag ● Cattywampus by Ash Van Otterloo ● The Best at It by Maulik Pancholy ● Be My Love by Kit Pearson ● Kenzie Kickstarts a Team written by Kit Rosewater and Illustrated by Sophie Escabasse ● Goldie Vance: The Hotel Whodunnit by Lilliam Rivera ● The Moon Within by Aida Salazar ● The Deep & Dark Blue by Niki Smith ● *Believe: The Victorious Story Behind the Greatest Sports Moment of the Year* by Eric Legrand ● *Faceless* by Alyssa Sheinmel ● *El Desafio* by Cece Bell ● *Piecing Me Together* by Renee Watson ● *Counting by 7s*, Holly Goldberg Sloan ● Jason Reynolds titles ● *Harry Potter* series ● John Green titles

	- Rick Riordan titles *Divergent* series *The Maze Runner* series - Kwame Alexander titles *Miss Peregrine* series **Potential Department Library Titles (ELA Dept):** *Among the Hidden* *Holes* *Hatchet* *Soul Surfer* *The True Confessions of Charlotte Doyle* *The Lightning Thief* *The Boy in the Striped Pajamas* *Ugly* *Ghost* *Island of the Blue Dolphins* *Tuck Everlasting* *Hoot* *Honus and Me* *The Phantom Tollbooth* *And Then There Were None* *Fever 1793* *Girls, Drums, and Dangerous Pie* *Roll of Thunder, Hear My Cry* *Skellig* *Soldier's Heart* *Stormbreaker* *Tangerine* *Touching Spirit Bear* *Ghost of Spirit Bear* *The Giver* *The City of Ember* *My Brother Sam is Dead* *Pictures of Hollis Woods* *Ghost Boys* *Flying Lessons* (short story collection) *The Watsons Go to Birmingham* *The Call of the Wild* *Chains* *Banner in the Sky* *Under the Banyan Tree* *The Paperclip Revolution* *Where the Red Fern Grows* *Neil Armstrong Is My Uncle* *Booked* *Animal Farm* *The Beast* *Trouble* *Downriver* *The Raft* *Inventing Elliot* *Give a Boy a Gun* *Kissing Tennessee* *Poe 18 Best Stories* *The Martian Chronicles* *Stargirl* *Swallowing Stones* *The Pigman* *Monster* *Red Kayak*

	● *Warriors Don't Cry* ● *Adrift* ● *Eleven* ● *Among the Imposters* ● *Among the Betrayed* ● *I Have Lived a Thousand Years* ● *Flush* ● *Drivers Ed* ● *Kicked Out* ● *Twelve Angry Men* ● *Close to Shore* (YA version) ● *The Last Lecture* (excerpts) ● *Unbroken* (YA version) ● *Fahrenheit 451* ● *The Pearl* ● *The Battle of Jericho* ● *Define Normal* ● *Bronx Masquerade*
Vocabulary	**Modifications for ELP levels 1 and 2**
Leveled (Beg/Int/Adv) themed sets: ● Personal identification ● School life ● Family life ● Community life **Fiction genre:** ● Story element terms ● Literary devices ● Reading comprehension strategy terms ● Narrative writing terms	● Adapted text (rewritten into short, simplified text) ● Audio clips ● Native language resources ● Simple sentence structure frames ● Modified question types
Accommodations/Modifications (ELL,Students with IEPs, 504s, Gifted Learners, At Risk)	**Assessment** Summative, Benchmark, Alternate, Performance Tasks/Use of Technology
Special Education Students ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase	**Summative Assessments** ● iReady Diagnostic / Lexile Assessment ● End-of-unit projects ● Student portfolio ● Writing/Speaking/Listening assessments ● Oral presentations ● ACCESS for ELLs 2.0 ● WIDA MODEL Interim assessments **Benchmark Assessments** ● Interpretive readings; interpersonal assessments, Portfolio Assessment ● Interpersonal presentations ● Presentational speaking projects ● Language Logs and journal entries **Alternative Assessment:** ● Student oral presentations ● Interpersonal assessments ● Language log

comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

504 Students
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented
- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities

- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

- Listening assessments
- Independent reading/conferences

Performance Tasks/Use of Technology:
FlipGrid presentations and video responses, EdPuzzle-edited movies with comprehension activities, Student video presentations, PearDeck, Kahoot, Blooket, Gimkit, Slide deck presentations,

WIDA Can Do Descriptors

● Use visual representations ● Allow use of first language ● Peer tutoring/partner work ● Repeated directions ● Limit number of concepts/vocabulary words ***Students At Risk of School Failure*** ● Cooperative Learning groups ● Multiple intelligences to meet all types of learners ● Review and make necessary IEP modifications/504 plan ● Whiteboards ● TPR ● Flexible Grouping ● Graphic Organizer ● Desk-Side Conferencing ● Personal Agendas ● Think/Pair Share ● Open-Ended Activities ● Games ● Multiple Level Questions ● Alternative Assessment ● Flashcards ● Listening Comprehension ● Rubrics	

Unit 2 Overview:

Unit 2 Summary:
Unit 2 in this course is an extension of Unit 2, *The World Around Us*, in the ESL course. The topics and themed vocabulary are used to explicitly introduce and practice accountable talk stems and language functions to encourage increased discourse. The nonfiction passages used in the ESL course are analyzed in this course to explicitly introduce and explore phonology, semantics, morphology, and syntax to increase language proficiency. In addition, students will engage in independent choice reading in the genre of nonfiction to increase fluency and stamina. Students will use this independent reading to participate in reading response activities to increase receptive and expressive language skills. Students will utilize conferencing, peer collaboration, and self monitoring techniques to reach language acquisition goals.

Enduring Understandings:
- Listening, speaking, reading and writing about *The World Around Us* requires specific academic language.
- Using accountable talk stems allows us to express our ideas more clearly.
- Discussing what we read encourages comprehension to deepen and language acquisition to increase.
- Studying words and word parts increases our language repertoire.

- Analyzing sentence structure facilitates effective oral and written communication.
- Applying what we know about nonfiction elements provides a springboard to connect beyond the text.

Essential Questions:
- What language do I need to communicate and express ideas about the regions of land and space around us?
- What are the elements of nonfiction and how do they help me write and analyze text more effectively?
- How do accountable talk stems encourage discussion with my classmates and teachers?
- How does understanding sentence structure and other language conventions assist with oral and written communication?

WIDA Standards

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English language learners communicate for **Social and Instructional** purposes within the school setting

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

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

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

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

Key Uses

Narrate:
- Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices
- Manipulate pace to bring attention to key points in the narrative
- Underscore the significance of events
- Create tension and suspense
- Interpret and use historical narratives as primary source evidence in constructing arguments

Inform:
- Manage information about entities according to their composition, taxonomies, and classifications
- Identify and describe various relationships among ideas and information
- Interpret multiple sources of information to develop knowledge before reporting on topics
- Construct research reports that require multiple sources of factual information

Explain:
- Identify, analyze, and give account for causal, consequential, or systems relationships
- Apply scientific reasoning to show how or why something works
- Construct explanations using models or representations
- Use evidence in the construction of scientific explanations

Argue:
- Interpret multiple sources of information to develop claims and counterclaims
- Construct claims and offer them for debate
- Respond to counterclaims
- Contextualize and evaluate primary and secondary sources
- Analyze literary techniques, such as the development of theme and characterization in works of fiction

Class Discussions

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for SEL

New Jersey Student Learning Standards for English Language Arts:

RI.6,7,8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

W.6,7,8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.6,7,8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6,7,8.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

SL.6,7,8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6,7,8.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6,7,8.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6,7,8.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6,7,8.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6,7,8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6,7,8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6,7,8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6,7,8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6,7,8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6,7,8 reading and content, choosing flexibly from a range of strategies.

L.6,7,8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6,7,8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Social Studies Core Ideas:
- Historical events may have single, multiple, direct and indirect causes and effects.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Science Crosscutting Concepts:
- Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.
- For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.

Amistad Law: N.J.S.A. 18A 52:16A-88
Holocaust Law: N.J.S.A. 18A:35-28
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

21st Century Life and Careers Career Readiness, Life Literacies, and Key Skills	Technology Computer Science and Design Thinking
9.1.8.CP.1: Compare prices for the same goods or services 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. 8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.

Unit 2 Content Objectives *Students will know:*	Unit 2 Language Objectives *Students will be able to:*

- The author's purpose in nonfiction text - Specific vocabulary to read about and discuss the world around us, on land and in space - The nonfiction text features - Reading comprehension strategies- asking and answering questions, activating prior knowledge, visualizing, comparing and contrasting, identifying main idea and details, summarizing - The four types of sentences and that each sentence begins with a capital letter and ends with punctuation - The components of a compound sentence- using the conjunctions: *and*, *but* - Parts of speech- adjective, adverb, preposition, conjunction - Basic accountable talk stems to express ideas orally and in writing - Elements of explanatory and informational writing	- Identify the author's purpose and find evidence to support idea - Ask and answer questions - Activate prior knowledge - Visualize what they hear and read - Compare and contrast information, using Venn Diagram or other graphic organizer - Identify main idea and details, using graphic organizer - Summarize what we hear and read, using graphic organizer - Use language stems to communicate orally and in writing - Use graphic organizers to comprehend chunks of content - Write a compound sentence, beginning with a capital letter, ending with punctuation, and using a conjunction, such as *and* or *but* - Locate and describe nonfiction text features - Use adjectives, adverbs, prepositions, and conjunctions correctly in sentences - Discuss the land and space around us - Apply new vocabulary when discussing and writing informational text - Write explanatory/informational text using sentences frames, as appropriate by language level

Student Learning	
Core Instructional Materials and Resources	**Supplemental Instructional Materials and Resources**
Core text: - National Geographic *Inside*, grades 6-8, levels Newcomer, A,B,C - Grade 6,7,8 Science and Social Studies texts - Independent reading choices	**Suggested Resources:** **Articles/Short passages:** **NewsELA** **ReadWorks** **LearningAlly** **Let's Talk English** **PearDeck Weekly Wonders** **PearDeck PBS NewsHour Extra** **Video clips:** **BrainPop** **YouTube** **Potential Classroom Library Titles**: - Girl, Stolen by April Henry - Rules by Cynthia Lord - Fish in a Tree by Lynda Mullaly Hunt - Tangerine by Edward Bloor - Soul Surfer by Bethany Hamilton *autobiography - Roll with It by Jamie Sumner "Thank you Ma'am" by Langston Hughes - Percy Jackson Series -Rick Riordan

- <u>El Deafo</u> by Cece Bell (graphic novel)
- <u>Out of My Mind</u> by Sharon M. Draper
- <u>Rick by Alex Gino</u>
- <u>Lily and Dunkin</u> by Donna Gephart
- <u>The Perks of Being a Wallflower</u> by Stephen Chbosky
- <u>The Mighty Heart of Sunny St. James</u> by Ashley Herring Blake
- <u>King and Dragonflies</u> by Kacen Callender
- <u>Pet</u> by Akwaeke Emezi
- <u>Redwood and Ponytail</u> by K.A. Holt
- <u>The Whisperers</u> by Greg Howard
- <u>Where the Heart Is</u> by Jo Knowles
- <u>Hurricane Season</u> by Nicole Melleby
- <u>The Witch Boy</u> by Molly Ostertag
- <u>Cattywampus</u> by Ash Van Otterloo
- <u>The Best at It</u> by Maulik Pancholy
- <u>Be My Love</u> by Kit Pearson
- <u>Kenzie Kickstarts a Team</u> written by Kit Rosewater and Illustrated by Sophie Escabasse
- <u>Goldie Vance: The Hotel Whodunnit</u> by Lilliam Rivera
- <u>The Moon Within</u> by Aida Salazar
- <u>The Deep & Dark Blue</u> by Niki Smith
- *Believe: The Victorious Story Behind the Greatest Sports Moment of the Year* by Eric Legrand
- *Faceless* by Alyssa Sheinmel
- *El Deafo* by Cece Bell
- *Piecing Me Together* by Renee Watson
- *Counting by 7s*, Holly Goldberg Sloan
- Jason Reynolds titles
- *Harry Potter* series
- John Green titles
- Rick Riordan titles
- *Divergent* series
- *The Maze Runner* series
- Kwame Alexander titles
- *Miss Peregrine* series

Potential Department Library Titles (ELA Dept):
- *Among the Hidden*
- *Holes*
- *Hatchet*
- *Soul Surfer*
- *The True Confessions of Charlotte Doyle*
- *The Lightning Thief*
- *The Boy in the Striped Pajamas*
- *Ugly*
- *Ghost*
- *Island of the Blue Dolphins*
- *Tuck Everlasting*
- *Hoot*
- *Honus and Me*
- *The Phantom Tollbooth*
- *And Then There Were None*
- *Fever 1793*
- *Girls, Drums, and Dangerous Pie*
- *Roll of Thunder, Hear My Cry*
- *Skellig*
- *Soldier's Heart*
- *Stormbreaker*

	● *Tangerine* ● *Touching Spirit Bear* ● *Ghost of Spirit Bear* ● *The Giver* ● *The City of Ember* ● *My Brother Sam is Dead* ● *Pictures of Hollis Woods* ● *Ghost Boys* ● *Flying Lessons* (short story collection) ● *The Watsons Go to Birmingham* ● *The Call of the Wild* ● *Chains* ● *Banner in the Sky* ● *Under the Banyan Tree* ● *The Paperclip Revolution* ● *Where the Red Fern Grows* ● *Neil Armstrong Is My Uncle* ● *Booked* ● *Animal Farm* ● *The Beast* ● *Trouble* ● *Downriver* ● *The Raft* ● *Inventing Elliot* ● *Give a Boy a Gun* ● *Kissing Tennessee* ● *Poe 18 Best Stories* ● *The Martian Chronicles* ● *Stargirl* ● *Swallowing Stones* ● *The Pigman* ● *Monster* ● *Red Kayak* ● *Warriors Don't Cry* ● *Adrift* ● *Eleven* ● *Among the Imposters* ● *Among the Betrayed* ● *I Have Lived a Thousand Years* ● *Flush* ● *Drivers Ed* ● *Kicked Out* ● *Twelve Angry Men* ● *Close to Shore* (YA version) ● *The Last Lecture* (excerpts) ● *Unbroken* (YA version) ● *Fahrenheit 451* ● *The Pearl* ● *The Battle of Jericho* ● *Define Normal* ● *Bronx Masquerade*
Vocabulary	**Modifications for ELP levels 1 and 2**
Leveled (Beg/Int/Adv) themed sets: ● Landforms and Bodies of water ● Geography and regions ● Words associated with space ● Cultural Celebrations	● Adapted text (rewritten into short, simplified text) ● Audio clips ● Native language resources ● Simple sentence structure frames ● Modified question types

Nonfiction genre: - Nonfiction text features - Reading comprehension strategy terms - Informational writing terms - Conducting research terms	
Accommodations/Modifications (ELL,Students with IEPs, 504s, Gifted Learners, At Risk) *Each group must be listed separately*	**Assessment** Summative, Benchmark, Alternate, Performance Tasks/Use of Technology
Special Education Students - Provide clear and specific directions - Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing - Provide class notes ahead of time to allow students to preview material and increase comprehension - Provide extended time - Simplify written and verbal instructions - Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words - Utilize graphic organizers to help provide a purpose for reading and increase comprehension - Assign peer tutor - Provide clear and specific directions - Provide class notes ahead of time to allow students to preview material and increase comprehension - Provide extended time - Simplify written and verbal instructions - Seating arrangements to enhance teacher-student and student-student interactions and instruction *504 Students* - Provide clear and specific directions - Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing - Provide class notes ahead of time to allow students to preview material and increase comprehension - Provide extended time - Simplify written and verbal instructions - Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words - Utilize graphic organizers to help provide a purpose for reading and increase comprehension - Assign peer tutor - Provide clear and specific directions - Provide class notes ahead of time to allow	**Summative Assessments** - iReady Diagnostic / Lexile Assessment - End-of-unit projects - Student portfolio - Writing/Speaking/Listening assessments - Oral presentations - ACCESS for ELLs 2.0 - WIDA MODEL Interim assessments **Benchmark Assessments** - Interpretive readings; interpersonal assessments, Portfolio Assessment - Interpersonal presentations - Presentational speaking projects - Language Logs and journal entries **Alternative Assessment:** - Student oral presentations - Interpersonal assessments - Language log - Listening assessments - Independent reading/conferences **Performance Tasks/Use of Technology:** FlipGrid presentations and video responses, EdPuzzle-edited movies with comprehension activities, Student video presentations, PearDeck, Kahoot, Blooket, Gimkit, Slide deck presentations, [WIDA Can Do Descriptors](#)

students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Seating arrangements to enhance teacher-student and student-student interactions and instruction ***Gifted and Talented*** ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities ***English Language Learners*** ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words ● Use visual representations ● Allow use of first language ● Peer tutoring/partner work ● Repeated directions ● Limit number of concepts/vocabulary words ***Students At Risk of School Failure*** ● Cooperative Learning groups ● Multiple intelligences to meet all types of learners ● Review and make necessary IEP modifications/504 plan ● Whiteboards ● TPR ● Flexible Grouping ● Graphic Organizer ● Desk-Side Conferencing ● Personal Agendas ● Think/Pair Share ● Open-Ended Activities ● Games ● Multiple Level Questions ● Alternative Assessment	

● Flashcards ● Listening Comprehension ● Rubrics	

Unit 3 Overview:

Unit 3 Summary:

Unit 3 in this course is an extension of Unit 3, *Obstacles and Challenges*, in the ESL course. The topics and themed vocabulary are used to explicitly introduce and practice accountable talk stems and language functions to encourage increased discourse. The fiction and nonfiction passages used in the ESL course are analyzed in this course to explicitly introduce and explore phonology, semantics, morphology, and syntax to increase language proficiency. In addition, students will engage in independent choice reading in the genre of their choice to increase fluency and stamina. Students will use this independent reading to participate in reading response activities to increase receptive and expressive language skills. Students will utilize conferencing, peer collaboration, and self monitoring techniques to reach language acquisition goals.

Enduring Understandings:
- Listening, speaking, reading and writing about *Obstacles and Challenges* requires specific academic language.
- Using accountable talk stems allows us to express our ideas more clearly.
- Discussing what we read encourages comprehension to deepen and language acquisition to increase.
- Studying words and word parts increases our language repertoire.
- Analyzing sentence structure facilitates effective oral and written communication.
- Applying what we know about nonfiction and fictional elements provides a springboard to connect beyond the text.

Essential Questions:
- What language do I need to communicate and express ideas about obstacles and challenges we, as well as others, face?
- What are the elements of fiction and nonfiction and how do they help me write and analyze text more effectively?
- How do accountable talk stems encourage discussion with my classmates and teachers?
- How does understanding sentence structure and other language conventions assist with oral and written communication?

WIDA Standards
English Language Development Standard 1 (ELD-SI):

English language learners communicate for **Social and Instructional** purposes within the school setting

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

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

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

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

Key Uses

Narrate:
- Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices
- Manipulate pace to bring attention to key points in the narrative
- Underscore the significance of events
- Create tension and suspense
- Interpret and use historical narratives as primary source evidence in constructing arguments

Inform:
- Manage information about entities according to their composition, taxonomies, and classifications
- Identify and describe various relationships among ideas and information
- Interpret multiple sources of information to develop knowledge before reporting on topics
- Construct research reports that require multiple sources of factual information

Explain:
- Identify, analyze, and give account for causal, consequential, or systems relationships
- Apply scientific reasoning to show how or why something works
- Construct explanations using models or representations
- Use evidence in the construction of scientific explanations

Argue:
- Interpret multiple sources of information to develop claims and counterclaims
- Construct claims and offer them for debate
- Respond to counterclaims
- Contextualize and evaluate primary and secondary sources
- Analyze literary techniques, such as the development of theme and characterization in works of fiction

Class Discussions

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for SEL

:

RL.6,7,8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RI.6,7,8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

W.6,7,8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.6,7,8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6,7,8.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

SL.6,7,8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6,7,8.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6,7,8.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6,7,8.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6,7,8.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6,7,8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6,7,8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6,7,8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6,7,8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6,7,8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6,7,8 reading and content, choosing flexibly from a range of strategies.

L.6,7,8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6,7,8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<u>Social Studies Core Ideas</u>:
- Historical events may have single, multiple, direct and indirect causes and effects.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

<u>Science Crosscutting Concepts</u>:
- Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.
- For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.

Amistad Law: N.J.S.A. 18A 52:16A-88
Holocaust Law: N.J.S.A. 18A:35-28
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

21st Century Life and Careers **Career Readiness, Life Literacies, and Key Skills**	**Technology** **Computer Science and Design Thinking**
9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. 8.2.8.ITH.2: Compare how technologies have influenced society over time.

Unit 3 Content Objectives *Students will know:*	**Unit 3 Language Objectives** *Students will be able to:*
● Specific vocabulary to read about and discuss obstacles and challenges in life ● How to use fiction and nonfiction elements to develop ideas about a topic ● Reading comprehension strategies (in addition to those strategies learned in unit 1 and 2)- making inferences, drawing conclusions, citing evidence to support answers ● How to use commas in lists and complex sentences ● The components of a complex sentence- independent and dependent clauses, using clausal words such as *since, although, because, if, while, as, when, who, which* ● Parts of speech (learned in unit 1 and 2) ● Extended accountable talk stems to express ideas orally and in writing ● Elements of argumentative writing ● Types of genres in fiction and nonfiction- fantasy,	● Identify various genres by looking for key elements ● Ask and answer questions ● Activate prior knowledge ● Make inferences, while drawing from the language they already know and using paired passages ● Draw conclusions, while drawing from the language they already know and using paired passages ● Reread for clarity and to locate evidence to support oral and written answers ● Use language stems to communicate orally and in writing ● Use graphic organizers to comprehend chunks of content ● Write a complex sentence, beginning with a capital letter, ending with punctuation, and clausal words such as *since, although, because, if, while,*

poetry, historical fiction, biography, mystery, science fiction ● Literary devices- simile, metaphor, imagery, hyperbole, personification, idiom	*as, when, who, which* ● Pull information gleaned from multiple passages or various genres to develop opinions and ideas ● Use commas when writing lists within sentences and when writing complex sentences with clausal words ● Discuss obstacles and challenges in our lives and those in the lives of others ● Apply new vocabulary when discussing and writing argumentative text ● Write argumentative text using sentences frames, as appropriate by language level ● Identify and use correctly literary devices when reading and writing

Student Learning	
Core Instructional Materials and Resources	**Supplemental Instructional Materials and Resources**
Core text: ● National Geographic *Inside*, grades 6-8, levels Newcomer, A,B,C ● Grade 6,7,8 Science and Social Studies texts ● Independent reading choices	**Suggested Resources:** **Articles/Short passages:** ● **NewsELA** ● **ReadWorks** ● **LearningAlly** ● **Let's Talk English** ● **PearDeck Weekly Wonders** ● **PearDeck PBS NewsHour Extra** **Video clips:** ● **BrainPop** ● **YouTube** **Potential Classroom Library Titles**: ● Girl, Stolen by April Henry ● Rules by Cynthia Lord ● Fish in a Tree by Lynda Mullaly Hunt ● Tangerine by Edward Bloor ● Soul Surfer by Bethany Hamilton *autobiography ● Roll with It by Jamie Sumner ● "Thank you Ma'am" by Langston Hughes ● Percy Jackson Series -Rick Riordan ● El Deafo by Cece Bell (graphic novel) ● Out of My Mind by Sharon M. Draper ● Rick by Alex Gino ● Lily and Dunkin by Donna Gephart ● The Perks of Being a Wallflower by Stephen Chbosky ● The Mighty Heart of Sunny St. James by Ashley Herring Blake ● King and Dragonflies by Kacen Callender ● Pet by Akwaeke Emezi ● Redwood and Ponytail by K.A. Holt ● The Whisperers by Greg Howard ● Where the Heart Is by Jo Knowles

- Hurricane Season by Nicole Melleby
- The Witch Boy by Molly Ostertag
- Cattywampus by Ash Van Otterloo
- The Best at It by Maulik Pancholy
- Be My Love by Kit Pearson
- Kenzie Kickstarts a Team written by Kit Rosewater and Illustrated by Sophie Escabasse
- Goldie Vance: The Hotel Whodunnit by Lilliam Rivera
- The Moon Within by Aida Salazar
- The Deep & Dark Blue by Niki Smith
- *Believe: The Victorious Story Behind the Greatest Sports Moment of the Year* by Eric Legrand
- *Faceless* by Alyssa Sheinmel
- *El Deafo* by Cece Bell
- *Piecing Me Together* by Renee Watson
- *Counting by 7s*, Holly Goldberg Sloan
- Jason Reynolds titles
- *Harry Potter* series
- John Green titles
- Rick Riordan titles
- *Divergent* series
- *The Maze Runner* series
- Kwame Alexander titles
- *Miss Peregrine* series

Potential Department Library Titles (ELA Dept):
- *Among the Hidden*
- *Holes*
- *Hatchet*
- *Soul Surfer*
- *The True Confessions of Charlotte Doyle*
- *The Lightning Thief*
- *The Boy in the Striped Pajamas*
- *Ugly*
- *Ghost*
- *Island of the Blue Dolphins*
- *Tuck Everlasting*
- *Hoot*
- *Honus and Me*
- *The Phantom Tollbooth*
- *And Then There Were None*
- *Fever 1793*
- *Girls, Drums, and Dangerous Pie*
- *Roll of Thunder, Hear My Cry*
- *Skellig*
- *Soldier's Heart*
- *Stormbreaker*
- *Tangerine*
- *Touching Spirit Bear*
- *Ghost of Spirit Bear*
- *The Giver*
- *The City of Ember*
- *My Brother Sam is Dead*
- *Pictures of Hollis Woods*
- *Ghost Boys*
- *Flying Lessons* (short story collection)
- *The Watsons Go to Birmingham*
- *The Call of the Wild*
- *Chains*
- *Banner in the Sky*

	● *Under the Banyan Tree* ● *The Paperclip Revolution* ● *Where the Red Fern Grows* ● *Neil Armstrong Is My Uncle* ● *Booked* ● *Animal Farm* ● *The Beast* ● *Trouble* ● *Downriver* ● *The Raft* ● *Inventing Elliot* ● *Give a Boy a Gun* ● *Kissing Tennessee* ● *Poe 18 Best Stories* ● *The Martian Chronicles* ● *Stargirl* ● *Swallowing Stones* ● *The Pigman* ● *Monster* ● *Red Kayak* ● *Warriors Don't Cry* ● *Adrift* ● *Eleven* ● *Among the Imposters* ● *Among the Betrayed* ● *I Have Lived a Thousand Years* ● *Flush* ● *Drivers Ed* ● *Kicked Out* ● *Twelve Angry Men* ● *Close to Shore* (YA version) ● *The Last Lecture* (excerpts) ● *Unbroken* (YA version) ● *Fahrenheit 451* ● *The Pearl* ● *The Battle of Jericho* ● *Define Normal* ● *Bronx Masquerade*
Vocabulary	**Modifications for ELP levels 1 and 2**
Leveled (Beg/Int/Adv) themed sets: ● Words associated with obstacles and challenges ● Occupations ● Social Justice terms **Fiction v Nonfiction genre:** ● Genres ● Types of text ● Author's Purpose ● Fact v Opinion ● Argumentative writing terms	● Adapted text (rewritten into short, simplified text) ● Audio clips ● Native language resources ● Simple sentence structure frames ● Modified question types
Accommodations/Modifications (ELL,Students with IEPs, 504s, Gifted Learners, At Risk)	**Assessment** Summative, Benchmark, Alternate, Performance Tasks/Use of Technology
Special Education Students ● Provide clear and specific directions	**Summative Assessments** ● iReady Diagnostic / Lexile Assessment

- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

504 Students
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented
- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities

- End-of-unit projects
- Student portfolio
- Writing/Speaking/Listening assessments
- Oral presentations
- ACCESS for ELLs 2.0
- WIDA MODEL Interim assessments

Benchmark Assessments
- Interpretive readings; interpersonal assessments, Portfolio Assessment
- Interpersonal presentations
- Presentational speaking projects
- Language Logs and journal entries

Alternative Assessment:
- Student oral presentations
- Interpersonal assessments
- Language log
- Listening assessments
- Independent reading/conferences

Performance Tasks/Use of Technology:
FlipGrid presentations and video responses, EdPuzzle-edited movies with comprehension activities, Student video presentations, PearDeck, Kahoot, Blooket, Gimkit, Slide deck presentations,

WIDA Can Do Descriptors

- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners
***https://docs.google.com/document/d/1bmpX28eZPAdSGh
uPV7lRNPpm5pFH-6eoEu0gQe-z930/edit?usp=sharing***
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

Students At Risk of School Failure
- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping
- Graphic Organizer
- Desk-Side Conferencing
- Personal Agendas
- Think/Pair Share
- Open-Ended Activities
- Games
- Multiple Level Questions
- Alternative Assessment
- Flashcards
- Listening Comprehension
- Rubrics

Unit 4 Overview:

Unit 4 Summary:

Unit 4 in this course is an extension of Unit 4, *Growth and Change*, in the ESL course. The topics and themed vocabulary are used to explicitly introduce and practice accountable talk stems and language functions to encourage increased discourse. The passages in the novel used in the ESL course are analyzed in this course to explicitly introduce and explore phonology, semantics, morphology, and syntax to increase language proficiency. In addition, students will engage in independent choice reading in the genre of their choice to increase fluency and stamina. Students will use this independent reading to participate in reading response activities to increase receptive and expressive language skills. Students will utilize conferencing, peer collaboration, and self monitoring techniques to reach language acquisition goals.

Enduring Understandings:
- Listening, speaking, reading and writing about *Growth and Change* requires specific academic language.
- Using accountable talk stems allows us to express our ideas more clearly.
- Discussing what we read encourages comprehension to deepen and language acquisition to increase.
- Studying words and word parts increases our language repertoire.
- Analyzing sentence structure facilitates effective oral and written communication.
- Applying what we know about literary elements provides a springboard to connect beyond the text.

Essential Questions:
- What language do I need to communicate and express ideas about how life experiences affect how we grow and change?
- What are literary elements and how do they help me write and analyze text more effectively?
- How do accountable talk stems encourage discussion with my classmates and teachers?
- How does understanding sentence structure and other language conventions assist with oral and written communication?

WIDA Standards

English Language Development Standard 1 (ELD-SI):
English language learners communicate for **Social and Instructional** purposes within the school setting

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

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

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

| **English Language Development Standard 5 s (ELD-SS)**: |
| English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies** |

| **Key Uses** |

Narrate:
- Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices
- Manipulate pace to bring attention to key points in the narrative
- Underscore the significance of events
- Create tension and suspense
- Interpret and use historical narratives as primary source evidence in constructing arguments

Inform:
- Manage information about entities according to their composition, taxonomies, and classifications
- Identify and describe various relationships among ideas and information
- Interpret multiple sources of information to develop knowledge before reporting on topics
- Construct research reports that require multiple sources of factual information

Explain:
- Identify, analyze, and give account for causal, consequential, or systems relationships
- Apply scientific reasoning to show how or why something works
- Construct explanations using models or representations
- Use evidence in the construction of scientific explanations

Argue:
- Interpret multiple sources of information to develop claims and counterclaims
- Construct claims and offer them for debate
- Respond to counterclaims
- Contextualize and evaluate primary and secondary sources
- Analyze literary techniques, such as the development of theme and characterization in works of fiction

Class Discussions

| **Interdisciplinary Connections** |
| Other Cross-Curricular Opportunities |
| *Opportunities for SEL* |

New Jersey Student Learning Standards for English Language Arts:

RL.6,7,8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

W.6,7,8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.6,7,8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6,7,8.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting

SL.6,7,8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that

preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6,7,8.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6,7,8.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6,7,8.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6,7,8.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6,7,8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6,7,8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6,7,8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6,7,8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6,7,8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6,7,8 reading and content, choosing flexibly from a range of strategies.

L.6,7,8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6,7,8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[Social Studies Core Ideas](#):
- Historical events may have single, multiple, direct and indirect causes and effects.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

[Science Crosscutting Concepts](#):
- Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.
- For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.

Amistad Law: N.J.S.A. 18A 52:16A-88

Holocaust Law: N.J.S.A. 18A:35-28	
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35	
9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Unit 4 Content Objectives *Students will know:*	**Unit 4 Language Objectives** *Students will be able to:*
- Specific vocabulary to read about and discuss the growth and change one experiences in life - Specific vocabulary to read about and discuss each chapter of a novel - How to analyze a literary text, applying knowledge of fiction and nonfiction elements - Reading comprehension strategies (learned in units 1-3) - How to use quotation marks in dialogues - Parts of speech (learned in units 1-3) - Extended accountable talk stems to express ideas orally and in writing - How to respond to literature, orally and in writing - How to identify genre - How to identify literary devices- simile, metaphor, imagery, hyperbole, personification, idiom- within text	- Identify the genre of the novel by dissecting key features - Use various reading comprehension strategies and knowledge of the elements of fiction/nonfiction (learned in units 1-3) to analyze the novel as we read each chapter - Reread for clarity and to locate evidence to support oral and written answers - Use language stems to communicate orally and in writing - Use graphic organizers to comprehend chunks of content - Use quotations marks to understand text and when citing evidence to support answers - Discuss growth and change in our lives and those in the lives of others, as we read through each chapter of the novel, connecting with characters - Apply new vocabulary when discussing, responding to, and writing about the novel - Write literary responses using sentences frames, as appropriate by language level - Identify and use correctly literary devices when reading and writing

Student Learning	
Core Instructional Materials and Resources	**Supplemental Instructional Materials and Resources**
Core text: - National Geographic *Inside*, grades 6-8, levels Newcomer, A,B,C *Refugee* by Alan Gratz (grade 6) *The Outsiders*, by SE Hinton (grade 7) *The Diary of a Young Girl*, by Anne Frank (grade 8) - Grade 6,7,8 Science and Social Studies texts	**Suggested Resources:** **Articles/Short passages:** **NewsELA** **ReadWorks** **LearningAlly** **Let's Talk English** **PearDeck Weekly Wonders**

● Independent reading choices	● **PearDeck PBS NewsHour Extra** **Video clips:** ● **BrainPop** ● **YouTube** **Potential Classroom Library Titles**: ● Girl, Stolen by April Henry ● Rules by Cynthia Lord ● Fish in a Tree by Lynda Mullaly Hunt ● Tangerine by Edward Bloor ● Soul Surfer by Bethany Hamilton *autobiography ● Roll with It by Jamie Sumner ● "Thank you Ma'am" by Langston Hughes ● Percy Jackson Series -Rick Riordan ● El Deafo by Cece Bell (graphic novel) ● Out of My Mind by Sharon M. Draper ● Rick by Alex Gino ● Lily and Dunkin by Donna Gephart ● The Perks of Being a Wallflower by Stephen Chbosky ● The Mighty Heart of Sunny St. James by Ashley Herring Blake ● King and Dragonflies by Kacen Callender ● Pet by Akwaeke Emezi ● Redwood and Ponytail by K.A. Holt ● The Whisperers by Greg Howard ● Where the Heart Is by Jo Knowles ● Hurricane Season by Nicole Melleby ● The Witch Boy by Molly Ostertag ● Cattywampus by Ash Van Otterloo ● The Best at It by Maulik Pancholy ● Be My Love by Kit Pearson ● Kenzie Kickstarts a Team written by Kit Rosewater and Illustrated by Sophie Escabasse ● Goldie Vance: The Hotel Whodunnit by Lilliam Rivera ● The Moon Within by Aida Salazar ● The Deep & Dark Blue by Niki Smith ● *Believe: The Victorious Story Behind the Greatest Sports Moment of the Year* by Eric Legrand ● *Faceless* by Alyssa Sheinmel ● *El Deafo* by Cece Bell ● *Piecing Me Together* by Renee Watson ● *Counting by 7s*, Holly Goldberg Sloan ● Jason Reynolds titles ● *Harry Potter* series ● John Green titles ● Rick Riordan titles ● *Divergent* series ● *The Maze Runner* series ● Kwame Alexander titles ● *Miss Peregrine* series **Potential Department Library Titles (ELA Dept):** ● *Among the Hidden* ● *Holes* ● *Hatchet* ● *Soul Surfer* ● *The True Confessions of Charlotte Doyle*

	The Lightning Thief *The Boy in the Striped Pajamas* *Ugly* *Ghost* *Island of the Blue Dolphins* *Tuck Everlasting* *Hoot* *Honus and Me* *The Phantom Tollbooth* *And Then There Were None* *Fever 1793* *Girls, Drums, and Dangerous Pie* *Roll of Thunder, Hear My Cry* *Skellig* *Soldier's Heart* *Stormbreaker* *Tangerine* *Touching Spirit Bear* *Ghost of Spirit Bear* *The Giver* *The City of Ember* *My Brother Sam is Dead* *Pictures of Hollis Woods* *Ghost Boys* *Flying Lessons* (short story collection) *The Watsons Go to Birmingham* *The Call of the Wild* *Chains* *Banner in the Sky* *Under the Banyan Tree* *The Paperclip Revolution* *Where the Red Fern Grows* *Neil Armstrong Is My Uncle* *Booked* *Animal Farm* *The Beast* *Trouble* *Downriver* *The Raft* *Inventing Elliot* *Give a Boy a Gun* *Kissing Tennessee* *Poe 18 Best Stories* *The Martian Chronicles* *Stargirl* *Swallowing Stones* *The Pigman* *Monster* *Red Kayak* *Warriors Don't Cry* *Adrift* *Eleven* *Among the Imposters* *Among the Betrayed* *I Have Lived a Thousand Years* *Flush* *Drivers Ed* *Kicked Out* *Twelve Angry Men* *Close to Shore* (YA version) *The Last Lecture* (excerpts)

	● *Unbroken* (YA version) ● *Fahrenheit 451* ● *The Pearl* ● *The Battle of Jericho* ● *Define Normal* ● *Bronx Masquerade*
Vocabulary	**Modifications for ELP levels 1 and 2**
Novel Study (Leveled- Beg/Int/Adv): ● Background knowledge vocabulary ● Chapter vocabulary ● Words associated with growth and change	● Adapted text (rewritten into short, simplified text) ● Audio clips ● Native language resources ● Simple sentence structure frames ● Modified question types
Accommodations/Modifications (ELL,Students with IEPs, 504s, Gifted Learners, At Risk) *Each group must be listed separately*	**Assessment** Summative, Benchmark, Alternate, Performance Tasks/Use of Technology
Special Education Students ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Seating arrangements to enhance teacher-student and student-student interactions and instruction *504 Students* ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions	**Summative Assessments** ● iReady Diagnostic / Lexile Assessment ● End-of-unit projects ● Student portfolio ● Writing/Speaking/Listening assessments ● Oral presentations ● ACCESS for ELLs 2.0 ● WIDA MODEL Interim assessments **Benchmark Assessments** ● Interpretive readings; interpersonal assessments, Portfolio Assessment ● Interpersonal presentations ● Presentational speaking projects ● Language Logs and journal entries **Alternative Assessment:** ● Student oral presentations ● Interpersonal assessments ● Language log ● Listening assessments ● Independent reading/conferences **Performance Tasks/Use of Technology:** FlipGrid presentations and video responses, EdPuzzle-edited movies with comprehension activities, Student video presentations, PearDeck, Kahoot, Blooket, Gimkit, Slide deck presentations, WIDA Can Do Descriptors

- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented
- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities

- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners
https://docs.google.com/document/d/1bmpX28eZPAdSGhuPV7lRNPpm5pFH-6eoEu0gQe-z930/edit?usp=sharing
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Use visual representations
- Allow use of first language
- Peer tutoring/partner work
- Repeated directions
- Limit number of concepts/vocabulary words

Students At Risk of School Failure
- Cooperative Learning groups
- Multiple intelligences to meet all types of learners
- Review and make necessary IEP modifications/504 plan
- Whiteboards
- TPR
- Flexible Grouping

● Graphic Organizer ● Desk-Side Conferencing ● Personal Agendas ● Think/Pair Share ● Open-Ended Activities ● Games ● Multiple Level Questions ● Alternative Assessment ● Flashcards ● Listening Comprehension ● Rubrics	