



TOMS RIVER REGIONAL SCHOOLS

ESL

Grades 6-8

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Revised: 7/1/21

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 Descriptive writing/Narrative Task (NT)	<ul style="list-style-type: none"> ● September, October, November- 45 days
Unit Plan 2: The World Around Us Nonfiction Informational writing/ Research Simulation Task (RST)	<ul style="list-style-type: none"> ● November, December, January- 45 days
Unit Plan 3: Obstacles and Challenges Fiction v Nonfiction (various genres) Argumentative writing/Literary Analysis Task (LAT)	<ul style="list-style-type: none"> ● February, March, April- 45 days
Unit Plan 4: Growth and Change Literature (core text- novel) Literary response writing tasks	<ul style="list-style-type: none"> ● April, May, June- 45 days

Unit 1 Overview:

Unit 1 Summary:

Unit 1 focuses on who we are in our world. Students will explore school, community, family and culture in their own lives as well as that of those of characters in fictional text. Through short fictional passages, students will use reading comprehension strategies and themed vocabulary to express ideas in speaking and writing. While focusing on fictional story elements and literary devices in fiction, students will construct complete sentences and culminate this unit with a narrative writing task.

Enduring Understandings:

- Understanding ourselves, our families, and our community helps us to appreciate diversity
- Identifying our similarities and differences helps us to understand and accept others
- Connecting with characters in fictional passages allows us to comprehend text effectively
- Identifying elements of fiction and literary devices helps us understand text
- Reading narrative text assists us with writing narrative text

Essential Questions:

- What makes us unique?
- How does our diversity benefit us all?
- How do we connect with characters we read about?
- How can an understanding of the elements of fiction help us understand what we read and help us to write narrative text?
- What language do I need to communicate and express ideas about ourselves, families, and communities?

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.6,7,8.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6,7,8.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6,7,8.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6,7,8.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)

RL.6,7,8.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6,7,8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

W.6,7,8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events.

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.

W.6,7,8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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.

<p style="text-align: center;">21st Century Life and Careers <u>Career Readiness, Life Literacies, and Key Skills</u></p>	<p style="text-align: center;">Technology <u>Computer Science and Design Thinking</u></p>
<p>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</p> <p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p>	<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p>

<p>Unit 1 Content Objectives <i>Students will know:</i></p>	<p>Unit 1 Language Objectives <i>Students will be able to:</i></p>
<ul style="list-style-type: none"> ● 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 ● The author’s purpose in fictional text ● Reading comprehension strategies- asking and answering questions, activating prior knowledge, visualizing, making connections, retelling, predicting ● How to read and comprehend short fictional passages ● How to retell a story, using transitional phrases ● How to write a descriptive paragraph ● The components of narrative writing 	<ul style="list-style-type: none"> ● Describe and discuss themselves, their families, and communities orally and in writing, using visual vocabulary from the word wall ● Identify and discuss elements in a fictional story ● Identify the author’s purpose in fiction and find evidence to support ideas ● Apply reading comprehension strategies to help them understand what they are reading ● Answer and ask questions, specifically WH-questions ● Make connections with the characters in the passages ● Retell stories, using visuals, story maps, and/or other graphic organizers ● Write a narrative story using a writing frame, as appropriate by their language level ● Use transitional phrases when retelling and writing narrative stories ● Write a descriptive paragraph, using a paragraph frame, as appropriate by their language level

Student Learning

Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<p>Core text:</p> <ul style="list-style-type: none">● National Geographic <i>Inside</i>, grades 6-8, levels Newcomer, A,B,C● Grade 6,7,8 Science and Social Studies texts	<p>Suggested Resources:</p> <p>Articles/Short passages:</p> <ul style="list-style-type: none">● NewsELA● ReadWorks● LearningAlly● Let's Talk English● PearDeck Weekly Wonders● PearDeck PBS NewsHour Extra <p>Video clips:</p> <ul style="list-style-type: none">● BrainPop● YouTube <p>Potential Classroom Library Titles:</p> <ul style="list-style-type: none">● <u>Girl, Stolen</u> by April Henry● <u>Rules</u> by Cynthia Lord● <u>Fish in a Tree</u> by Lynda Mullaly Hunt● <u>Tangerine</u> by Edward Bloor● <u>Soul Surfer</u> by Bethany Hamilton *autobiography● <u>Roll with It</u> by Jamie Sumner● "Thank you Ma'am" by Langston Hughes● <u>Percy Jackson</u> Series -Rick Riordan● <u>El Deafo</u> by Cece Bell (graphic novel)● <u>Out of My Mind</u> by Sharon M. Draper● <u>Rick</u> by Alex Gino● <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● <i>Believe: The Victorious Story Behind the Greatest Sports Moment of the Year</i> by Eric Legrand● <i>Faceless</i> by Alyssa Sheinmel● <i>El Deafo</i> by Cece Bell● <i>Piecing Me Together</i> by Renee Watson● <i>Counting by 7s</i>, 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*

	<ul style="list-style-type: none"> ● <i>The Pigman</i> ● <i>Monster</i> ● <i>Red Kayak</i> ● <i>Warriors Don't Cry</i> ● <i>Adrift</i> ● <i>Eleven</i> ● <i>Among the Imposters</i> ● <i>Among the Betrayed</i> ● <i>I Have Lived a Thousand Years</i> ● <i>Flush</i> ● <i>Drivers Ed</i> ● <i>Kicked Out</i> ● <i>Twelve Angry Men</i> ● <i>Close to Shore</i> (YA version) ● <i>The Last Lecture</i> (excerpts) ● <i>Unbroken</i> (YA version) ● <i>Fahrenheit 451</i> ● <i>The Pearl</i> ● <i>The Battle of Jericho</i> ● <i>Define Normal</i> ● <i>Bronx Masquerade</i>
Vocabulary	Modifications for ELP levels 1 and 2
<p>Leveled (Beg/Int/Adv) themed sets:</p> <ul style="list-style-type: none"> ● Personal identification ● School life ● Family life ● Community life <p>Fiction genre:</p> <ul style="list-style-type: none"> ● Story element terms ● Literary devices ● Reading comprehension strategy terms ● Narrative writing terms 	<ul style="list-style-type: none"> ● Adapted text (rewritten into short, simplified) ● Audio clips ● Native language resources ● Simple sentence structure frames ● Modified question types
<p style="text-align: center;">Accommodations/Modifications (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p style="text-align: center;">Assessment Summative, Benchmark, Alternate, Performance Tasks/Use of Technology</p>
<p><i>Special Education Students</i></p> <ul style="list-style-type: none"> ● 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 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● 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 <p>Benchmark Assessments</p> <ul style="list-style-type: none"> ● Interpretive readings; interpersonal assessments, Portfolio Assessment ● Interpersonal presentations ● Presentational speaking projects ● Language Logs and journal entries

- 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

- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners

<https://docs.google.com/document/d/1bmpX28eZPAdSGhuPV71RNPpm5pFH-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

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 videos with comprehension activities, Student video presentations, PearDeck, Kahoot, Blooket, Gimkit, Slide deck presentations, Let's Talk English online activities

[WIDA Can Do Descriptors](#)

- 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 2 Overview:

Unit 2 Summary:

Unit 2 focuses on the broader world around us. Students will explore land and space in their own lives as well as that of those of others in nonfiction text. Through short nonfiction passages, students will use reading comprehension strategies and themed vocabulary to express ideas in speaking and writing. While focusing on nonfiction text features and structures, students will construct complete sentences and culminate this unit with a Research Simulation Task (RST).

Enduring Understandings:

- Understanding the world around us with unique features and origins helps us to appreciate diversity
- Identifying similarities and differences among regions helps us to understand and accept others
- Making connections with information in nonfiction passages allows us to comprehend text effectively
- Identifying elements of nonfiction and text features helps us to understand complex text
- Reading nonfiction text assists us with writing informational text and conducting research

Essential Questions:

- What makes the various regions of Earth and beyond unique?
- How does our world's diversity benefit us all?
- How do we connect with information we read about?
- How can an understanding of nonfiction text features help us understand what we read and help us to write informational text?
- What language do I need to communicate and express ideas about the regions of land and space around us?

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

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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:

RI.6,7,8.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6,7,8.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6,7,8.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6,7,8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.6,7,8.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

RI.6,7,8.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6,7,8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W.6,7,8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from the information or explanation presented.

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.

W.6,7,8.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6,7,8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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.

<u>Career Readiness, Life Literacies, and Key Skills</u>	<u>Computer Science and Design Thinking</u>
<p>9.1.8.CP.1: Compare prices for the same goods or services</p> <p>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.</p>	<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p>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.</p>

Unit 2 Content Objectives <i>Students will know:</i>	Unit 2 Language Objectives <i>Students will be able to:</i>
<ul style="list-style-type: none"> ● Specific vocabulary to read about and discuss the world around us, on land and in space ● The nonfiction text features ● The author’s purpose in nonfiction text ● Reading comprehension strategies- asking and answering questions, activating prior knowledge, visualizing, comparing and contrasting, identifying main idea and details, summarizing ● How to read and comprehend short nonfiction passages ● How to summarize information, identifying a main idea and supporting details ● How to write a explanatory paragraph ● The components of informational writing 	<ul style="list-style-type: none"> ● Describe and discuss the broader world around them, on land and in space, orally and in writing, using visual vocabulary from the word wall ● Identify and discuss nonfiction text features within various types of nonfiction text ● Identify the author’s purpose in nonfiction and find evidence to support ideas ● Apply reading comprehension strategies to help them understand what they are reading ● Answer and ask questions, specifically WH-questions ● Summarize information, using visuals and graphic organizers ● Compare and contrast information, using a Venn Diagram and sentence frames, as appropriate for their language level ● Participate in informational writing, such as a research simulated task, using a writing frame, as appropriate by their language level ● Write a explanatory paragraph, using a paragraph frame, as appropriate by their language level

Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<p>Core text:</p> <ul style="list-style-type: none"> ● National Geographic <i>Inside</i>, grades 6-8, levels Newcomer, A,B,C ● Grade 6,7,8 Science and Social Studies texts 	<p>Suggested Resources:</p> <p>Articles/Short passages:</p> <ul style="list-style-type: none"> ● 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*

	<ul style="list-style-type: none"> • <i>The Pearl</i> • <i>The Battle of Jericho</i> • <i>Define Normal</i> • <i>Bronx Masquerade</i>
Vocabulary	Modifications for ELP levels 1 and 2
<p>Leveled (Beg/Int/Adv) themed sets:</p> <ul style="list-style-type: none"> • Landforms and Bodies of water • Geography and regions • Words associated with space • Cultural Celebrations <p>Nonfiction genre:</p> <ul style="list-style-type: none"> • Nonfiction text features • Reading comprehension strategy terms • Informational writing terms • Conducting research terms 	<ul style="list-style-type: none"> • Adapted text (rewritten into short, simplified text) • Audio clips • Native language resources • Simple sentence structure frames • Modified question types
<p style="text-align: center;">Accommodations/Modifications (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p style="text-align: center;">Assessment Summative, Benchmark, Alternate, Performance Tasks/Use of Technology</p>
<p>Special Education Students</p> <ul style="list-style-type: none"> • 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 <p>504 Students</p> <ul style="list-style-type: none"> • 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 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • 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 <p>Benchmark Assessments</p> <ul style="list-style-type: none"> • Interpretive readings; interpersonal assessments, Portfolio Assessment • Interpersonal presentations • Presentational speaking projects • Language Logs and journal entries <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • Student oral presentations • Interpersonal assessments • Language log • Listening assessments • Independent reading/conferences <p>Performance Tasks/Use of Technology: FlipGrid presentations and video responses, EdPuzzle-edited videos with comprehension activities, Student video presentations, PearDeck, Kahoot, Blooket, Gimkit, Slide deck presentations, Let's Talk English online activities</p> <p>WIDA Can Do Descriptors</p>

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

<https://docs.google.com/document/d/1bmpX28eZPAdSGhuPV7IRNPpm5pFH-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 3 Overview:

Unit 3 Summary:

Unit 3 focuses on overcoming obstacles and challenges we face each day. Students will explore experiences in their own lives as well as that of those of other people throughout history and in current times. Through short fictional passages and nonfiction texts in various genres, students will use reading comprehension strategies and themed vocabulary to express ideas in speaking and writing. While focusing on fictional story elements and nonfiction text features, students will construct complete sentences and practice argumentative writing strategies. Students will culminate this unit with a Literary Analysis Task (LAT) writing task.

Enduring Understandings:

- Understanding that we all face challenges and have obstacles to overcome helps us to appreciate diverse populations
- Identifying specific challenges and how individuals and groups of people overcome hardship helps us to understand and accept others
- Connecting with individuals and groups of people that we read about allows us to comprehend text effectively
- Identifying fiction versus nonfiction and its purposes help us to understand complex text
- Comparing paired passages of various genres helps us to formulate opinions as we gather knowledge to assist us in writing argumentative text

Essential Questions:

- What are some obstacles and challenges we have faced in our own lives?
- How does understanding the challenges that others have faced benefit us all?
- How do we connect with individuals and groups of people we read about?
- How can an understanding of the elements of fiction and nonfiction help us understand what we read and help us to write argumentative text?

- What language do I need to communicate and express ideas about obstacles and challenges we, as well as others, face?

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.6,7,8.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6,7,8.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL.6,7,8.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RI.6,7,8.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6,7,8.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

W.6,7,8.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.

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.

W.6,7,8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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.

21st Century Life and Careers <u>Career Readiness, Life Literacies, and Key Skills</u>	Technology <u>Computer Science and Design Thinking</u>
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 <i>Students will know:</i>	Unit 3 Language Objectives <i>Students will be able to:</i>
<ul style="list-style-type: none"> ● Specific vocabulary to read about and discuss the obstacles and challenges throughout one’s life ● Reading comprehension strategies- (in addition to those strategies learned in unit 1 and 2)- making 	<ul style="list-style-type: none"> ● Describe and discuss the obstacles and challenges one faces in life, orally and in writing, using visual vocabulary from the word wall ● Apply reading comprehension strategies to help

<p>inferences, drawing conclusions, citing evidence to support answers</p> <ul style="list-style-type: none"> • How to write a persuasive paragraph • The components of argumentative writing • Types of genres in fiction and nonfiction- fantasy, poetry, historical fiction, biography, mystery, science fiction • Literary devices- simile, metaphor, imagery, hyperbole, personification, idiom • How to pull information from paired passages of various genres to discuss a topic more deeply 	<p>them understand what they are reading</p> <ul style="list-style-type: none"> • Answer and ask questions, specifically WH-questions • Make inferences, paying close attention to details in text • Draw conclusions, paying close attention to the details in text • Support ideas by citing evidence in text • Participate in argumentative writing, stating a claim/opinion and supporting the claim with facts and other information, using a writing frame, as appropriate by their language level • Write a persuasive paragraph, using a paragraph frame, as appropriate by their language level
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Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<p>Core text:</p> <ul style="list-style-type: none"> • National Geographic <i>Inside</i>, grades 6-8, levels Newcomer, A,B,C • Grade 6,7,8 Science and Social Studies texts 	<p>Suggested Resources:</p> <p>Articles/Short passages:</p> <ul style="list-style-type: none"> • NewsELA • ReadWorks • LearningAlly • Let’s Talk English • PearDeck Weekly Wonders • PearDeck PBS NewsHour Extra <p>Video clips:</p> <ul style="list-style-type: none"> • BrainPop • YouTube <p>Potential Classroom Library Titles:</p> <ul style="list-style-type: none"> • <u>Girl, Stolen</u> by April Henry • <u>Rules</u> by Cynthia Lord • <u>Fish in a Tree</u> by Lynda Mullaly Hunt • <u>Tangerine</u> by Edward Bloor • <u>Soul Surfer</u> by Bethany Hamilton *autobiography • <u>Roll with It</u> by Jamie Sumner • “Thank you Ma’am” by Langston Hughes • <u>Percy Jackson</u> Series -Rick Riordan • <u>El Deafo</u> by Cece Bell (graphic novel) • <u>Out of My Mind</u> by Sharon M. Draper • <u>Rick</u> by Alex Gino • <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

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- 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
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- *Harry Potter* series
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- *Divergent* series
- *The Maze Runner* series
- Kwame Alexander titles
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Potential Department Library Titles (ELA Dept):

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- *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*
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- *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*

	<ul style="list-style-type: none"> ● <i>Under the Banyan Tree</i> ● <i>The Paperclip Revolution</i> ● <i>Where the Red Fern Grows</i> ● <i>Neil Armstrong Is My Uncle</i> ● <i>Booked</i> ● <i>Animal Farm</i> ● <i>The Beast</i> ● <i>Trouble</i> ● <i>Downriver</i> ● <i>The Raft</i> ● <i>Inventing Elliot</i> ● <i>Give a Boy a Gun</i> ● <i>Kissing Tennessee</i> ● <i>Poe 18 Best Stories</i> ● <i>The Martian Chronicles</i> ● <i>Stargirl</i> ● <i>Swallowing Stones</i> ● <i>The Pigman</i> ● <i>Monster</i> ● <i>Red Kayak</i> ● <i>Warriors Don't Cry</i> ● <i>Adrift</i> ● <i>Eleven</i> ● <i>Among the Imposters</i> ● <i>Among the Betrayed</i> ● <i>I Have Lived a Thousand Years</i> ● <i>Flush</i> ● <i>Drivers Ed</i> ● <i>Kicked Out</i> ● <i>Twelve Angry Men</i> ● <i>Close to Shore</i> (YA version) ● <i>The Last Lecture</i> (excerpts) ● <i>Unbroken</i> (YA version) ● <i>Fahrenheit 451</i> ● <i>The Pearl</i> ● <i>The Battle of Jericho</i> ● <i>Define Normal</i> ● <i>Bronx Masquerade</i>
Vocabulary	Modifications for ELP levels 1 and 2
<p>Leveled (Beg/Int/Adv) themed sets:</p> <ul style="list-style-type: none"> ● Words associated with obstacles and challenges ● Occupations ● Social Justice terms <p>Fiction v Nonfiction genre:</p> <ul style="list-style-type: none"> ● Genres ● Types of text ● Author's Purpose ● Fact v Opinion ● Argumentative writing terms 	<ul style="list-style-type: none"> ● Adapted text (rewritten into short, simplified text) ● Audio clips ● Native language resources ● Simple sentence structure frames ● Modified question types
<p style="text-align: center;">Accommodations/Modifications (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p style="text-align: center;">Assessment Summative, Benchmark, Alternate, Performance Tasks/Use of Technology</p>
Special Education Students	Summative Assessments

- 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 students to preview material and increase comprehension
- Provide extended time
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- 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

- 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 videos with comprehension activities, Student video presentations, PearDeck, Kahoot, Blooket, Gimkit, Slide deck presentations, Let's Talk English online activities

[WIDA Can Do Descriptors](#)

- Student Driven Activities
- Group Projects
- Tiered Activities

English Language Learners

<https://docs.google.com/document/d/1bmpX28eZPAdSGhuPV7IRNPpm5pFH-6eoEu0gOe-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 focuses on how people grow and change. Students will explore how experiences, other people, and the world around us play a role in how people grow and change. Focus will be on comparing our own lives to that of those of characters in a literature text. Throughout the novel, students will use reading comprehension strategies and themed vocabulary to express ideas in speaking and writing. While focusing on story elements and literary devices, students will construct complete sentences and perform various literary response tasks in both writing and speaking.

Enduring Understandings:

- Understanding how various experiences shape how different people grow and change helps us to appreciate others' journeys
- Identifying these life changing experiences helps us to understand and accept others
- Connecting with characters in fictional text and real people in nonfiction text as they grow and change allows us to comprehend text effectively
- Identifying elements of literature and utilizing various reading comprehension skills helps us understand text in a novel
- Reading and discussing literature fosters written and spoken responses to literary text

Essential Questions:

- How do experiences affect how we grow and change?
- How does an understanding of the effects of people's experiences benefit us all?
- How do we connect with characters and people we read about as they grow and change?
- How can reading and discussing literature help us to develop written and spoken responses to literary text?
- What language do I need to communicate and express ideas about how life experiences affect how we grow and change?

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.6,7,8.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6,7,8.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6,7,8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

RI.6,7,8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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.

W.6,7,8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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.

<u>Career Readiness, Life Literacies, and Key Skills</u>	<u>Computer Science and Design Thinking</u>
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 <i>Students will know:</i>	Unit 4 Language Objectives <i>Students will be able to:</i>
<ul style="list-style-type: none"> ● Specific vocabulary to read about and discuss the growth and change one goes through in life as a result of various experiences ● 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 ● How to apply reading comprehension strategies (introduced in units 1-3) ● How to read and comprehend literature in the form of a novel ● How to respond to literature, orally and in writing 	<ul style="list-style-type: none"> ● Describe and discuss the growth and change one goes through in life and the various things that bring about that growth in change, orally and in writing, using visual vocabulary from the word wall ● Identify and discuss the genre of the novel, dissecting the elements of fiction and/or nonfiction ● Apply reading comprehension strategies to help them understand what they are reading as we read each chapter ● Answer and ask questions, specifically WH-questions ● 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 ● Retell and/or summarize chapters, using visuals, story maps, and/or other graphic organizers ● Write literary responses using a writing frame, as appropriate by their language level

Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
Core text: <ul style="list-style-type: none"> ● National Geographic <i>Inside</i>, grades 6-8, levels Newcomer, A,B,C ● <i>Refugee</i> by Alan Gratz (grade 6) ● <i>The Outsiders</i>, by SE Hinton (grade 7) ● <i>The Diary of a Young Girl</i>, by Anne Frank (grade 8) ● Grade 6,7,8 Science and Social Studies texts ● Independent reading choices 	Suggested Resources: Articles/Short passages: <ul style="list-style-type: none"> ● NewsELA ● ReadWorks ● LearningAlly ● Let’s Talk English ● PearDeck Weekly Wonders ● PearDeck PBS NewsHour Extra Video clips: <ul style="list-style-type: none"> ● 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
<p>Novel Study (Leveled- Beg/Int/Adv):</p> <ul style="list-style-type: none"> ● Background knowledge vocabulary ● Chapter vocabulary ● Words associated with growth and change 	<ul style="list-style-type: none"> ● Adapted text (rewritten into short, simplified text) ● Audio clips ● Native language resources ● Simple sentence structure frames ● Modified question types
<p align="center">Accommodations/Modifications (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p align="center">Assessment Summative, Benchmark, Alternate, Performance Tasks/Use of Technology</p>
<p>Special Education Students</p> <ul style="list-style-type: none"> ● 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 <p>504 Students</p> <ul style="list-style-type: none"> ● 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 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● End-of-unit projects ● Student portfolio ● Writing/Speaking/Listening assessments ● Oral presentations ● ACCESS for ELLs 2.0 ● WIDA MODEL Interim assessments <p>Benchmark Assessments</p> <ul style="list-style-type: none"> ● Interpretive readings; interpersonal assessments, Portfolio Assessment ● Interpersonal presentations ● Presentational speaking projects ● Language Logs and journal entries <p>Alternative Assessment:</p> <ul style="list-style-type: none"> ● Student oral presentations ● Interpersonal assessments ● Language log ● Listening assessments ● Independent reading/conferences <p>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, Let's Talk English online activities</p> <p>WIDA Can Do Descriptors</p>

- 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/1bmpX28eZPAdSGhuPV7IRNPpm5pFH-6eoEu0gOe-z930/edit?usp=sharing>

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- | | |
|--|--|
| <ul style="list-style-type: none">● Games● Multiple Level Questions● Alternative Assessment● Flashcards● Listening Comprehension● Rubrics | |
|--|--|