

Department of Equity, Curriculum and Instruction

# English as a Second Language, K-12

Curriculum Guide

Revised: July 2018

Approved by the Montclair Board of Education: August 2018



## Montclair Public Schools

**Course Title:** English as a Second Language, K-12

**Curriculum Area:** English as a Second Language      **Credits:** N/A

**Course Pre-Requisites:** N/A

### **2018 Curriculum Writers**

**Doretha Armstead, Glenfield Middle School**

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**Janet Villalobos, Northeast Elementary School**

## Introduction

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high quality instruction for all learners. The Montclair Public Schools offer English as a Second Language (ESL) to students K through 12 who are developing their proficiency in the English language. Student eligibility is determined through the administration of a New Jersey state approved English proficiency assessment. The individual progress of English Language Learners (ELLs) is carefully monitored through the administration of the annual [ACCESS for ELLs 2.0](#) standardized test.

### English as a Second Language K-5

At the elementary level (grades K-5) English as a Second Language is offered to students whose primary language is not English, as well as to learners who are still developing proficiency in English as a second language. Eligible students are enrolled in the mainstream classroom, however receive supplemental instruction in an intensive small group setting. ESL instruction is delivered exclusively in English through a proficiency-based approach and develops linguistic concepts, as well as academic language that may be transferred across content areas.

### English as a Second Language 6-12

English as a Second Language is offered in grades 6-12. Students enrolled in the program receive supplemental instruction exclusively in English through a High-Intensity English as a Second Language program. This instruction provides students with imperative linguistic concepts, as well as the academic language necessary across content areas. In grades 6-8 students are scheduled for a daily block of ESL. Students in grades 9-12 are scheduled for both an ESL and ESL Support class.

### Sheltered English Instruction K-12

Professional development in the area of Sheltered English Instruction is offered to mainstream classroom teachers. Sheltered English Instruction provides educators with effective strategies for differentiating and engaging students with diverse linguistic and cultural backgrounds across content areas.

### WIDA: The English Language Development Standards

<b>Standard</b>		<b>Abbreviation</b>
ELD Standard 1	English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting	Social and Instructional language
ELD Standard 2	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The language of Language Arts
ELD Standard 3	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The language of Mathematics
ELD Standard 4	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The language of Science
ELD Standard 5	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The language of Social Studies

Standard 1 draws on students’ personal experiences as they interact with teachers and peers. It works in conjunction with Standards 2–5 that address the language of the content areas.

### WIDA: The Features of Academic Language in the Standards

<b>Performance Criteria</b>		<b>Features</b>
Discourse Level	Linguistic Complexity (Quantity and variety of oral and written text)	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions (Types, array, and use of language structures)	Types and variety of grammatical language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage (Specificity of word or phrase choice)	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the register, genre/text type, topic, task/situation, and the participants' identities and social roles.

## PERFORMANCE DEFINITIONS

6 REACHING	<ul style="list-style-type: none"> <li>● specialized or technical language reflective of the content areas at grade level</li> <li>● a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>● oral or written communication in English comparable to English-proficient peers</li> </ul>
5 BRIDGING	<ul style="list-style-type: none"> <li>● specialized or technical language of the content areas</li> <li>● a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>● oral or written language approaching comparability to that of English-proficient peers when presented with grade level material</li> </ul>
4 EXPANDING	<ul style="list-style-type: none"> <li>● specific and some technical language of the content areas</li> <li>● a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>● oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support</li> </ul>
3 DEVELOPING	<ul style="list-style-type: none"> <li>● general and some specific language of the content areas</li> <li>● expanded sentences in oral interaction or written paragraphs</li> <li>● oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</li> </ul>
2 BEGINNING	<ul style="list-style-type: none"> <li>● general language related to the content areas</li> <li>● phrases or short sentences</li> <li>● oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support</li> </ul>
1 ENTERING	<ul style="list-style-type: none"> <li>● pictorial or graphic representation of the language of the content areas</li> <li>● words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</li> <li>● oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support</li> </ul>

**WIDA PERFORMANCE DEFINITIONS FOR LISTENING AND READING**

	<b>Discourse Level</b>	<b>Sentence Level</b>	<b>Word/Phrase Level</b>
	<b>Linguistic Complexity</b>	<b>Language Forms and Conventions</b>	<b>Vocabulary Usage</b>

Level 6 - Reaching: Language that meets all criteria through Level 5 - Bridging

<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Rich descriptive discourse with complex sentences</li> <li>Cohesive and organized related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound, complex grammatical constructions (i.e. multiple phrases and clauses)</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language, including content-specific collocations</li> <li>Words and expressions with shades of meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Connected discourse with a variety of sentences</li> <li>Expanded related ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical constructions</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words or expressions with multiple meanings across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Discourse with a series of extended sentences</li> <li>Related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound and some complex (i.e. noun phrase, verb phrase, prepositional phrase) grammatical constructions</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including expressions</li> <li>Words and expressions with common collocations and idioms across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Multiple related simple sentences</li> <li>An idea with details</li> </ul>	<ul style="list-style-type: none"> <li>Compound grammatical constructions</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions, including cognates</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Single statements or questions</li> <li>An idea within words, phrases, or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Simple grammatical constructions (i.e. commands, Wh- questions, declaratives)</li> <li>Common social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social and instructional words and expressions</li> </ul>

**WIDA PERFORMANCE DEFINITIONS FOR SPEAKING AND WRITING**

	<b>Discourse Level</b>	<b>Sentence Level</b>	<b>Word/Phrase Level</b>
	<b>Linguistic Complexity</b>	<b>Language Forms and Conventions</b>	<b>Vocabulary Usage</b>

Level 6 - Reaching: Language that meets all criteria through Level 5 - Bridging

<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Multiple, complex sentences</li> <li>Organized, cohesive, and coherent expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures matched to purpose</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language, including content-specific collocations</li> <li>Words and expressions with shades of meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Short, expanded, and some complex sentences</li> <li>Organized expression of ideas with emerging cohesion</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words or expressions with expressive meanings through use of collocations and idioms across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Short and some expanded sentences with emerging complexity</li> <li>Expanded expression of one idea or emerging expression of multiple related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Repetitive grammatical structures with occasional variation</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including cognates and expressions</li> <li>Words and expressions with multiple meanings used across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Phrases or short sentences</li> <li>Emerging expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic grammatical structures</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Words, phrases, or chunks of language</li> <li>Single words used to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>Phrase-level grammatical structures</li> <li>Phrasal patterns associated with common social and instructional situations</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social and instructional words and expressions</li> </ul>



## English as a Second Language, Kindergarten

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a>	Primary Focus Standards: RL.K.1. RI.K.2. RL.K.4.	Primary Focus Standards: W.K.1.	Primary Focus Standards: SL.K.1.	Primary Focus Standards: L.K.1.
	Text Type: Fiction	Writing Focus: Personal Narratives	Task Type: Participation	Skill Focus: Letter Formation
<a href="#">Unit 2</a>	Primary Focus Standards: RF.K.2. RI.K.1.	Primary Focus Standards: W.K.1.	Primary Focus Standards: SL.K.1.	Primary Focus Standards: L.K.1.
	Text Type: Fiction	Writing Focus: Personal Narratives	Task Type: Participation	Skill Focus: Capitalization
<a href="#">Unit 3</a>	Primary Focus Standards: RF.K.3.	Primary Focus Standards: W.K.2.	Primary Focus Standards: SL.K.1.	Primary Focus Standards: L.K.1.
	Text Type: Nonfiction	Writing Focus: Informative	Task Type: Group Discussions	Skill Focus: Capitalization
<a href="#">Suggested Open Educational Resources</a>	Collaborative Classroom Online Hub - Making Meaning - Being a Writer Foundations Level K Envision Kindergarten - Pearson Realize Online Reading A- Z	Collaborative Classroom Online Hub - Making Meaning - Being a Writer Foundations Level K Envision Kindergarten - Pearson Realize Online Reading A- Z	Collaborative Classroom Online Hub - Making Meaning - Being a Writer Foundations Level K Envision Kindergarten - Pearson Realize Online Reading A- Z	Collaborative Classroom Online Hub - Making Meaning - Being a Writer Foundations Level K Envision Kindergarten - Pearson Realize Online Reading A- Z

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language			<b>Grade:</b>	Kindergarten
<b>Marking Period</b>	1	<b>Unit Title:</b>	All About Me, My Family, School & Community	<b>Pacing:</b>	12 Weeks

### Overview

**Enduring Understandings (Big Ideas):** This thematic unit will explore ideas of self, school and community through cooperative structures. Through their engagement in a language framework, learners will identify their place in the world and how to use their family, school, friends and the community as a platform to enhance learning.

**Essential Questions:**

- What is the best way to enhance language and social development?
- How does prior knowledge support language acquisition?
- How do I make text-to-self connections when working with texts about school and friends?

NJSLs			
Standards		Unit 1 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 1 Reading Standards		
<p>ELD Standard 1 – English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion</p>	<p><b>Self/All about me, 2-3 Weeks</b></p> <ul style="list-style-type: none"> <li>• Introduce self, things I like activity</li> <li>• Label body parts</li> <li>• Identify feeling/emotions</li> <li>• Express themselves to their peers about what makes them different</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>                      Text: <u>I like myself</u> by Karen Beaumont  <a href="https://www.youtube.com/watch?v=kTLxkMa0XDk">https://www.youtube.com/watch?v=kTLxkMa0XDk</a></p>	<p>1</p> <p>1</p> <p>1</p> <p>2</p>

<p>ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>pieces in which they tell a reader the topic or the name of the book they are writing.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><u>I love my hair</u> by Natasha Anastasia Tarpley, BW mentor text, Unit 2 – Week 4</p> <p><b>Things I can do</b></p> <ul style="list-style-type: none"> <li>Sort and categorize daily activities and vocabulary</li> <li>Generate ideas about what things they can do</li> <li>Illustrate and write stories about things they can do or enjoy doing</li> </ul> <p>Text: “Just Watch” &amp; “Somersaults”, Read aloud Rhymes, BW mentor Text, Unit 1 – Week 1&amp;2</p> <p><b>Family/Feelings</b></p> <ul style="list-style-type: none"> <li>Identify family members</li> <li>Identify feeling/emotions</li> <li>Discuss story details</li> </ul> <p>Text: <u>Who’s in my family?</u> By Robbie H. Harris  <a href="https://www.youtube.com/watch?v=SjvPs0jw7gM">https://www.youtube.com/watch?v=SjvPs0jw7gM</a></p>	<p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>3</p>
<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p><b>School, 4-5 Weeks</b></p> <p><b>My School</b></p> <ul style="list-style-type: none"> <li>Match classrooms with classroom activity</li> <li>Describe what they do at school</li> </ul> <p>Text: <u>I Love School</u> by Philemon Sturges, BW mentor text Unit 1 – Week 2</p> <p><b>School Objects</b></p> <ul style="list-style-type: none"> <li>Describe and label school objects</li> <li>Identify objects used in school and use</li> </ul> <p><b>Colors</b></p> <ul style="list-style-type: none"> <li>Describe and label colors</li> <li>Respond to questions about text details</li> </ul> <p>Text: <u>Cat’s Colors</u> by Jane Cabrera, MM mentor text Unit 4 – Week 1</p> <p><b>School Friends</b></p> <ul style="list-style-type: none"> <li>Interpret and respond to information shared by their peers</li> <li>Respond to questions about text details</li> <li>Identify/describe friends in group/class</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>3</p> <p>2</p> <p>1</p>

		Text: <u>Friends at School</u> by Rochelle Bunnett, MM mentor text Unit 1 – Week 5	
<p>ELD Standard 1 – English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>	<p><b>Community, 4-5 Weeks</b></p> <p><b>Getting around</b></p> <ul style="list-style-type: none"> <li>• Interpret and discuss a nonfiction book</li> <li>• Describe ways to get around</li> <li>• Make text-to-self connections to help understand the book</li> </ul> <p>Text: <u>On the Go</u> by Ann Morris, MM mentor text Unit 6 – Week 3</p> <p><b>Vehicles</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss a nonfiction book</li> <li>• Describe different types of vehicles</li> <li>• Make text-to-text connections</li> </ul> <p>Text: <u>Trains</u> by Matt Doeden, MM mentor text Unit 6 – Week 4 <u>Freight Train</u> by Donald Crews, BW mentor text Unit 2 – Week 5</p> <p><b>Greetings</b></p> <ul style="list-style-type: none"> <li>• Identify and match common greetings</li> </ul> <p>Text: <u>Say Hello</u> by Jack Foreman, MM mentor text Unit 2 – Week 3</p> <p><b>Community full of words/language</b></p> <ul style="list-style-type: none"> <li>• Generate ideas about places they like to go</li> <li>• Identify signs vocabulary</li> <li>• Illustrate and write stories about places they like go</li> </ul> <p>Text: <u>City Signs</u> by Zoran Milich, BW mentor text Unit 2 – Week 1</p>	<p>3 1 2</p> <p>3 1 2</p> <p>1</p> <p>2 1 2</p>
<b>Standards</b>		<b>Unit 1 Writing</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 1 Writing Standards</b>	<b>Critical Knowledge and Skills</b>	
<p>ELD Standard 1 – English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for</p>	<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a</p>	<p><b>Self/All about me, 2-3 Weeks</b></p> <ul style="list-style-type: none"> <li>• Introduce self, things I like activity</li> <li>• Label body parts</li> <li>• Identify feeling/emotions</li> <li>• Express themselves to their peers about what makes them different</li> </ul>	<p>1 1 1 2</p>

<p>academic success in the content area of Language Arts.</p> <p>ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>text (e.g., who, what, where, when, why, how).</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p>Text: <u>I like myself</u> by Karen Beaumont  <a href="https://www.youtube.com/watch?v=kTLxkMa0XDk">https://www.youtube.com/watch?v=kTLxkMa0XDk</a></p> <p><u>I love my hair</u> by Natasha Anastasia Tarpley, BW mentor text, Unit 2 – Week 4</p> <p><b>Things I can do</b></p> <ul style="list-style-type: none"> <li>• Sort and categorize daily activities and vocabulary</li> <li>• Generate ideas about what things they can do</li> <li>• Illustrate and write stories about things they can do or enjoy doing</li> </ul> <p>Text: “Just Watch” &amp; “Somersaults”, Read aloud Rhymes, BW mentor Text, Unit 1 – Week 1&amp;2</p> <p><b>Family/Feelings</b></p> <ul style="list-style-type: none"> <li>• Identify family members</li> <li>• Identify feeling/emotions</li> <li>• Discuss story details</li> </ul> <p>Text: <u>Who’s in my family?</u> By Robbie H. Harris  <a href="https://www.youtube.com/watch?v=SjvPs0jw7gM">https://www.youtube.com/watch?v=SjvPs0jw7gM</a></p>	<p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>3</p>
<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p><b>School, 4-5 Weeks</b></p> <p><b>My School</b></p> <ul style="list-style-type: none"> <li>• Match classrooms with classroom activity</li> <li>• Describe what they do at school</li> </ul> <p>Text: <u>I Love School</u> by Philemon Sturges, BW mentor text Unit 1 – Week 2</p> <p><b>School Objects</b></p> <ul style="list-style-type: none"> <li>• Describe and label school objects</li> <li>• Identify objects used in school and use</li> </ul> <p><b>Colors</b></p> <ul style="list-style-type: none"> <li>• Describe and label colors</li> <li>• Respond to questions about text details</li> </ul> <p>Text: <u>Cat’s Colors</u> by Jane Cabrera, MM mentor text Unit 4 – Week 1</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p>

		<b>School Friends</b> <ul style="list-style-type: none"> <li>Interpret and respond to information shared by their peers</li> <li>Respond to questions about text details</li> <li>Identify/describe friends in group/class</li> </ul> Text: <u>Friends at School</u> by Rochelle Bunnett, MM mentor text Unit 1 – Week 5	3 2 1
<p>ELD Standard 1 – English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>	<b>Community, 4-5 Weeks</b> <b>Getting around</b> <ul style="list-style-type: none"> <li>Interpret and discuss a nonfiction book</li> <li>Describe ways to get around</li> <li>Make text-to-self connections to help understand the book</li> </ul> Text: <u>On the Go</u> by Ann Morris, MM mentor text Unit 6 – Week 3 <b>Vehicles</b> <ul style="list-style-type: none"> <li>Listen and discuss a nonfiction book</li> <li>Describe different types of vehicles</li> <li>Make text-to-text connections</li> </ul> Text: <u>Trains</u> by Matt Doeden, MM mentor text Unit 6 – Week 4 <u>Freight Train</u> by Donald Crews, BW mentor text Unit 2 – Week 5 <b>Greetings</b> <ul style="list-style-type: none"> <li>Identify and match common greetings</li> </ul> Text: <u>Say Hello</u> by Jack Foreman, MM mentor text Unit 2 – Week 3 <b>Community full of words/language</b> <ul style="list-style-type: none"> <li>Generate ideas about places they like to go</li> <li>Identify signs vocabulary</li> <li>Illustrate and write stories about places they like go</li> </ul> Text: <u>City Signs</u> by Zoran Milich, BW mentor text Unit 2 – Week 1	3 1 2  3 1 2  1  2 1 2
<b>Standards</b>		<b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 1 Speaking &amp; Listening Standards</b>		
ELD Standard 1 – English language learners communicate for Social and	SL.K.1. Participate in collaborative conversations with diverse partners about	<b>Self/All about me, 2-3 Weeks</b> <ul style="list-style-type: none"> <li>Introduce self, things I like activity</li> <li>Label body parts</li> </ul>	1 1

<p>Instructional purposes within the school setting</p> <p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>Identify feeling/emotions</li> <li>Express themselves to their peers about what makes them different</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>  Text: <u>I like myself</u> by Karen Beaumont  <a href="https://www.youtube.com/watch?v=kTLxkMa0XDk">https://www.youtube.com/watch?v=kTLxkMa0XDk</a>  <u>I love my hair</u> by Natasha Anastasia Tarpley, BW mentor text, Unit 2 – Week 4</p> <p><b>Things I can do</b></p> <ul style="list-style-type: none"> <li>Sort and categorize daily activities and vocabulary</li> <li>Generate ideas about what things they can do</li> <li>Illustrate and write stories about things they can do or enjoy doing</li> </ul> <p>Text: “Just Watch” &amp; “Somersaults”, Read aloud Rhymes, BW mentor Text, Unit 1 – Week 1&amp;2</p> <p><b>Family/Feelings</b></p> <ul style="list-style-type: none"> <li>Identify family members</li> <li>Identify feeling/emotions</li> <li>Discuss story details</li> </ul> <p>Text: <u>Who’s in my family?</u> By Robbie H. Harris  <a href="https://www.youtube.com/watch?v=SjvPs0jw7gM">https://www.youtube.com/watch?v=SjvPs0jw7gM</a></p>	<p>1 2  2 2 1  1 1 3</p>
<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p><b>School, 4-5 Weeks</b></p> <p><b>My School</b></p> <ul style="list-style-type: none"> <li>Match classrooms with classroom activity</li> <li>Describe what they do at school</li> </ul> <p>Text: <u>I Love School</u> by Philemon Sturges, BW mentor text Unit 1 – Week 2</p> <p><b>School Objects</b></p> <ul style="list-style-type: none"> <li>Describe and label school objects</li> <li>Identify objects used in school and use</li> </ul> <p><b>Colors</b></p> <ul style="list-style-type: none"> <li>Describe and label colors</li> <li>Respond to questions about text details</li> </ul>	<p>1 1  1 1  1 2</p>

		<p>Text: <u>Cat's Colors</u> by Jane Cabrera, MM mentor text Unit 4 – Week 1</p> <p><b>School Friends</b></p> <ul style="list-style-type: none"> <li>• Interpret and respond to information shared by their peers</li> <li>• Respond to questions about text details</li> <li>• Identify/describe friends in group/class</li> </ul> <p>Text: <u>Friends at School</u> by Rochelle Bunnett, MM mentor text Unit 1 – Week 5</p>	<p>3</p> <p>2</p> <p>1</p>
<p>ELD Standard 1 – English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>	<p><b>Community, 4-5 Weeks</b></p> <p><b>Getting around</b></p> <ul style="list-style-type: none"> <li>• Interpret and discuss a nonfiction book</li> <li>• Describe ways to get around</li> <li>• Make text-to-self connections to help understand the book</li> </ul> <p>Text: <u>On the Go</u> by Ann Morris, MM mentor text Unit 6 – Week 3</p> <p><b>Vehicles</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss a nonfiction book</li> <li>• Describe different types of vehicles</li> <li>• Make text-to-text connections</li> </ul> <p>Text: <u>Trains</u> by Matt Doeden, MM mentor text Unit 6 – Week 4</p> <p><u>Freight Train</u> by Donald Crews, BW mentor text Unit 2 – Week 5</p> <p><b>Greetings</b></p> <ul style="list-style-type: none"> <li>• Identify and match common greetings</li> </ul> <p>Text: <u>Say Hello</u> by Jack Foreman, MM mentor text Unit 2 – Week 3</p> <p><b>Community full of words/language</b></p> <ul style="list-style-type: none"> <li>• Generate ideas about places they like to go</li> <li>• Identify signs vocabulary</li> <li>• Illustrate and write stories about places they like go</li> </ul> <p>Text: <u>City Signs</u> by Zoran Milich, BW mentor text Unit 2 – Week 1</p>	<p>3</p> <p>1</p> <p>2</p> <p>3</p> <p>1</p> <p>2</p> <p>1</p> <p>2</p> <p>1</p> <p>2</p> <p>1</p> <p>2</p>



Standards		Unit 1 Language Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 1 Language Standards		
<p>ELD Standard 1 – English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Self/All about me, 2-3 Weeks</b></p> <ul style="list-style-type: none"> <li>• Introduce self, things I like activity</li> <li>• Label body parts</li> <li>• Identify feeling/emotions</li> <li>• Express themselves to their peers about what makes them different</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>  Text: <u>I like myself</u> by Karen Beaumont  <a href="https://www.youtube.com/watch?v=kTLxkMa0XDk">https://www.youtube.com/watch?v=kTLxkMa0XDk</a>  <u>I love my hair</u> by Natasha Anastasia Tarpley, BW mentor text, Unit 2 – Week 4</p> <p><b>Things I can do</b></p> <ul style="list-style-type: none"> <li>• Sort and categorize daily activities and vocabulary</li> <li>• Generate ideas about what things they can do</li> <li>• Illustrate and write stories about things they can do or enjoy doing</li> </ul> <p>Text: “Just Watch” &amp; “Somersaults”, Read aloud Rhymes, BW mentor Text, Unit 1 – Week 1&amp;2</p> <p><b>Family/Feelings</b></p> <ul style="list-style-type: none"> <li>• Identify family members</li> <li>• Identify feeling/emotions</li> <li>• Discuss story details</li> </ul> <p>Text: <u>Who’s in my family?</u> By Robbie H. Harris  <a href="https://www.youtube.com/watch?v=SjvPs0jw7gM">https://www.youtube.com/watch?v=SjvPs0jw7gM</a></p>	<p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>3</p>
<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b>School, 4-5 Weeks</b></p> <p><b>My School</b></p> <ul style="list-style-type: none"> <li>• Match classrooms with classroom activity</li> <li>• Describe what they do at school</li> </ul> <p>Text: <u>I Love School</u> by Philemon Sturges, BW mentor text Unit 1 – Week 2</p> <p><b>School Objects</b></p>	<p>1</p> <p>1</p>

<p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p>	<ul style="list-style-type: none"> <li>Describe and label school objects</li> <li>Identify objects used in school and use</li> </ul> <p><b>Colors</b></p> <ul style="list-style-type: none"> <li>Describe and label colors</li> <li>Respond to questions about text details</li> </ul> <p>Text: <u>Cat's Colors</u> by Jane Cabrera, MM mentor text Unit 4 – Week 1</p> <p><b>School Friends</b></p> <ul style="list-style-type: none"> <li>Interpret and respond to information shared by their peers</li> <li>Respond to questions about text details</li> <li>Identify/describe friends in group/class</li> </ul> <p>Text: <u>Friends at School</u> by Rochelle Bunnett, MM mentor text Unit 1 – Week 5</p>	<p>1 1 1 2 3 2 1</p>
<p>ELD Standard 1 – English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>	<p><b>Community, 4-5 Weeks</b></p> <p><b>Getting around</b></p> <ul style="list-style-type: none"> <li>Interpret and discuss a nonfiction book</li> <li>Describe ways to get around</li> <li>Make text-to-self connections to help understand the book</li> </ul> <p>Text: <u>On the Go</u> by Ann Morris, MM mentor text Unit 6 – Week 3</p> <p><b>Vehicles</b></p> <ul style="list-style-type: none"> <li>Listen and discuss a nonfiction book</li> <li>Describe different types of vehicles</li> <li>Make text-to-text connections</li> </ul> <p>Text: <u>Trains</u> by Matt Doeden, MM mentor text Unit 6 – Week 4 <u>Freight Train</u> by Donald Crews, BW mentor text Unit 2 – Week 5</p> <p><b>Greetings</b></p> <ul style="list-style-type: none"> <li>Identify and match common greetings</li> </ul> <p>Text: <u>Say Hello</u> by Jack Foreman, MM mentor text Unit 2 – Week 3</p> <p><b>Community full of words/language</b></p> <ul style="list-style-type: none"> <li>Generate ideas about places they like to go</li> <li>Identify signs vocabulary</li> <li>Illustrate and write stories about places they like go</li> </ul> <p>Text: <u>City Signs</u> by Zoran Milich, BW mentor text Unit 2 – Week 1</p>	<p>3 1 2 3 1 2 1 2 1 2 2 1 2</p>

Instructional Plan	
Formative Assessment Plan	Summative Assessment Plan
<p><i>Student participation, illustrations</i></p> <p><i>Answer/ask oral questions related to the unit theme</i></p> <p><i>Teacher observations</i></p> <p><i>Responses to listening and reading comprehension activities</i></p>	<p><i>Create a profile presenting themselves to peers.</i></p> <p><i>Story Celebration (Share stories, author of the week)</i></p>
Texts	Supplementary Resources
<p><i>Collaborative Classroom Online Hub</i></p> <ul style="list-style-type: none"> <li>- <i>Making Meaning</i></li> <li>- <i>Being a Writer</i></li> </ul> <p><i>Foundations</i></p> <p><i>Envision</i></p> <ul style="list-style-type: none"> <li>- <i>Pearson Realize Online</i></li> </ul> <p><i>Reading A- Z</i></p>	<p><i>ESL Manipulatives</i></p> <p><i>Youtube</i></p>
Instructional Best Practices and Exemplars	
<p><i>This is a place to capture standards integration and instructional best practices.</i></p> <p><a href="#">WIDA Instructional Framework</a></p> <p><a href="#">NJDOE FABRIC: A Learning Paradigm for ELLs</a></p> <p>Foundational Skills</p> <p>Academic Discussions</p> <p>Background Knowledge</p> <p>Resources</p> <p>Individual Assessment</p> <p>Culture</p> <p><a href="#">NJDOE: 100 Scaffolds for ELLs</a></p>	

## DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student's heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

<ul style="list-style-type: none"> <li>• Provide ongoing, effective, specific feedback</li> <li>• Model/Utilize graphic organizers</li> <li>• Provide leveled reading materials</li> <li>• Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>• Utilize a multi-sensory approach to new topics</li> <li>• NJDOE Resources</li> </ul>			
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**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology

**Technology Infusion**

<https://docs.google.com/document/d/1-5eI3aJjDd9j0WIJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing>

Google G Suite

Smart Board Applications

enVision applications

**Evidence of Student Learning**

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language	<b>Grade:</b>	Kindergarten
<b>Marking Period</b>	2	<b>Unit Title:</b>	Fiction – Wondering about Sounds and Symbols in words all around me
		<b>Pacing:</b>	12 Weeks

### Overview

**Enduring Understandings (Big Ideas):** This thematic unit will explore consonant and vowels sounds using the Foundations Program. Through their engagement in a language framework, learners will learn to wonder about words and stories to build reading comprehension skills.

**Essential Questions:**

- What are the consonants and short vowel sounds?
- How do I explore new and unfamiliar surroundings?
- How are sounds used to build words?
- How do I use wondering to help ask and answer questions about fiction stories?

### NJSLs

Standards		Unit 2 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 2 Reading Standards		
<p>ELD Standard 1 – English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Consonant and Vowel Sounds, 8 Weeks</b></p> <p><b>Letter Sounds</b></p> <ul style="list-style-type: none"> <li>• Identify and produce letter sounds using the Wilson/Foundations picture cue cards</li> <li>• Identify the beginning sound of picture with correct letter</li> </ul> <p>4 wks. - t, b, f, n, m, i, u, c, o, a, g, d, &amp; s</p> <p>4 wks. - e, r, p, j, l, h, k, v, w, y, x, z, &amp; qu</p> <p><b>Retelling, 2 Weeks</b></p> <ul style="list-style-type: none"> <li>• Utilize key details to answer questions about stories.</li> <li>• Listen and discuss a story</li> <li>• Respond to questions about key details in the story</li> </ul>	<p>1</p> <p>1</p> <p>2</p> <p>1</p> <p>3</p>

	<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing</p>	<p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer (BW):</u></b>  Texts: <u>If You Give a Mouse a Cookie</u> by Laura Joffe Numeroff, MM mentor texts, Unit 1 – Week 2  <u>Whistle for Willie</u> by Ezra Keats, MM mentor texts, Unit 1 – Week 6  <u>Flower Garden</u> by Eve Bunting, MM mentor texts, Unit 1 – Week 2  <b>Wondering, 2 Weeks</b></p> <ul style="list-style-type: none"> <li>Utilize wondering to help them understand a story</li> <li>Listen and discuss a story</li> <li>Respond to questions about details in the text</li> </ul> <p>Texts: <u>Brave Bear</u> by Kathy Mallat, MM mentor text, Unit 5 – Week 1  <u>A letter to Amy</u> by Ezra Keats, MM mentor text, Unit 5 – Week 2</p>	<p>2 1 3</p>
Standards		Unit 2 Writing Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 2 Writing Standards	<p><b>Consonant and Vowel Sounds, 8 Weeks</b>  <b>Letter Sounds</b></p> <ul style="list-style-type: none"> <li>Identify and produce letter sounds using the Wilson/Fundations picture cue cards</li> <li>Identify the beginning sound of picture with correct letter</li> </ul> <p>4 wks. - t, b, f, n, m, i, u, c, o, a, g, d, &amp; s  4 wks. - e, r, p, j, l, h, k, v, w, y, x, z, &amp; qu</p> <p><b>Retelling, 2 Weeks</b></p> <ul style="list-style-type: none"> <li>Utilize key details to answer questions about stories.</li> <li>Listen and discuss a story</li> <li>Respond to questions about key details in the story</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer (BW):</u></b>  Texts: <u>If You Give a Mouse a Cookie</u> by Laura Joffe Numeroff, MM mentor texts, Unit 1 – Week 2  <u>Whistle for Willie</u> by Ezra Keats, MM mentor texts, Unit 1 – Week 6</p>	<p>1 1 2 1 3</p>
<p>ELD Standard 1 – English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i></p>		



	<p>with peers and adults in small and larger groups.</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing</p>	<p><u>Flower Garden</u> by Eve Bunting, MM mentor texts, Unit 1 – Week 2  <b>Wondering, 2 Weeks</b></p> <ul style="list-style-type: none"> <li>Utilize wondering to help them understand a story</li> <li>Listen and discuss a story</li> <li>Respond to questions about details in the text</li> </ul> <p>Texts: <u>Brave Bear</u> by Kathy Mallat, MM mentor text, Unit 5 – Week 1  <u>A letter to Amy</u> by Ezra Keats, MM mentor text, Unit 5 – Week 2</p>	<p>2 1 3</p>
Standards		Unit 2 Speaking and Listening Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 2 Speaking & Listening Standards		
<p>ELD Standard 1 – English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b>Consonant and Vowel Sounds, 8 Weeks</b>  <b>Letter Sounds</b></p> <ul style="list-style-type: none"> <li>Identify and produce letter sounds using the Wilson/Fundations picture cue cards</li> <li>Identify the beginning sound of picture with correct letter</li> </ul> <p>4 wks. - t, b, f, n, m, i, u, c, o, a, g, d, &amp; s  4 wks. - e, r, p, j, l, h, k, v, w, y, x, z, &amp; qu</p> <p><b>Retelling, 2 Weeks</b></p> <ul style="list-style-type: none"> <li>Utilize key details to answer questions about stories.</li> <li>Listen and discuss a story</li> <li>Respond to questions about key details in the story</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer (BW):</u></b>  Texts: <u>If You Give a Mouse a Cookie</u> by Laura Joffe Numeroff, MM mentor texts, Unit 1 – Week 2  <u>Whistle for Willie</u> by Ezra Keats, MM mentor texts, Unit 1 – Week 6  <u>Flower Garden</u> by Eve Bunting, MM mentor texts, Unit 1 – Week 2  <b>Wondering, 2 Weeks</b></p>	<p>1 1 2 1 3</p>

	W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing	<ul style="list-style-type: none"> <li>Utilize wondering to help them understand a story</li> <li>Listen and discuss a story</li> <li>Respond to questions about details in the text</li> </ul> Texts: <u>Brave Bear</u> by Kathy Mallat, MM mentor text, Unit 5 – Week 1 <u>A letter to Amy</u> by Ezra Keats, MM mentor text, Unit 5 – Week 2	2 1 3
Standards		Unit 2 Language Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 2 Language Standards		
<p>ELD Standard 1 – English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which</p>	<p><b>Consonant and Vowel Sounds, 8 Weeks</b></p> <p><b>Letter Sounds</b></p> <ul style="list-style-type: none"> <li>Identify and produce letter sounds using the Wilson/Fundations picture cue cards</li> <li>Identify the beginning sound of picture with correct letter</li> </ul> <p>4 wks. - t, b, f, n, m, i, u, c, o, a, g, d, &amp; s            4 wks. - e, r, p, j, l, h, k, v, w, y, x, z, &amp; qu</p> <p><b>Retelling, 2 Weeks</b></p> <ul style="list-style-type: none"> <li>Utilize key details to answer questions about stories.</li> <li>Listen and discuss a story</li> <li>Respond to questions about key details in the story</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer (BW):</u></b>            Texts: <u>If You Give a Mouse a Cookie</u> by Laura Joffe Numeroff, MM mentor texts, Unit 1 – Week 2  <u>Whistle for Willie</u> by Ezra Keats, MM mentor texts, Unit 1 – Week 6  <u>Flower Garden</u> by Eve Bunting, MM mentor texts, Unit 1 – Week 2</p> <p><b>Wondering, 2 Weeks</b></p> <ul style="list-style-type: none"> <li>Utilize wondering to help them understand a story</li> <li>Listen and discuss a story</li> <li>Respond to questions about details in the text</li> </ul> Texts: <u>Brave Bear</u> by Kathy Mallat, MM mentor text, Unit 5 – Week 1	1  1   2 1 3

	they tell a reader the topic or the name of the book they are writing	<u>A letter to Amy</u> by Ezra Keats, MM mentor text, Unit 5 – Week 2	2 1 3
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**Instructional Plan**

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
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<i>Student participation, illustrations</i> <i>Answer/ask oral questions related to the unit theme</i> <i>Teacher observations</i> <i>Responses to listening and reading comprehension activities</i>	<i>Foundations sound assessment</i> <i>Reading comprehension assessment on retelling</i>
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<b>Texts</b>	<b>Supplementary Resources</b>
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<i>Collaborative Classroom Online Hub</i> <ul style="list-style-type: none"> <li>- <i>Making Meaning</i></li> <li>- <i>Being a Writer</i></li> </ul> <i>Foundations</i> <i>Envision</i> <ul style="list-style-type: none"> <li>- <i>Pearson Realize Online</i></li> </ul> <i>Reading A- Z</i>	<i>ESL Manipulatives</i>
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**Instructional Best Practices and Exemplars**

*This is a place to capture standards integration and instructional best practices.*

[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills

Academic Discussions

Background Knowledge

Resources

Individual Assessment

Culture

[NJDOE: 100 Scaffolds for ELLs](#)

**DIFFERENTIATION**

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student's heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

<ul style="list-style-type: none"> <li>• Provide ongoing, effective, specific feedback</li> <li>• Model/Utilize graphic organizers</li> <li>• Provide leveled reading materials</li> <li>• Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>• Utilize a multi-sensory approach to new topics</li> <li>• NJDOE Resources</li> </ul>			
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**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology

**Technology Infusion**

<https://docs.google.com/document/d/1-5eI3aJdD9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

Google G Suite

Smart Board Applications

enVision applications

**Evidence of Student Learning**

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language		<b>Grade:</b>	Kindergarten
<b>Marking Period</b>	3	<b>Unit Title:</b>	Nonfiction – Wondering about Text Features in Nonfiction texts about Animals and our Community Workers	<b>Pacing:</b> 12 Weeks

### Overview

**Enduring Understandings (Big Ideas):** This thematic unit will explore Nonfiction text features and writing nonfiction stories. Through their engagement in a language framework, learners will learn to read sight words in text and in isolation.

**Essential Questions:**

- How do you use text features to understand nonfiction text?
- How do you use nonfiction vocabulary to understand text topic?
- What role do geometric shapes play in our world?
- How do you write stories about nonfiction topics?

NJSLs			
Standards		Unit 3 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 3 Reading Standards		
<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<p><b>Nonfiction Comprehension, 6 Weeks</b>  <b>Sight Words/Nonfiction Text Features</b></p> <ul style="list-style-type: none"> <li>• Read the 27 Foundations sight words in isolation and in text</li> <li>• Explore text features of nonfiction books</li> <li>• Utilize text vocabulary to understand text topic</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>                      Texts: <a href="#">A baby penguin story</a> by Martha E.H. Rustad</p>	<p>1</p> <p>4</p> <p>3</p>

		<p><u>A baby duck story</u> by Martha E.H. Rustad, MM mentor texts, Unit 7 – Week 1</p> <p>Texts: <u>A harbor seal pup grows up</u> by Joan Hewett, MM mentor text, Unit 7 – Week 2</p> <p><u>A tiger cub grows up</u> by Joan Hewett, MM mentor text, Unit 7 – Week 3</p>	
ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	<p><u>CCSS.MATH.CONTENT.K.G.A.1</u></p> <p>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i></p>	<p><b>Nonfiction Geometry, 2 Weeks</b></p> <p><b>Shapes in the Environment</b></p> <ul style="list-style-type: none"> <li>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</li> </ul> <p>Envision Topic 12-6</p>	1
<p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p> <p>ELD Standard 1 – English language learners communicate for Social and Instructional purposes within the school setting</p>	<p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b>Nonfiction Writing Nonfiction Books, 2 Weeks</b></p> <p><b>Write books about their partners</b></p> <ul style="list-style-type: none"> <li>Listen and discuss a nonfiction book</li> <li>Interview their partners</li> <li>Write and draw two-page books about their partners</li> </ul> <p>Text: <u>I want to be a Chef</u> by Dan Liebman, BW mentor text, Unit 4 – Week 2</p> <p><b>Write books about food</b></p> <ul style="list-style-type: none"> <li>Listen and discuss a nonfiction book</li> <li>Utilize their senses to generate facts about a book</li> <li>Write and draw two-page books about a food.</li> </ul> <p>Text: <u>Vegetables</u> by Nancy Dickmann, BW mentor text, Unit 4 – Week 3</p>	<p>1</p> <p>3</p> <p>2</p> <p>1</p> <p>2</p> <p>2</p>
<b>Standards</b>		<b>Unit 3 Writing</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 3 Writing Standards</b>	<b>Critical Knowledge and Skills</b>	
ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for	RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	<p><b>Nonfiction Comprehension, 6 Weeks</b></p> <p><b>Sight Words/Nonfiction Text Features</b></p>	1



<p>academic success in the content area of Language Arts.</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<ul style="list-style-type: none"> <li>• Read the 27 Foundations sight words in isolation and in text</li> <li>• Explore text features of nonfiction books</li> <li>• Utilize text vocabulary to understand text topic</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>  Texts: <u>A baby penguin story</u> by Martha E.H. Rustad  <u>A baby duck story</u> by Martha E.H. Rustad, MM mentor texts, Unit 7 – Week 1  Texts: <u>A harbor seal pup grows up</u> by Joan Hewett, MM mentor text, Unit 7 – Week 2  <u>A tiger cub grows up</u> by Joan Hewett, MM mentor text, Unit 7 – Week 3</p>	<p>4 3</p>
<p>ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p>	<p><u>CCSS.MATH.CONTENT.K.G.A.1</u>  Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to.</i></p>	<p><b>Nonfiction Geometry, 2 Weeks</b>  <b>Shapes in the Environment</b></p> <ul style="list-style-type: none"> <li>• Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</li> </ul> <p>Envision Topic 12-6</p>	<p>1</p>
<p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p> <p>ELD Standard 1 – English language learners communicate for Social and Instructional purposes within the school setting</p>	<p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about</p>	<p><b>Nonfiction Writing Nonfiction Books, 2 Weeks</b>  <b>Write books about their partners</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss a nonfiction book</li> <li>• Interview their partners</li> <li>• Write and draw two-page books about their partners</li> </ul> <p>Text: <u>I want to be a Chef</u> by Dan Liebman, BW mentor text, Unit 4 – Week 2</p> <p><b>Write books about food</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss a nonfiction book</li> <li>• Utilize their senses to generate facts about a book</li> <li>• Write and draw two-page books about a food.</li> </ul> <p>Text: <u>Vegetables</u> by Nancy Dickmann, BW mentor text, Unit 4 – Week 3</p>	<p>1 3 2</p> <p>1 2 2</p>

	<i>kindergarten topics and texts with peers and adults in small and larger groups.</i>		
Standards		Unit 3 Speaking and Listening Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 3 Speaking & Listening Standards		
<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<p><b>Nonfiction Comprehension, 6 Weeks</b>  <b>Sight Words/Nonfiction Text Features</b></p> <ul style="list-style-type: none"> <li>• Read the 27 Foundations sight words in isolation and in text</li> <li>• Explore text features of nonfiction books</li> <li>• Utilize text vocabulary to understand text topic</li> </ul> <p><b><i>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</i></b>  Texts: <u>A baby penguin story</u> by Martha E.H. Rustad  <u>A baby duck story</u> by Martha E.H. Rustad, MM mentor texts, Unit 7 – Week 1  Texts: <u>A harbor seal pup grows up</u> by Joan Hewett, MM mentor text, Unit 7 – Week 2  <u>A tiger cub grows up</u> by Joan Hewett, MM mentor text, Unit 7 – Week 3</p>	<p>1</p> <p>4</p> <p>3</p>
<p>ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p>	<p><u>CCSS.MATH.CONTENT.K.G.A.1</u>  Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i></p>	<p><b>Nonfiction Geometry, 2 Weeks</b>  <b>Shapes in the Environment</b></p> <ul style="list-style-type: none"> <li>• Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</li> </ul> <p>Envision Topic 12-6</p>	<p>1</p>
<p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose</p>	<p><b>Nonfiction Writing Nonfiction Books, 2 Weeks</b>  <b>Write books about their partners</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss a nonfiction book</li> <li>• Interview their partners</li> <li>• Write and draw two-page books about their partners</li> </ul>	<p>1</p> <p>3</p> <p>2</p>

<p>ELD Standard 1 – English language learners communicate for Social and Instructional purposes within the school setting</p>	<p>informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p>	<p>Text: <u>I want to be a Chef</u> by Dan Liebman, BW mentor text, Unit 4 – Week 2</p> <p><b>Write books about food</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss a nonfiction book</li> <li>• Utilize their senses to generate facts about a book</li> <li>• Write and draw two-page books about a food.</li> </ul> <p>Text: <u>Vegetables</u> by Nancy Dickmann, BW mentor text, Unit 4 – Week 3</p>	<p>1 2 2</p>
Standards		Unit 3 Language Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 3 Language Standards	<p><b>Nonfiction Comprehension, 6 Weeks</b> <b>Sight Words/Nonfiction Text Features</b></p> <ul style="list-style-type: none"> <li>• Read the 27 Foundations sight words in isolation and in text</li> <li>• Explore text features of nonfiction books</li> <li>• Utilize text vocabulary to understand text topic</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>  Texts: <u>A baby penguin story</u> by Martha E.H. Rustad  <u>A baby duck story</u> by Martha E.H. Rustad, MM mentor texts, Unit 7 – Week 1  Texts: <u>A harbor seal pup grows up</u> by Joan Hewett, MM mentor text, Unit 7 – Week 2  <u>A tiger cub grows up</u> by Joan Hewett, MM mentor text, Unit 7 – Week 3</p>	<p>1 4 3</p>
<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<p><b>Nonfiction Geometry, 2 Weeks</b> <b>Shapes in the Environment</b></p> <ul style="list-style-type: none"> <li>• Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</li> </ul> <p>Envision Topic 12-6</p>	<p>1</p>
<p>ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p>	<p><u>CCSS.MATH.CONTENT.K.G.A.1</u> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i></p>		

<p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p> <p>ELD Standard 1 – English language learners communicate for Social and Instructional purposes within the school setting</p>	<p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b>Nonfiction Writing Nonfiction Books, 2 Weeks</b>  <b>Write books about their partners</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss a nonfiction book</li> <li>• Interview their partners</li> <li>• Write and draw two-page books about their partners</li> </ul> <p>Text: <u>I want to be a Chef</u> by Dan Liebman, BW mentor text, Unit 4 – Week 2</p> <p><b>Write books about food</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss a nonfiction book</li> <li>• Utilize their senses to generate facts about a book</li> <li>• Write and draw two-page books about a food.</li> </ul> <p>Text: <u>Vegetables</u> by Nancy Dickmann, BW mentor text, Unit 4 – Week 3</p>	<p>1 3 2</p> <p>1 2 2</p>
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**Instructional Plan**

Formative Assessment Plan	Summative Assessment Plan
<p><i>Student participation, illustrations</i></p> <p><i>Answer/ask oral questions related to the unit theme</i></p> <p><i>Teacher observations</i></p> <p><i>Responses to listening and reading comprehension activities</i></p>	<p><i>Sight Word Assessment</i></p> <p><i>Reading comprehension assessment on retelling</i></p> <p><i>Topic 12-6 Quick Check</i></p>
Texts	Supplementary Resources
<p><i>Collaborative Classroom Online Hub</i></p> <ul style="list-style-type: none"> <li>- <i>Making Meaning</i></li> <li>- <i>Being a Writer</i></li> </ul> <p><i>Foundations</i></p> <p><i>Envision</i></p> <ul style="list-style-type: none"> <li>- <i>Pearson Realize Online</i></li> </ul> <p><i>Reading A- Z</i></p>	<p><i>ESL Manipulatives</i></p>

Instructional Best Practices and Exemplars

*This is a place to capture standards integration and instructional best practices.*

[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills

Academic Discussions

Background Knowledge

Resources

Individual Assessment

Culture

[NJDOE: 100 Scaffolds for ELLs](#)

**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>Intervention</b>	<b>Acceleration</b>
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

- Utilize assistive technology, when appropriate
- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

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**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes:**

Global Awareness  
 Financial, Economic, Business and Entrepreneurial Literacy  
 Civic Literacy  
 Health Literacy  
 Environmental Literacy

**21<sup>st</sup> Century Skills:**

Creativity & Innovation  
 Critical Thinking & Problem Solving  
 Communication & Collaboration  
 Media Literacy  
 Information Literacy  
 Information, Communication & Technology

**Technology Infusion**

<https://docs.google.com/document/d/1-5eI3aJdD9j0WIJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing>

Google G Suite

Smart Board Applications

enVision applications

**Evidence of Student Learning**

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes



## English as a Second Language, Grade 1

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a>	Primary Focus Standards: RL.1.1. RL.1.7. RI.1.7.	Primary Focus Standards: W.1.3.	Primary Focus Standards: SL.1.1. SL.1.4.	Primary Focus Standards: L.1.1.
	Text Type: Fiction	Writing Focus: Personal Narratives	Task Type: Group Discussions	Skill Focus: Punctuation
<a href="#">Unit 2</a>	Primary Focus Standards: RF.1.2. RL.1.2. RI.1.3.	Primary Focus Standards: W.1.3.	Primary Focus Standards: SL.1.1	Primary Focus Standards: L.1.2.
	Text Type: Fiction	Writing Focus: Personal Narratives	Task Type: Participation	Skill Focus: Capitalization
<a href="#">Unit 3</a>	Primary Focus Standards: RF.1.3. RI.1.5.	Primary Focus Standards: W.1.2.	Primary Focus Standards: SL.1.1	Primary Focus Standards: L.1.1.
	Text Type: Nonfiction	Writing Focus: Informative	Task Type: Participation	Skill Focus: Word Meaning
<a href="#">Suggested Open Educational Resources</a>	Collaborative Classroom Online Hub - Making Meaning - Being a Writer Foundations Level 1 Envision - Pearson Realize Online Reading A- Z	Collaborative Classroom Online Hub - Making Meaning - Being a Writer Foundations Level 1 Envision - Pearson Realize Online Reading A- Z	Collaborative Classroom Online Hub - Making Meaning - Being a Writer Foundations Level 1 Envision - Pearson Realize Online Reading A- Z	Collaborative Classroom Online Hub - Making Meaning - Being a Writer Foundations Level 1 Envision - Pearson Realize Online Reading A- Z

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language	<b>Grade:</b>	1
<b>Marking Period</b>	1	<b>Unit Title:</b>	All About Me, My Family, School & Community
		<b>Pacing:</b>	12 Weeks

### Overview

**Enduring Understandings (Big Ideas):** This thematic unit will explore ideas of self, school and community through cooperative structures. Through their engagement in a language framework, learners will identify their place in the world and how to use their family, school, friends and the community as a platform to enhance learning.

**Essential Questions:**

- What is the best way to enhance language and social development?
- How does prior knowledge support language acquisition?
- How do I make text-to-self connections when working with texts about school and friends?

### NJSLs

Standards		Unit 1 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 1 Reading Standards		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>Self/All about me, 5 – 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Introduce self, things I like activity</li> <li>• Listen and discuss a story</li> <li>• Make text-to-self connections</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p>Texts: <u>Quick as a Cricket</u> by Audrey Wood, MM mentor text, Unit 1 – Week 1</p> <p><u>When I was little</u> by Jamie Lee Curtis, MM mentor text, Unit 1 – Week 2</p> <p><b>Feelings</b></p>	<p>1</p> <p>3</p> <p>2</p>

	<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>• Listen and discuss a story</li> <li>• Make text-to-self connections</li> <li>• Identify feelings</li> </ul> <p>Texts: <u>It's Mine</u> by Leo Lionni, MM mentor text, Unit 1 – Week 4  <u>Matthew and Tilly</u> by Rebecca C. Jones, MM mentor text, Unit 2 – Week 1  <u>McDuff and the Baby</u> by Rosemary Wells, MM mentor text, Unit 2 – Week 2</p> <p><b>Things I like</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss good writing</li> <li>• Visualize to get ideas for writing</li> <li>• Write about things they like to do</li> </ul> <p>Texts: <u>Things I like</u> by Anthony Browne, BW mentor text, Unit 1 – Week 1  <u>All by Myself</u> by Mercer Mayer, BW mentor text, Unit 1 – Week 3</p>	<p>3 2 1</p> <p>3 1 2</p>
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b>School, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Explore the school building using their senses</li> <li>• Make text-to-self connections</li> <li>• Describe what they do at school</li> </ul> <p>Text: <u>Using your senses</u> by Rebecca Rissman, MM mentor text Unit 6 – Week 1  <u>First Day Jitters</u> by Julie Danneberg  <a href="https://www.youtube.com/watch?v=YMGCDrk3nqQ">https://www.youtube.com/watch?v=YMGCDrk3nqQ</a></p> <p><b>School Rules/Expectations</b></p> <ul style="list-style-type: none"> <li>• Respond to questions to understand key details</li> <li>• Discuss school rules/expectations/responsibilities</li> </ul> <p>Texts: <u>Sheep Out to Eat</u> by Nancy Shaw, MM mentor text Unit 4 – Week 3</p>	<p>1</p> <p>2 1</p> <p>2 3</p>

		<u>Sleep Well: Why you need to rest</u> by Kathy Feeney, “How to Catch Your ZZZs” article MM mentor text Unit 6 – Week 2	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>My Neighborhood, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss a nonfiction book</li> <li>• Make text-to-self connections to help understand the book</li> <li>• Explore the differences in the people and places in a neighborhood</li> <li>• Write stories about special places</li> </ul> <p>Texts: <u>People in My Neighborhood</u> and <u>Places in My Neighborhood</u> by Shelly Lyons, MM mentor text Unit 1 – Week 3 <u>Chinatown</u> by William Low, BW mentor text Unit 2 – Week 2 Down the road, by Alice Schertle, BW mentor text Unit 4 – Week 3</p>	<p>1</p> <p>2</p> <p>3</p> <p>2</p>
<b>Standards</b>		<b>Unit 1 Writing</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 1 Writing Standards</b>	<b>Critical Knowledge and Skills</b>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide</p>	<p><b>Self/All about me, 5 – 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Introduce self, things I like activity</li> <li>• Listen and discuss a story</li> <li>• Make text-to-self connections</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p>Texts: <u>Quick as a Cricket</u> by Audrey Wood, MM mentor text, Unit 1 – Week 1 <u>When I was little</u> by Jamie Lee Curtis, MM mentor text, Unit 1 – Week 2</p> <p><b>Feelings</b></p>	<p>1</p> <p>3</p> <p>2</p>

	<p>some sense of closure.</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>• Listen and discuss a story</li> <li>• Make text-to-self connections</li> <li>• Identify feelings</li> </ul> <p>Texts: <u>It's Mine</u> by Leo Lionni, MM mentor text, Unit 1 – Week 4</p> <p><u>Matthew and Tilly</u> by Rebecca C. Jones, MM mentor text, Unit 2 – Week 1</p> <p><u>McDuff and the Baby</u> by Rosemary Wells, MM mentor text, Unit 2 – Week 2</p> <p><b>Things I like</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss good writing</li> <li>• Visualize to get ideas for writing</li> <li>• Write about things they like to do</li> </ul> <p>Texts: <u>Things I like</u> by Anthony Browne, BW mentor text, Unit 1 – Week 1</p> <p><u>All by Myself</u> by Mercer Mayer, BW mentor text, Unit 1 – Week 3</p>	<p>3 2 1</p> <p>3 1 2</p>
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<b>Standards</b>		<b>Unit 1 Speaking and Listening</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 1 Speaking &amp; Listening Standards</b>	<b>Critical Knowledge and Skills</b>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>Self/All about me, 5 – 6 Weeks</b></p> <ul style="list-style-type: none"> <li>Introduce self, things I like activity</li> <li>Listen and discuss a story</li> <li>Make text-to-self connections</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p>Texts: <u>Quick as a Cricket</u> by Audrey Wood, MM mentor text, Unit 1 – Week 1  <u>When I was little</u> by Jamie Lee Curtis, MM mentor text, Unit 1 – Week 2</p> <p><b>Feelings</b></p> <ul style="list-style-type: none"> <li>Listen and discuss a story</li> </ul>	<p>1</p> <p>3</p> <p>2</p> <p>3</p>

	<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>• Make text-to-self connections</li> <li>• Identify feelings</li> </ul> <p>Texts: <u>It's Mine</u> by Leo Lionni, MM mentor text, Unit 1 – Week 4  <u>Matthew and Tilly</u> by Rebecca C. Jones, MM mentor text, Unit 2 – Week 1  <u>McDuff and the Baby</u> by Rosemary Wells, MM mentor text, Unit 2 – Week 2</p> <p><b>Things I like</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss good writing</li> <li>• Visualize to get ideas for writing</li> <li>• Write about things they like to do</li> </ul> <p>Texts: <u>Things I like</u> by Anthony Browne, BW mentor text, Unit 1 – Week 1  <u>All by Myself</u> by Mercer Mayer, BW mentor text, Unit 1 – Week 3</p>	<p>2 1</p> <p>3 1 2</p>
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b>School, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Explore the school building using their senses</li> <li>• Make text-to-self connections</li> <li>• Describe what they do at school</li> </ul> <p>Text: <u>Using your senses</u> by Rebecca Rissman, MM mentor text Unit 6 – Week 1  <u>First Day Jitters</u> by Julie Danneberg  <a href="https://www.youtube.com/watch?v=YMGCDrk3nqQ">https://www.youtube.com/watch?v=YMGCDrk3nqQ</a></p> <p><b>School Rules/Expectations</b></p> <ul style="list-style-type: none"> <li>• Respond to questions to understand key details</li> <li>• Discuss school rules/expectations/responsibilities</li> </ul> <p>Texts: <u>Sheep Out to Eat</u> by Nancy Shaw, MM mentor text Unit 4 – Week 3  <u>Sleep Well: Why you need to rest</u> by Kathy Feeney, “How to Catch Your ZZZs” article MM mentor text Unit 6 – Week 2</p>	<p>1 2 1</p> <p>2 3</p>

<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>My Neighborhood, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>Listen and discuss a nonfiction book</li> <li>Make text-to-self connections to help understand the book</li> <li>Explore the differences in the people and places in a neighborhood</li> <li>Write stories about special places</li> </ul> <p>Texts: <u>People in My Neighborhood</u> and <u>Places in My Neighborhood</u> by Shelly Lyons, MM mentor text Unit 1 – Week 3  <u>Chinatown</u> by William Low, BW mentor text Unit 2 – Week 2  Down the road, by Alice Schertle, BW mentor text Unit 4 – Week 3</p>	<p>1</p> <p>2</p> <p>3</p> <p>2</p>
Standards		Unit 1 Language	Depth of Knowledge
WIDA ELD	ELA: Unit 1 Language Standards	Critical Knowledge and Skills	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>L.1.1. Demonstrate command of the</p>	<p><b>Self/All about me, 5 – 6 Weeks</b></p> <ul style="list-style-type: none"> <li>Introduce self, things I like activity</li> <li>Listen and discuss a story</li> <li>Make text-to-self connections</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p>Texts: <u>Quick as a Cricket</u> by Audrey Wood, MM mentor text, Unit 1 – Week 1  <u>When I was little</u> by Jamie Lee Curtis, MM mentor text, Unit 1 – Week 2</p> <p><b>Feelings</b></p> <ul style="list-style-type: none"> <li>Listen and discuss a story</li> <li>Make text-to-self connections</li> <li>Identify feelings</li> </ul>	<p>1</p> <p>3</p> <p>2</p> <p>3</p> <p>2</p>



	<p>conventions of standard English grammar and usage when writing or speaking.</p>	<p>Texts: <u>It's Mine</u> by Leo Lionni, MM mentor text, Unit 1 – Week 4  <u>Matthew and Tilly</u> by Rebecca C. Jones, MM mentor text, Unit 2 – Week 1  <u>McDuff and the Baby</u> by Rosemary Wells, MM mentor text, Unit 2 – Week 2  <b>Things I like</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss good writing</li> <li>• Visualize to get ideas for writing</li> <li>• Write about things they like to do</li> </ul> <p>Texts: <u>Things I like</u> by Anthony Browne, BW mentor text, Unit 1 – Week 1  <u>All by Myself</u> by Mercer Mayer, BW mentor text, Unit 1 – Week 3</p>	<p>1</p> <p>3</p> <p>1</p> <p>2</p>
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b>School, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Explore the school building using their senses</li> <li>• Make text-to-self connections</li> <li>• Describe what they do at school</li> </ul> <p>Text: <u>Using your senses</u> by Rebecca Rissman, MM mentor text Unit 6 – Week 1  <u>First Day Jitters</u> by Julie Danneberg  <a href="https://www.youtube.com/watch?v=YMGCDrk3nqQ">https://www.youtube.com/watch?v=YMGCDrk3nqQ</a></p> <p><b>School Rules/Expectations</b></p> <ul style="list-style-type: none"> <li>• Respond to questions to understand key details</li> <li>• Discuss school rules/expectations/responsibilities</li> </ul> <p>Texts: <u>Sheep Out to Eat</u> by Nancy Shaw, MM mentor text Unit 4 – Week 3  <u>Sleep Well: Why you need to rest</u> by Kathy Feeney, “How to Catch Your ZZZs” article  MM mentor text Unit 6 – Week 2</p>	<p>1</p> <p>2</p> <p>1</p> <p>2</p> <p>3</p>

<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p>	<p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p>	<p><b>My Neighborhood, 4-5 Weeks</b></p>	<p>1</p>
<p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> <li>• Listen and discuss a nonfiction book</li> <li>• Make text-to-self connections to help understand the book</li> </ul>	<p>2</p>
<p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> <li>• Explore the differences in the people and places in a neighborhood</li> <li>• Write stories about special places</li> </ul>	<p>3</p>
	<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Texts: <u>People in My Neighborhood</u> and <u>Places in My Neighborhood</u> by Shelly Lyons, MM mentor text Unit 1 – Week 3  <u>Chinatown</u> by William Low, BW mentor text Unit 2 – Week 2  Down the road, by Alice Schertle, BW mentor text Unit 4 – Week 3</p>	<p>2</p>

**Instructional Plan**

Formative Assessment Plan	Summative Assessment Plan
<p><i>Student participation, illustrations</i>  <i>Answer/ask oral questions related to the unit theme</i>  <i>Teacher observations</i>  <i>Responses to listening and reading comprehension activities</i></p>	<p><i>Create a profile presenting themselves to peers.</i>  <i>Story Celebration (Share stories, author of the week)</i></p>
Texts	Supplementary Resources
<p><i>Collaborative Classroom Online Hub</i></p> <ul style="list-style-type: none"> <li>- <i>Making Meaning</i></li> <li>- <i>Being a Writer</i></li> </ul> <p><i>Foundations</i>  <i>Envision</i></p> <ul style="list-style-type: none"> <li>- <i>Pearson Realize Online</i></li> </ul> <p><i>Reading A- Z</i></p>	<p><i>ESL Manipulatives</i>  <i>Youtube</i></p>

## Instructional Best Practices and Exemplars

*This is a place to capture standards integration and instructional best practices.*

[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills

Academic Discussions

Background Knowledge

Resources

Individual Assessment

Culture

[NJDOE: 100 Scaffolds for ELLs](#)

**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>Intervention</b>	<b>Acceleration</b>
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

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**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes:**

Global Awareness  
 Financial, Economic, Business and Entrepreneurial Literacy  
 Civic Literacy  
 Health Literacy  
 Environmental Literacy

**21<sup>st</sup> Century Skills:**

Creativity & Innovation  
 Critical Thinking & Problem Solving  
 Communication & Collaboration  
 Media Literacy  
 Information Literacy  
 Information, Communication & Technology

**Technology Infusion**

<https://docs.google.com/document/d/1-5e13aJdD9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

Google G Suite

Smart Board Applications

enVision applications

**Evidence of Student Learning**

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language		<b>Grade:</b>	1
<b>Marking Period</b>	2	<b>Unit Title:</b>	Fiction - Wondering about Phonemic Awareness and Reading Comprehension	<b>Pacing:</b> 12 Weeks

### Overview

**Enduring Understandings (Big Ideas):** This thematic unit will explore building words with grade level phoneme skills using the Foundations Program. Through their engagement in a language framework, learners will wonder about words and stories to build reading comprehension skills.

**Essential Questions:**

- How do we build words using sounds we encounter?
- How do key details help with understanding story comprehension?
- How do I use wondering to help ask and answer questions about fiction stories?

### NJSL

Standards		Unit 2 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 2 Reading Standards		
ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<b>Foundations Skills - 4 Weeks CVC &amp; Consonant Digraphs</b> <ul style="list-style-type: none"> <li>• Identify and produce letter sounds using the Wilson/Foundations picture cue cards <span style="float: right;">1</span></li> <li>• Have phonemic awareness skills: sound manipulation (initial, final, and medial) <span style="float: right;">1</span></li> <li>• Segment and spell three sound short vowels <span style="float: right;">1</span></li> <li>• Identify the concept of consonant digraphs keywords: wh, ch, sh, th &amp; ck <span style="float: right;">1</span></li> </ul> Foundations Units 1 - 3 <span style="float: right;">1</span>	

		<b>Bonus letters, Glued Sounds</b> <ul style="list-style-type: none"> <li>Identify the bonus letter spelling rule: ff, ll, ss, and sometimes zz</li> <li>Produce glued sounds: <b>all, am, an</b></li> </ul> Foundations Units 4 & 5	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b>Visualizing/Comprehension - 4 Weeks</b></p> <ul style="list-style-type: none"> <li>Visualize to make sense of text</li> <li>Utilize schema and make inferences as they visualize</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>          Texts: <u>Did you see what I saw?</u> by Kay Winters, Wood, MM mentor text, Unit 4 – Week 1  <u>In the Tall, Tall Grass</u> by Denise Flemming, MM mentor text, Unit 4 – Week 2  <u>The Snowy Day</u> by Ezra Keats, Wood, MM mentor text, Unit 4 – Week 4  <u>Chrysanthemum</u>, by Kevin Henkes, MM mentor text, Unit 2 – Week 3</p>	<p>1</p> <p>2</p>
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>Wondering/Retelling - 4 Weeks</b></p> <ul style="list-style-type: none"> <li>Wonder about the story</li> <li>Respond to questions to understand key details</li> <li>Retell the story using beginning, middle and ending</li> <li>Retell using transition words</li> <li>Write personal narratives using a beginning, middle and ending</li> </ul>	<p>2</p> <p>3</p> <p>3</p> <p>3</p> <p>2</p>



	L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>Texts: <u>A Extraordinary Egg</u>, by Leo Lionni, MM mentor text, Unit 5 – Week 1</p> <p><u>The Bumblebee Queen</u>, by April Pulley Sayre, MM mentor text, Unit 5 – Week 3</p> <p><u>Best Friends Sleep Over</u>, by Jacqueline Rogers, BW mentor text, Unit 4 – Week 2</p> <p><u>The Snowy Day</u> by Ezra Keats, Wood, BW mentor text, Unit 4 – Week 1</p>	
<b>Standards</b>		<b>Unit 2 Writing</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 2 Writing Standards</b>	<b>Critical Knowledge and Skills</b>	
ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<p><b><u>Fundations Skills - 4 Weeks</u></b></p> <p><b>CVC &amp; Consonant Digraphs</b></p> <ul style="list-style-type: none"> <li>Identify and produce letter sounds using the Wilson/Fundations picture cue cards 1</li> <li>Have phonemic awareness skills: sound manipulation (initial, final, and medial) 1</li> <li>Segment and spell three sound short vowels 1</li> <li>Identify the concept of consonant digraphs keywords: wh, ch, sh, th &amp; ck 1</li> </ul> <p>Fundations Units 1 - 3 1</p> <p><b>Bonus letters, Glued Sounds</b></p> <ul style="list-style-type: none"> <li>Identify the bonus letter spelling rule: ff, ll, ss, and sometimes zz</li> <li>Produce glued sounds: <b><i>all, am, an</i></b></li> </ul> <p>Fundations Units 4 &amp; 5</p>	

<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b><u>Visualizing/Comprehension - 4 Weeks</u></b></p> <ul style="list-style-type: none"> <li>• Visualize to make sense of text</li> <li>• Utilize schema and make inferences as they visualize</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p>Texts: <u>Did you see what I saw?</u> by Kay Winters, Wood, MM mentor text, Unit 4 – Week 1</p> <p><u>In the Tall, Tall Grass</u> by Denise Flemming, MM mentor text, Unit 4 – Week 2</p> <p><u>The Snowy Day</u> by Ezra Keats, Wood, MM mentor text, Unit 4 – Week 4</p> <p><u>Chrysanthemum</u>, by Kevin Henkes, MM mentor text, Unit 2 – Week 3</p>	<p>1</p> <p>2</p>
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b><u>Wondering/Retelling - 4 Weeks</u></b></p> <ul style="list-style-type: none"> <li>• Wonder about the story</li> <li>• Respond to questions to understand key details</li> <li>• Retell the story using beginning, middle and ending</li> <li>• Retell using transition words</li> <li>• Write personal narratives using a beginning, middle and ending</li> </ul> <p>Texts: <u>A Extraordinary Egg</u>, by Leo Lionni, MM mentor text, Unit 5 – Week 1</p> <p><u>The Bumblebee Queen</u>, by April Pulley Sayre, MM mentor text, Unit 5 – Week 3</p>	<p>2</p> <p>3</p> <p>3</p> <p>3</p> <p>2</p>

		<p><i>Best Friends Sleep Over</i>, by Jacqueline Rogers, BW mentor text, Unit 4 – Week 2</p> <p><i>The Snowy Day</i> by Ezra Keats, Wood, BW mentor text, Unit 4 – Week 1</p>	
Standards		Unit 2 Speaking and Listening Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 2 Speaking & Listening Standards		
<p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p><b><u>Foundations Skills - 4 Weeks</u></b>  <b>CVC &amp; Consonant Digraphs</b></p> <ul style="list-style-type: none"> <li>Identify and produce letter sounds using the Wilson/Foundations picture cue cards</li> <li>Have phonemic awareness skills: sound manipulation (initial, final, and medial)</li> <li>Segment and spell three sound short vowels</li> <li>Identify the concept of consonant digraphs keywords: wh, ch, sh, th &amp; ck</li> </ul> <p>Foundations Units 1 - 3</p> <p><b>Bonus letters, Glued Sounds</b></p> <ul style="list-style-type: none"> <li>Identify the bonus letter spelling rule: ff, ll, ss, and sometimes zz</li> <li>Produce glued sounds: <b><i>all, am, an</i></b></li> </ul> <p>Foundations Units 4 &amp; 5</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b><u>Visualizing/Comprehension - 4 Weeks</u></b></p> <ul style="list-style-type: none"> <li>Visualize to make sense of text</li> <li>Utilize schema and make inferences as they visualize</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p>	<p>1</p> <p>2</p>

<p>ELD Standard 5 - language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p>Texts: <u>Did you see what I saw?</u> by Kay Winters, Wood, MM mentor text, Unit 4 – Week 1  <u>In the Tall, Tall Grass</u> by Denise Flemming, MM mentor text, Unit 4 – Week 2  <u>The Snowy Day</u> by Ezra Keats, Wood, MM mentor text, Unit 4 – Week 4  <u>Chrysanthemum</u>, by Kevin Henkes, MM mentor text, Unit 2 – Week 3</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>Wondering/Retelling - 4 Weeks</b></p> <ul style="list-style-type: none"> <li>• Wonder about the story</li> <li>• Respond to questions to understand key details</li> <li>• Retell the story using beginning, middle and ending</li> <li>• Retell using transition words</li> <li>• Write personal narratives using a beginning, middle and ending</li> </ul> <p>Texts: <u>A Extraordinary Egg</u>, by Leo Lionni, MM mentor text, Unit 5 – Week 1  <u>The Bumblebee Queen</u>, by April Pulley Sayre, MM mentor text, Unit 5 – Week 3  <u>Best Friends Sleep Over</u>, by Jacqueline Rogers, BW mentor text, Unit 4 – Week 2  <u>The Snowy Day</u> by Ezra Keats, Wood, BW mentor text, Unit 4 – Week 1</p>	<p>2 3 3 3 2</p>
<b>Standards</b>		<b>Unit 2 Language</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 2 Language Standards</b>	<b>Critical Knowledge and Skills</b>	
<p>ELD Standard 2 - English language learners communicate information, ideas and concepts</p>	<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using</p>	<p><b>Fundations Skills - 4 Weeks</b>  <b>CVC &amp; Consonant Diagraphs</b></p>	

<p>necessary for academic success in the content area of Language Arts</p>	<p>knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<ul style="list-style-type: none"> <li>Identify and produce letter sounds using the Wilson/Fundations picture cue cards</li> <li>Have phonemic awareness skills: sound manipulation (initial, final, and medial)</li> <li>Segment and spell three sound short vowels</li> <li>Identify the concept of consonant digraphs keywords: wh, ch, sh, th &amp; ck</li> </ul> <p>Fundations Units 1 - 3</p> <p><b>Bonus letters, Glued Sounds</b></p> <ul style="list-style-type: none"> <li>Identify the bonus letter spelling rule: ff, ll, ss, and sometimes zz</li> <li>Produce glued sounds: <b>all, am, an</b></li> </ul> <p>Fundations Units 4 &amp; 5</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b><u>Visualizing/Comprehension - 4 Weeks</u></b></p> <ul style="list-style-type: none"> <li>Visualize to make sense of text</li> <li>Utilize schema and make inferences as they visualize</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p>Texts: <u>Did you see what I saw?</u> by Kay Winters, Wood, MM mentor text, Unit 4 – Week 1</p> <p><u>In the Tall, Tall Grass</u> by Denise Flemming, MM mentor text, Unit 4 – Week 2</p> <p><u>The Snowy Day</u> by Ezra Keats, Wood, MM mentor text, Unit 4 – Week 4</p> <p><u>Chrysanthemum</u>, by Kevin Henkes, MM mentor text, Unit 2 – Week 3</p>	<p>1</p> <p>2</p>

<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>Wondering/Retelling - 4 Weeks</b></p> <ul style="list-style-type: none"> <li>• Wonder about the story</li> <li>• Respond to questions to understand key details</li> <li>• Retell the story using beginning, middle and ending</li> <li>• Retell using transition words</li> <li>• Write personal narratives using a beginning, middle and ending</li> </ul> <p>Texts: <u>A Extraordinary Egg</u>, by Leo Lionni, MM mentor text, Unit 5 – Week 1</p> <p><u>The Bumblebee Queen</u>, by April Pulley Sayre, MM mentor text, Unit 5 – Week 3</p> <p><u>Best Friends Sleep Over</u>, by Jacqueline Rogers, BW mentor text, Unit 4 – Week 2</p> <p><u>The Snowy Day</u> by Ezra Keats, Wood, BW mentor text, Unit 4 – Week 1</p>	<p>2</p> <p>3</p> <p>3</p> <p>3</p> <p>2</p>
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**Instructional Plan**

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Student participation, illustrations</i></p> <p><i>Answer/ask oral questions related to the unit theme</i></p> <p><i>Teacher observations</i></p> <p><i>Responses to listening and reading comprehension activities</i></p>	<p><i>Foundations assessment</i></p> <p><i>Reading comprehension assessment on retelling</i></p>
<b>Texts</b>	<b>Supplementary Resources</b>
<p><i>Collaborative Classroom Online Hub</i></p> <ul style="list-style-type: none"> <li>- <i>Making Meaning</i></li> <li>- <i>Being a Writer</i></li> </ul> <p><i>Foundations</i></p> <p><i>Envision</i></p> <ul style="list-style-type: none"> <li>- <i>Pearson Realize Online</i></li> </ul>	<p><i>ESL Manipulatives</i></p>

**Instructional Best Practices and Exemplars**

*This is a place to capture standards integration and instructional best practices.*

[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills

Academic Discussions

Background Knowledge

Resources

Individual Assessment

Culture

[NJDOE: 100 Scaffolds for ELLs](#)



DIFFERENTIATION			
Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>• Prioritize instruction</li> <li>• Teach thoroughly</li> <li>• Utilize wait-time</li> <li>• Ensure directions are clear and concise</li> <li>• Utilize probing and clarifying questions</li> <li>• Ask higher order questions equitably</li> <li>• Support instruction with scaffolding</li> <li>• Model (provide step by step instructions) use of learning strategies</li> <li>• Provide extended time for practice and review of learning strategies</li> <li>• Identify, categorize, and teach words critical to understanding instructional texts</li> <li>• Utilize multiple approaches to monitor student understanding</li> <li>• Create rubrics to develop assessments</li> <li>• Vary assessments</li> <li>• Assign peer assisted reading</li> <li>• Assign peer tutoring</li> <li>• Provide individual help to all students</li> <li>• Create opportunities for/Monitor peer collaboration</li> <li>• Monitor student progress frequently</li> <li>• Utilize flexible/cooperative grouping based on instructional goals</li> <li>• Create lesson reminder sheets</li> <li>• Prioritize and chunk lengthy assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Get to know student</li> <li>• Set high expectations</li> <li>• Learn/Utilize/Display some words in student’s heritage language</li> <li>• Allow electronic translator</li> <li>• Reword, repeat, and clarify directions</li> <li>• Determine student knowledge and level of understanding</li> <li>• Research instruction that best matches student need</li> <li>• Utilize ongoing informal assessments</li> <li>• Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>• NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RtI framework</li> <li>• RtI Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Utilize project-based learning for greater depth of knowledge</li> <li>• Utilize exploratory connections to higher grade concepts</li> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>



<ul style="list-style-type: none"> <li>• Utilize assistive technology, when appropriate</li> <li>• Provide ongoing, effective, specific feedback</li> <li>• Model/Utilize graphic organizers</li> <li>• Provide leveled reading materials</li> <li>• Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>• Utilize a multi-sensory approach to new topics</li> <li>• NJDOE Resources</li> </ul>			
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**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

## Technology Infusion

<https://docs.google.com/document/d/1-5e13ajDd9j0WJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

Google G Suite

Smart Board Applications

enVision applications

## Evidence of Student Learning

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language		<b>Grade:</b>	1
<b>Marking Period</b>	3	<b>Unit Title:</b>	Nonfiction – Wondering about Text Features in Nonfiction texts about Animals and our Community Workers	<b>Pacing:</b> 10 – 12 Weeks

### Overview

**Enduring Understandings (Big Ideas):** This thematic unit will explore Nonfiction text features and writing nonfiction stories. Through their engagement in a language framework, learners will learn to read sight words in text and in isolation.

**Essential Questions:**

- How do you use text features to understand nonfiction text?
- How do you use nonfiction vocabulary to understand text topic?
- How do you write stories about nonfiction topics?
- What expressions does one use to describe their environment (i.e. expressions related to time)?

NJSLs			
Standards		Unit 3 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 3 Reading Standards		
<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><b><u>Sight words can be taught with the suggested texts to help support generalization</u></b></p> <p><b><u>Nonfiction Comprehension - 6 Weeks</u></b></p> <ul style="list-style-type: none"> <li>• Read the 47 Foundations Level 1 sight words in isolation and text (Foundations Unit 1-7) 2</li> <li>• Listen and discuss nonfiction text 2</li> <li>• Wonder about the topic of the book 1</li> <li>• Identify what they learned from the book and retell key details 4</li> </ul>	<p>2</p> <p>2</p> <p>1</p> <p>4</p> <p>1</p>

		<ul style="list-style-type: none"> <li>Write facts about bees or another nonfiction topic</li> <li>Write about objects</li> </ul> <p><b><i>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer (BW):</i></b>  <u>An Ocean of Animals</u>, by Janine Scott, MM mentor text, Unit 7 – Week 1  <u>Big Blue Whale</u>, by Nicola Davies, MM mentor text, Unit 7 – Week 2  Texts: <u>Bee</u>, by Karen Hartley, BW mentor text, Unit 5 – Week 1  <u>Meet my neighbor, the dentist</u>, by Marc Crabtree, BW mentor text, Unit 5 – Week 1</p>	2
ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	CCSS.MATH.CONTENT.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	<p><b><u>Time - 2 Weeks</u></b>  <b>Lesson – Identify and Describe Shapes in the Environment</b></p> <ul style="list-style-type: none"> <li>Tell the time to the hour</li> <li>Identify the hour and minute hand</li> </ul> Envision Topic 13-1	1 1
<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b><u>Poetry - 2 Weeks</u></b></p> <ul style="list-style-type: none"> <li>Listen and discuss a poem</li> <li>Connect mental images to the poem</li> <li>Listen, visualize and act out poems</li> <li>Write shared and individual poems</li> </ul> <u>The Balloon Man</u> , by Dorothy Aldis, MM mentor text, Unit 4 – Week 1 <u>Honey, I Love and Other Love Poems</u> , by Eloise Greenfield, BW mentor text, Unit 6 – Week 1 <u>Cat</u> , by Mary Britton Miller, page 431, BW mentor text, Unit 6 – Week 1	1 2 3 2

Standards		Unit 3 Writing Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 3 Writing Standards		
<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><b><u>Sight words can be taught with the suggested texts to help support generalization</u></b></p> <p><b><u>Nonfiction Comprehension - 6 Weeks</u></b></p> <ul style="list-style-type: none"> <li>• Read the 47 Foundations Level 1 sight words in isolation and text (Foundations Unit 1-7)</li> <li>• Listen and discuss nonfiction text</li> <li>• Wonder about the topic of the book</li> <li>• Identify what they learned from the book and retell key details</li> <li>• Write facts about bees or another nonfiction topic</li> <li>• Write about objects</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer (BW):</u></b>  <u>An Ocean of Animals</u>, by Janine Scott, MM mentor text, Unit 7 – Week 1  <u>Big Blue Whale</u>, by Nicola Davies, MM mentor text, Unit 7 – Week 2            Texts: <u>Bee</u>, by Karen Hartley, BW mentor text, Unit 5 – Week 1  <u>Meet my neighbor, the dentist</u>, by Marc Crabtree, BW mentor text, Unit 5 – Week 1</p>	<p>2</p> <p>2</p> <p>1</p> <p>4</p> <p>1</p> <p>2</p>
<p>ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p>	<p><u>CCSS.MATH.CONTENT.1.MD.B.3</u>            Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p><b><u>Time - 2 Weeks</u></b>  <b>Lesson – Identify and Describe Shapes in the Environment</b></p> <ul style="list-style-type: none"> <li>• Tell the time to the hour</li> <li>• Identify the hour and minute hand</li> </ul> <p>Envision Topic 13-1</p>	<p>1</p> <p>1</p>

<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b>Poetry - 2 Weeks</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss a poem</li> <li>• Connect mental images to the poem</li> <li>• Listen, visualize and act out poems</li> <li>• Write shared and individual poems</li> </ul> <p><u>The Balloon Man</u>, by Dorothy Aldis, MM mentor text, Unit 4 – Week 1</p> <p><u>Honey, I Love and Other Love Poems</u>, by Eloise Greenfield, BW mentor text, Unit 6 – Week 1</p> <p><u>Cat</u>, by Mary Britton Miller, page 431, BW mentor text, Unit 6 – Week 1</p>	<p>1</p> <p>2</p> <p>3</p> <p>2</p>
Standards		Unit 3 Speaking and Listening	Depth of Knowledge
WIDA ELD	ELA: Unit 3 Speaking & Listening Standards	Critical Knowledge and Skills	
<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p><b><u>Sight words can be taught with the suggested texts to help support generalization</u></b></p> <p><b>Nonfiction Comprehension - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Read the 47 Foundations Level 1 sight words in isolation and text (Foundations Unit 1-7)</li> <li>• Listen and discuss nonfiction text</li> <li>• Wonder about the topic of the book</li> <li>• Identify what they learned from the book and retell key details</li> <li>• Write facts about bees or another nonfiction topic</li> <li>• Write about objects</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer (BW):</u></b></p> <p><u>An Ocean of Animals</u>, by Janine Scott, MM mentor text, Unit 7 – Week 1</p>	<p>2</p> <p>2</p> <p>1</p> <p>4</p> <p>1</p> <p>2</p>

		<p><u>Big Blue Whale</u>, by Nicola Davies, MM mentor text, Unit 7 – Week 2</p> <p>Texts: <u>Bee</u>, by Karen Hartley, BW mentor text, Unit 5 – Week 1</p> <ul style="list-style-type: none"> <li>• <u>Meet my neighbor, the dentist</u>, by Marc Crabtree, BW mentor text, Unit 5 – Week 1</li> </ul>	
ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	<p><u>CCSS.MATH.CONTENT.1.MD.B.3</u></p> <p>Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p><b>Time - 2 Weeks</b></p> <p><b>Lesson – Identify and Describe Shapes in the Environment</b></p> <ul style="list-style-type: none"> <li>• Tell the time to the hour</li> <li>• Identify the hour and minute hand</li> </ul> <p>Envision Topic 13-1</p>	1 1
<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b>Poetry - 2 Weeks</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss a poem</li> <li>• Connect mental images to the poem</li> <li>• Listen, visualize and act out poems</li> <li>• Write shared and individual poems</li> </ul> <p><u>The Balloon Man</u>, by Dorothy Aldis, MM mentor text, Unit 4 – Week 1</p> <p><u>Honey, I Love and Other Love Poems</u>, by Eloise Greenfield, BW mentor text, Unit 6 – Week 1</p> <p><u>Cat</u>, by Mary Britton Miller, page 431, BW mentor text, Unit 6 – Week 1</p>	1 2 3 2
<b>Standards</b>		<b>Unit 3 Language</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 3 Language Standards</b>	<b>Critical Knowledge and Skills</b>	
ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts</p>	<p><b><u>Sight words can be taught with the suggested texts to help support generalization</u></b></p> <p><b><u>Nonfiction Comprehension - 6 Weeks</u></b></p>	2

<p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>about the topic, and provide some sense of closure.</p>	<ul style="list-style-type: none"> <li>• Read the 47 Foundations Level 1 sight words in isolation and text (Foundations Unit 1-7)</li> <li>• Listen and discuss nonfiction text</li> <li>• Wonder about the topic of the book</li> <li>• Identify what they learned from the book and retell key details</li> <li>• Write facts about bees or another nonfiction topic</li> <li>• Write about objects</li> </ul> <p><b><i>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer (BW):</i></b>  <i>An Ocean of Animals</i>, by Janine Scott, MM mentor text, Unit 7 – Week 1  <i>Big Blue Whale</i>, by Nicola Davies, MM mentor text, Unit 7 – Week 2  Texts: <i>Bee</i>, by Karen Hartley, BW mentor text, Unit 5 – Week 1  <i>Meet my neighbor, the dentist</i>, by Marc Crabtree, BW mentor text, Unit 5 – Week 1</p>	<p>2 1 4 1 2</p>
<p>ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p>	<p><u>CCSS.MATH.CONTENT.1.MD.B.3</u> Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p><b>Time - 2 Weeks</b>  <b>Lesson – Identify and Describe Shapes in the Environment</b></p> <ul style="list-style-type: none"> <li>• Tell the time to the hour</li> <li>• Identify the hour and minute hand</li> </ul> <p>Envision Topic 13-1</p>	<p>1 1</p>
<p>ELD Standard 2 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts</p>	<p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative</p>	<p><b>Poetry - 2 Weeks</b></p> <ul style="list-style-type: none"> <li>• Listen and discuss a poem</li> <li>• Connect mental images to the poem</li> <li>• Listen, visualize and act out poems</li> <li>• Write shared and individual poems</li> </ul> <p><i>The Balloon Man</i>, by Dorothy Aldis, MM mentor text, Unit 4 – Week 1</p>	<p>1 2 3 2</p>



necessary for academic success in the content area of Science	language, word relationships and nuances in word meanings.  SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	<u>Honey, I Love and Other Love Poems</u> , by Eloise Greenfield, BW mentor text, Unit 6 – Week 1 Cat, by Mary Britton Miller, page 431, BW mentor text, Unit 6 – Week 1	
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**Instructional Plan**

Formative Assessment Plan	Summative Assessment Plan
<i>Student participation, illustrations</i> <i>Answer/ask oral questions related to the unit theme</i> <i>Teacher observations</i> <i>Responses to listening and reading comprehension activities</i>	<i>Sight Word Assessment</i> <i>Reading comprehension assessment on retelling</i> <i>Topic 13-1 Quick Check</i>
Texts	Supplementary Resources
<i>Collaborative Classroom Online Hub</i> <ul style="list-style-type: none"> <li>- <i>Making Meaning</i></li> <li>- <i>Being a Writer</i></li> </ul> <i>Foundations</i> <i>Envision</i> <ul style="list-style-type: none"> <li>- <i>Pearson Realize Online</i></li> </ul> <i>Reading A-Z</i>	<i>ESL Manipulatives</i>

**Instructional Best Practices and Exemplars**

*This is a place to capture standards integration and instructional best practices.*

[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills  
 Academic Discussions  
 Background Knowledge  
 Resources  
 Individual Assessment  
 Culture

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

<ul style="list-style-type: none"> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> <li>● NJDOE Resources</li> </ul>			
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**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

## Technology Infusion

<https://docs.google.com/document/d/1-5e13ajDd9j0WJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

Google G Suite

Smart Board Applications

enVision applications

## Evidence of Student Learning

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## English as a Second Language, Grades 2-3

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a>	Primary Focus Standards: Grade 2: RL.2.1., RL.2.5., RL.2.7.  Grade 3: RL.3.1., RL.3.5., RL.3.7.	Primary Focus Standards: Grade 2: W.2.3.  Grade 3: W.3.3.	Primary Focus Standards: Grade 2: SL.2.1  Grade 3: SL.3.1	Primary Focus Standards: Grade 2: L.2.1.  Grade 3: L.3.1.
	Text Type: Fiction	Writing Focus: Personal Narratives	Task Type: Group Discussions	Skill Focus: Grammar Conventions
<a href="#">Unit 2</a>	Primary Focus Standards: Grade 2: RL.2.1., RL.2.3  Grade 3: RL.3.1., RL.3.3	Primary Focus Standards: Grade 2: W.2.3.  Grade 3: W.3.3.	Primary Focus Standards: Grade 2: SL.2.1  Grade 3: SL.3.1	Primary Focus Standards: Grade 2: L.2.1.  Grade 3: L.3.1.
	Text Type: Fiction	Writing Focus: Personal Narratives	Task Type: Group Discussions	Skill Focus: Grammar Conventions
<a href="#">Unit 3</a>	Primary Focus Standards: Grade 2: RI.2.1., RI.2.2., RI.2.5.  Grade 3: RI.3.1., RI.3.2., RI.3.5.	Primary Focus Standards: Grade 2: W.2.2.  Grade 3: W.3.2.	Primary Focus Standards: Grade 2: SL.2.1  Grade 3: SL.3.1	Primary Focus Standards: Grade 2: L.2.1.  Grade 3: L.3.1.
	Text Type: Nonfiction	Writing Focus: Informative	Task Type: Group Discussions	Skill Focus: Grammar Conventions
<a href="#">Suggested Open Educational Resources</a>	Collaborative Classroom Online Hub - Making Meaning - Being a Writer	Collaborative Classroom Online Hub - Making Meaning - Being a Writer	Collaborative Classroom Online Hub - Making Meaning - Being a Writer	Collaborative Classroom Online Hub - Making Meaning - Being a Writer

Overview	Reading	Writing	Speaking and Listening	Language
	Envision - Pearson Success Net Reading A- Z Achieve 3000	Envision - Pearson Success Net Reading A- Z Achieve 3000	Envision - Pearson Success Net Reading A- Z Achieve 3000	Envision - Pearson Success Net Reading A- Z Achieve 3000

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language			<b>Grade:</b>	2-3
<b>Marking Period</b>	1	<b>Unit Title:</b>	All About Me, My Family, School & Community	<b>Pacing:</b>	12 Weeks

### Overview

**Enduring Understandings (Big Ideas):** This thematic unit will explore ideas of self, school and community through cooperative structures. Through their engagement in a language framework, learners will identify their place in the world and how to use their family, school, friends and the community as a platform to enhance learning.

**Essential Questions:**

- What is the best way to enhance language and social development?
- How does prior knowledge support language acquisition?
- How do I make text-to-self connections when working with texts about school and friends?

### NJSLs

Standards		Unit 1 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 1 Reading Standards		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success</p>	<p><b>Grade 2:</b> RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b>Self/Family, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Introduce self, about me activity</li> <li>• Listen and discuss a story</li> <li>• Make text-to-self connections</li> <li>• Illustrate to help generate writing ideas</li> <li>• Write about their drawings</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>  <b>2nd Grade suggested texts:</b>  <u>Big Mama's</u> by Donald Crews, BW mentor text, Unit 1 – Week 1</p>	<p>1</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p>

<p>in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Grade 3:</b>            RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><u>McDuff Moves In</u> by Rosemary Wells, MM mentor text, Unit 1 – Week 1  <u>Sheila Rae</u> by Kevin Henkes, MM mentor text, Unit 1 – Week 2</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>  <u>Granpa's Face</u> by Eloise Greenfield, BW mentor text, Unit 1 – Week 1  <u>The Pain and the Great One</u> by Judy Blume, BW mentor text, Unit 1 – Week 1</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b>            RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>Grade 3:</b>            RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p><b>School, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Create a reading community</li> <li>• Learn and practice the procedures for group work</li> <li>• Work in a responsible way</li> <li>• Listen respectfully to the thinking of others and share their own</li> <li>• Make text-to-self Connections</li> </ul> <p><b>2<sup>nd</sup> Grade suggested texts:</b>  <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst, MM mentor text, Unit 2 – Week 2</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>  <u>Miss Nelson is Missing</u> and <u>Miss Nelson has a Field Day</u> by Harry Allard, MM mentor texts, Unit 1 – Week 1  <u>"First Day of School!"</u> Essay from Kids Write Through it: Essays from Kids Who Have Triumphed Over Trouble, BW mentor text, Personal Narrative Genre – Week 2</p>	<p>2</p> <p>2</p> <p>3</p> <p>3</p> <p>2</p>



	<p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p>		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b>          RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.          W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 3:</b>          RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>W.3.3. Write narratives to develop real</p>	<p><b>Community, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Visualize to make text-to-self connections</li> <li>• Informally use schema and inference as they visualize</li> <li>• Listen and discuss good writing</li> <li>• Write about friends</li> <li>• Explore sentence punctuation</li> <li>• Utilize schema to articulate what they think about the topic community</li> <li>• Write freely about things that interest them</li> </ul> <p><b>2<sup>nd</sup> Grade suggested texts:</b>  <u>The Paperboy</u> by Dav Pilkey, MM mentor text, 2<sup>nd</sup> Grade, Unit 3 – Week 4  <u>Miss Tizzy</u> by Libba Moore Gray, BW mentor text, 2<sup>nd</sup> Grade, Unit 1 – Week 4</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>  <u>Explore the Desert</u> by Kay Jackson, MM mentor text, Unit 7 – Week 2  <u>Silver Seeds</u> by Paul Paolilli and Dan Brewer, BW mentor text, Unit 1 – Week 2</p>	<p>2</p> <p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>

	<p>or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
Standards		Unit 1 Writing Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 1 Writing Standards		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Grade 2:</b> RL.2.1. Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>Grade 3:</b> RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><b>Self/Family, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Introduce self, about me activity</li> <li>• Listen and discuss a story</li> <li>• Make text-to-self connections</li> <li>• Illustrate to help generate writing ideas</li> <li>• Write about their drawings</li> </ul> <p><b><i>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</i></b></p> <p><b>2nd Grade suggested texts:</b> <u>Big Mama's</u> by Donald Crews, BW mentor text, Unit 1 – Week 1 <u>McDuff Moves In</u> by Rosemary Wells, MM mentor text, Unit 1 – Week 1 <u>Sheila Rae</u> by Kevin Henkes, MM mentor text, Unit 1 – Week 2</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b> <u>Granpa's Face</u> by Eloise Greenfield, BW mentor text, Unit 1 – Week 1 <u>The Pain and the Great One</u> by Judy Blume, BW mentor text, Unit 1 – Week 1</p>	<p>1</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p>

<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b> RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>Grade 3:</b> RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p>	<p><b>School, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Create a reading community</li> <li>• Learn and practice the procedures for group work</li> <li>• Work in a responsible way</li> <li>• Listen respectfully to the thinking of others and share their own</li> <li>• Make text-to-self Connections</li> </ul> <p><b>2<sup>nd</sup> Grade suggested texts:</b> <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst, MM mentor text, Unit 2 – Week 2</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b> <u>Miss Nelson is Missing</u> and <u>Miss Nelson has a Field Day</u> by Harry Allard, MM mentor texts, Unit 1 – Week 1 <u>“First Day of School”</u> Essay from Kids Write Through it: Essays from Kids Who Have Triumphed Over Trouble, BW mentor text, Personal Narrative Genre – Week 2</p>	<p>2</p> <p>2</p> <p>3</p> <p>3</p> <p>2</p>
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts</p>	<p><b>Grade 2:</b> RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or</p>	<p><b>Community, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Visualize to make text-to-self connections</li> <li>• Informally use schema and inference as they visualize</li> <li>• Listen and discuss good writing</li> <li>• Write about friends</li> <li>• Explore sentence punctuation</li> <li>• Utilize schema to articulate what they think about the topic community</li> </ul>	<p>2</p> <p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p>

<p>necessary for academic success in the content area of Language Arts</p>	<p>short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 3:</b>          RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>• Write freely about things that interest them</li> </ul> <p><b>2<sup>nd</sup> Grade suggested texts:</b>  <u>The Paperboy</u> by Dav Pilkey, MM mentor text, 2<sup>nd</sup> Grade, Unit 3 – Week 4  <u>Miss Tizzy</u> by Libba Moore Gray, BW mentor text, 2<sup>nd</sup> Grade, Unit 1 – Week 4</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>  <u>Explore the Desert</u> by Kay Jackson, MM mentor text, Unit 7 – Week 2  <u>Silver Seeds</u> by Paul Paolilli and Dan Brewer, BW mentor text, Unit 1 – Week 2</p>	<p>2</p>
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Standards		Unit 1 Speaking and Listening Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 1 Speaking & Listening Standards		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Grade 2:</b> RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>Grade 3:</b> RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><b>Self/Family, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Introduce self, about me activity</li> <li>• Listen and discuss a story</li> <li>• Make text-to-self connections</li> <li>• Illustrate to help generate writing ideas</li> <li>• Write about their drawings</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p><b>2nd Grade suggested texts:</b> <u>Big Mama's</u> by Donald Crews, BW mentor text, Unit 1 – Week 1 <u>McDuff Moves In</u> by Rosemary Wells, MM mentor text, Unit 1 – Week 1 <u>Sheila Rae</u> by Kevin Henkes, MM mentor text, Unit 1 – Week 2</p> <p><b>3rd Grade suggested texts:</b> <u>Granpa's Face</u> by Eloise Greenfield, BW mentor text, Unit 1 – Week 1 <u>The Pain and the Great One</u> by Judy Blume, BW mentor text, Unit 1 – Week 1</p>	<p>1</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p>
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p>	<p><b>Grade 2:</b> RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p><b>School, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Create a reading community</li> <li>• Learn and practice the procedures for group work</li> <li>• Work in a responsible way</li> <li>• Listen respectfully to the thinking of others and share their own</li> <li>• Make text-to-self Connections</li> </ul>	<p>2</p> <p>2</p> <p>3</p> <p>3</p>

<p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>Grade 3:</b>          RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).          W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p>	<p><b>2<sup>nd</sup> Grade suggested texts:</b>  <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst, MM mentor text, Unit 2 – Week 2</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>  <u>Miss Nelson is Missing</u> and <u>Miss Nelson has a Field Day</u> by Harry Allard, MM mentor texts, Unit 1 – Week 1  <u>“First Day of School!”</u> Essay from Kids Write Through it: Essays from Kids Who Have Triumphed Over Trouble, BW mentor text, Personal Narrative Genre – Week 2</p>	<p>2</p>
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b>          RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p><b>Community, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Visualize to make text-to-self connections</li> <li>• Informally use schema and inference as they visualize</li> <li>• Listen and discuss good writing</li> <li>• Write about friends</li> <li>• Explore sentence punctuation</li> <li>• Utilize schema to articulate what they think about the topic community</li> <li>• Write freely about things that interest them</li> </ul> <p><b>2<sup>nd</sup> Grade suggested texts:</b>  <u>The Paperboy</u> by Dav Pilkey, MM mentor text, 2<sup>nd</sup> Grade, Unit 3 – Week 4  <u>Miss Tizzy</u> by Libba Moore Gray, BW mentor text, 2<sup>nd</sup> Grade, Unit 1 – Week 4</p>	<p>2</p> <p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>

	<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 3:</b>            RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>3<sup>rd</sup> Grade suggested texts:</b>  <u>Explore the Desert</u> by Kay Jackson, MM mentor text, Unit 7 – Week 2  <u>Silver Seeds</u> by Paul Paolilli and Dan Brewer, BW mentor text, Unit 1 – Week 2</p>	
<b>Standards</b>		<b>Unit 1 Language Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 1 Language Standards</b>		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success</p>	<p><b>Grade 2:</b>            RL.2.1. Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with</p>	<p><b>Self/Family, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Introduce self, about me activity</li> <li>• Listen and discuss a story</li> <li>• Make text-to-self connections</li> <li>• Illustrate to help generate writing ideas</li> <li>• Write about their drawings</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>  <b>2nd Grade suggested texts:</b></p>	<p>1 3 2 2 2</p>

<p>in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>peers and adults in small and larger groups.</p> <p><b>Grade 3:</b>          RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><u>Big Mama's</u> by Donald Crews, BW mentor text, Unit 1 – Week 1  <u>McDuff Moves In</u> by Rosemary Wells, MM mentor text, Unit 1 – Week 1  <u>Sheila Rae</u> by Kevin Henkes, MM mentor text, Unit 1 – Week 2</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>  <u>Granpa's Face</u> by Eloise Greenfield, BW mentor text, Unit 1 – Week 1  <u>The Pain and the Great One</u> by Judy Blume, BW mentor text, Unit 1 – Week 1</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b>          RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>Grade 3:</b>          RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g.,</p>	<p><b>School, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Create a reading community</li> <li>• Learn and practice the procedures for group work</li> <li>• Work in a responsible way</li> <li>• Listen respectfully to the thinking of others and share their own</li> <li>• Make text-to-self Connections</li> </ul> <p><b>2<sup>nd</sup> Grade suggested texts:</b>  <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst, MM mentor text, Unit 2 – Week 2</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>  <u>Miss Nelson is Missing</u> and <u>Miss Nelson has a Field Day</u> by Harry Allard, MM mentor texts, Unit 1 – Week 1  <u>"First Day of School"</u> Essay from Kids Write Through it: Essays from Kids Who Have Triumphed Over Trouble, BW mentor text, Personal Narrative Genre – Week 2</p>	<p>2</p> <p>2</p> <p>3</p> <p>3</p> <p>2</p>



	<p>create mood, emphasize aspects of a character or setting).</p> <p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p>		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b></p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 3:</b></p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p><b>Community, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Visualize to make text-to-self connections</li> <li>• Informally use schema and inference as they visualize</li> <li>• Listen and discuss good writing</li> <li>• Write about friends</li> <li>• Explore sentence punctuation</li> <li>• Utilize schema to articulate what they think about the topic community</li> <li>• Write freely about things that interest them</li> </ul> <p><b>2<sup>nd</sup> Grade suggested texts:</b>  <u>The Paperboy</u> by Dav Pilkey, MM mentor text, 2<sup>nd</sup> Grade, Unit 3 – Week 4  <u>Miss Tizzy</u> by Libba Moore Gray, BW mentor text, 2<sup>nd</sup> Grade, Unit 1 – Week 4</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>  <u>Explore the Desert</u> by Kay Jackson, MM mentor text, Unit 7 – Week 2  <u>Silver Seeds</u> by Paul Paolilli and Dan Brewer, BW mentor text, Unit 1 – Week 2</p>	<p>2</p> <p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>

	<p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
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**Instructional Plan**

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
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*Student participation, illustrations*  
*Answer/ask oral questions related to the unit theme*  
*Teacher observations*  
*Responses to listening and reading comprehension activities*

*Create a profile presenting themselves to peers.*  
*Story Celebration (Share stories, author of the week)*

<b>Texts</b>	<b>Supplementary Resources</b>
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*Collaborative Classroom Online Hub*

- *Making Meaning*
- *Being a Writer*

*Envision*

- *Pearson Realize 2<sup>nd</sup>/Pearson Success Net 3<sup>rd</sup>*

*Reading A- Z*  
*Achieve 3000*

*ESL Manipulatives*

**Instructional Best Practices and Exemplars**

*This is a place to capture standards integration and instructional best practices.*

[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills  
 Academic Discussions  
 Background Knowledge  
 Resources

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

<ul style="list-style-type: none"> <li>• Create lesson reminder sheets</li> <li>• Prioritize and chunk lengthy assignments</li> <li>• Utilize assistive technology, when appropriate</li> <li>• Provide ongoing, effective, specific feedback</li> <li>• Model/Utilize graphic organizers</li> <li>• Provide leveled reading materials</li> <li>• Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>• Utilize a multi-sensory approach to new topics</li> <li>• NJDOE Resources</li> </ul>			
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**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

## Technology Infusion

<https://docs.google.com/document/d/1-5eI3aJdD9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

Google G Suite  
Smart Board Applications  
enVision applications  
Achieve 3000

## Evidence of Student Learning

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language		<b>Grade:</b>	2-3
<b>Marking Period</b>	2	<b>Unit Title:</b>	Fiction – Wondering about Fiction Text and Personal Narratives	<b>Pacing:</b> 12 Weeks

### Overview

**Enduring Understandings (Big Ideas):** This thematic unit will explore fiction text through wondering and inferencing. Through their engagement in a language framework, learners will ask and answer questions about text and will write personal narratives.

**Essential Questions:**

- How do I use wondering to make sense of fiction text?
- How do I use examples from text to support thinking?
- How do I identify and use resources to write personal narratives (i.e. mentor text, quick write topics, etc.)?

### NJSLs

Standards		Unit 2 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 2 Reading Standards		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b> RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with</p>	<p><b>Fiction</b> <b>Inferences and Wondering, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Wonder about key details</li> <li>• Explore how the ending concludes the story’s action</li> <li>• Utilize examples from the story to support their thinking</li> <li>• Make inferences about characters</li> <li>• Utilize wondering/questioning to make sense of fiction stories</li> <li>• Utilize their questions to discuss the story</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b> <b>2<sup>nd</sup> Grade suggested texts:</b></p>	<p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>

	<p>peers and adults in small and larger groups.</p> <p><b>Grade 3:</b>          RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><u>Babu's Song</u> by Stephanie Stuve-Bodeen, MM mentor text, Unit 4 – Week 1  <u>Chester's Way</u> by Kevin Henkes, MM mentor text, Unit 4 – Week 3  <u>Galimoto</u> by Karen Lynn Williams, MM mentor text, Unit 5 – Week 2  <u>The Paper Crane</u> by Molly Bang, MM mentor text, Unit 4 – Week 3</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>  <u>The Girl Who Loved Wild Horses</u> by Paul Goble, MM mentor text, Unit 4 – Week 1  <u>The Emperor and the Kite</u> by Jane Yolen, MM mentor text, Unit 4 – Week 2  <u>A Day's Work</u> by Eve Bunting, MM mentor text, Unit 4 – Week 2  <u>Brave Irene</u> by William Steig, MM mentor text, Unit 4 – Week 4</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b>          W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Personal Narratives, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Read, discuss and write fiction</li> <li>• Choose writing topics</li> <li>• Reread their writing and tell more</li> <li>• Informally explore elements of fiction</li> <li>• Generate and quick-write ideas for fiction</li> </ul> <p><b>2<sup>nd</sup> Grade suggested texts:</b>  <u>Brave Charlotte</u> by Anu Stohner, BW mentor text, Unit 3 – Week 1  <u>Honk! The Story of a Prima Swanerina</u> by Pamela Duncan Edwards, BW mentor text, Unit 3 – Week 1  <u>Beardream</u> by Will Hobbs, BW mentor text, Unit 3 – Week 2</p>	<p>2 2 2 3 2</p>

	<p><b>Grade 3:</b> W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>3<sup>rd</sup> Grade suggested texts:</b> <u>Tacky the Penguin</u> by Helen Lester, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 1 <u>Cherries and Cherry Pits</u> by Vera B. Williams, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 2 <u>The Paper Bag Princess</u> by Robert Munsch, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 3 <u>Scarecrow</u> by Cynthia Rylant, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 3</p>	
Standards		Unit 2 Writing	Depth of Knowledge
WIDA ELD	ELA: Unit 2 Writing Standards	Critical Knowledge and Skills	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b> RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>Grade 3:</b> RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>Fiction</b> <b>Inferences and Wondering, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>Wonder about key details</li> <li>Explore how the ending concludes the story's action</li> <li>Utilize examples from the story to support their thinking</li> <li>Make inferences about characters</li> <li>Utilize wondering/questioning to make sense of fiction stories</li> <li>Utilize their questions to discuss the story</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b> <b>2<sup>nd</sup> Grade suggested texts:</b> <u>Babu's Song</u> by Stephanie Stuve-Bodeen, MM mentor text, Unit 4 – Week 1 <u>Chester's Way</u> by Kevin Henkes, MM mentor text, Unit 4 – Week 3 <u>Galimoto</u> by Karen Lynn Williams, MM mentor text, Unit 5 – Week 2 <u>The Paper Crane</u> by Molly Bang, MM mentor text, Unit 4 – Week 3</p>	<p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>



	<p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><b>3<sup>rd</sup> Grade suggested texts:</b>  <u>The Girl Who Loved Wild Horses</u> by Paul Goble, MM mentor text, Unit 4 – Week 1  <u>The Emperor and the Kite</u> by Jane Yolen, MM mentor text, Unit 4 – Week 2  <u>A Day's Work</u> by Eve Bunting, MM mentor text, Unit 4 – Week 2  <u>Brave Irene</u> by William Steig, MM mentor text, Unit 4 – Week 4</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b>  W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 3:</b>  W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.3.1. Demonstrate command of the conventions of standard English</p>	<p><b>Personal Narratives, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Read, discuss and write fiction</li> <li>• Choose writing topics</li> <li>• Reread their writing and tell more</li> <li>• Informally explore elements of fiction</li> <li>• Generate and quick-write ideas for fiction</li> </ul> <p><b>2<sup>nd</sup> Grade suggested texts:</b>  <u>Brave Charlotte</u> by Anu Stohner, BW mentor text, Unit 3 – Week 1  <u>Honk! The Story of a Prima Swanerina</u> by Pamela Duncan Edwards, BW mentor text, Unit 3 – Week 1  <u>Beardream</u> by Will Hobbs, BW mentor text, Unit 3 – Week 2</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>  <u>Tacky the Penguin</u> by Helen Lester, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 1  <u>Cherries and Cherry Pits</u> by Vera B. Williams, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 2  <u>The Paper Bag Princess</u> by Robert Munsch, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 3</p>	<p>2</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p>

	grammar and usage when writing or speaking.	<u>Scarecrow</u> by Cynthia Rylant, BW mentor text, 3 <sup>rd</sup> Grade, Fiction (Genre) – Week 3	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b>            RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>Grade 3:</b>            RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics</i></p>	<p><b>Fiction</b>  <b>Inferences and Wondering, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Wonder about key details</li> <li>• Explore how the ending concludes the story’s action</li> <li>• Utilize examples from the story to support their thinking</li> <li>• Make inferences about characters</li> <li>• Utilize wondering/questioning to make sense of fiction stories</li> <li>• Utilize their questions to discuss the story</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p><b>2<sup>nd</sup> Grade suggested texts:</b>  <u>Babu’s Song</u> by Stephanie Stuve-Bodeen, MM mentor text, Unit 4 – Week 1  <u>Chester’s Way</u> by Kevin Henkes, MM mentor text, Unit 4 – Week 3  <u>Galimoto</u> by Karen Lynn Williams, MM mentor text, Unit 5 – Week 2  <u>The Paper Crane</u> by Molly Bang, MM mentor text, Unit 4 – Week 3</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>  <u>The Girl Who Loved Wild Horses</u> by Paul Goble, MM mentor text, Unit 4 – Week 1  <u>The Emperor and the Kite</u> by Jane Yolen, MM mentor text, Unit 4 – Week 2  <u>A Day’s Work</u> by Eve Bunting, MM mentor text, Unit 4 – Week 2  <u>Brave Irene</u> by William Steig, MM mentor text, Unit 4 – Week 4</p>	<p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>

	<i>and texts, building on others' ideas and expressing their own clearly.</i>		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b> W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 3:</b> W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Personal Narratives, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Read, discuss and write fiction</li> <li>• Choose writing topics</li> <li>• Reread their writing and tell more</li> <li>• Informally explore elements of fiction</li> <li>• Generate and quick-write ideas for fiction</li> </ul> <p><b>2<sup>nd</sup> Grade suggested texts:</b> <u>Brave Charlotte</u> by Anu Stohner, BW mentor text, Unit 3 – Week 1 <u>Honk! The Story of a Prima Swanerina</u> by Pamela Duncan Edwards, BW mentor text, Unit 3 – Week 1 <u>Beardream</u> by Will Hobbs, BW mentor text, Unit 3 – Week 2</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b> <u>Tacky the Penguin</u> by Helen Lester, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 1 <u>Cherries and Cherry Pits</u> by Vera B. Williams, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 2 <u>The Paper Bag Princess</u> by Robert Munsch, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 3 <u>Scarecrow</u> by Cynthia Rylant, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 3</p>	<p>2</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p>

Standards		Unit 2 Speaking and Listening Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 2 Speaking & Listening Standards		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b>            RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>Grade 3:</b>            RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics</i></p>	<p><b>Fiction</b>  <b>Inferences and Wondering, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>Wonder about key details</li> <li>Explore how the ending concludes the story's action</li> <li>Utilize examples from the story to support their thinking</li> <li>Make inferences about characters</li> <li>Utilize wondering/questioning to make sense of fiction stories</li> <li>Utilize their questions to discuss the story</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>  <b>2<sup>nd</sup> Grade suggested texts:</b>  <u>Babu's Song</u> by Stephanie Stuve-Bodeen, MM mentor text, Unit 4 – Week 1  <u>Chester's Way</u> by Kevin Henkes, MM mentor text, Unit 4 – Week 3  <u>Galimoto</u> by Karen Lynn Williams, MM mentor text, Unit 5 – Week 2  <u>The Paper Crane</u> by Molly Bang, MM mentor text, Unit 4 – Week 3</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>  <u>The Girl Who Loved Wild Horses</u> by Paul Goble, MM mentor text, Unit 4 – Week 1  <u>The Emperor and the Kite</u> by Jane Yolen, MM mentor text, Unit 4 – Week 2  <u>A Day's Work</u> by Eve Bunting, MM mentor text, Unit 4 – Week 2  <u>Brave Irene</u> by William Steig, MM mentor text, Unit 4 – Week 4</p>	<p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>

	<i>and texts, building on others' ideas and expressing their own clearly.</i>		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b> W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 3:</b> W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Personal Narratives, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Read, discuss and write fiction</li> <li>• Choose writing topics</li> <li>• Reread their writing and tell more</li> <li>• Informally explore elements of fiction</li> <li>• Generate and quick-write ideas for fiction</li> </ul> <p><b>2<sup>nd</sup> Grade suggested texts:</b> <u>Brave Charlotte</u> by Anu Stohner, BW mentor text, Unit 3 – Week 1 <u>Honk! The Story of a Prima Swanerina</u> by Pamela Duncan Edwards, BW mentor text, Unit 3 – Week 1 <u>Beardream</u> by Will Hobbs, BW mentor text, Unit 3 – Week 2</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b> <u>Tacky the Penguin</u> by Helen Lester, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 1 <u>Cherries and Cherry Pits</u> by Vera B. Williams, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 2 <u>The Paper Bag Princess</u> by Robert Munsch, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 3 <u>Scarecrow</u> by Cynthia Rylant, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 3</p>	<p>2</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p>
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information,</p>	<p><b>Grade 2:</b> RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p><b>Fiction</b></p> <p><b>Inferences and Wondering, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Wonder about key details</li> <li>• Explore how the ending concludes the story's action</li> <li>• Utilize examples from the story to support their thinking</li> <li>• Make inferences about characters</li> </ul>	<p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p>

<p>ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>Grade 3:</b></p> <p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> <li>Utilize wondering/questioning to make sense of fiction stories</li> <li>Utilize their questions to discuss the story</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p><b>2<sup>nd</sup> Grade suggested texts:</b></p> <p><u>Babu's Song</u> by Stephanie Stuve-Bodeen, MM mentor text, Unit 4 – Week 1</p> <p><u>Chester's Way</u> by Kevin Henkes, MM mentor text, Unit 4 – Week 3</p> <p><u>Galimoto</u> by Karen Lynn Williams, MM mentor text, Unit 5 – Week 2</p> <p><u>The Paper Crane</u> by Molly Bang, MM mentor text, Unit 4 – Week 3</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b></p> <p><u>The Girl Who Loved Wild Horses</u> by Paul Goble, MM mentor text, Unit 4 – Week 1</p> <p><u>The Emperor and the Kite</u> by Jane Yolen, MM mentor text, Unit 4 – Week 2</p> <p><u>A Day's Work</u> by Eve Bunting, MM mentor text, Unit 4 – Week 2</p> <p><u>Brave Irene</u> by William Steig, MM mentor text, Unit 4 – Week 4</p>	<p>2</p>
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p>	<p><b>Grade 2:</b></p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to</p>	<p><b>Personal Narratives, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>Read, discuss and write fiction</li> <li>Choose writing topics</li> <li>Reread their writing and tell more</li> <li>Informally explore elements of fiction</li> <li>Generate and quick-write ideas for fiction</li> </ul>	<p>2</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p>

<p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p>signal event order, and provide a sense of closure.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 3:</b> W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>2<sup>nd</sup> Grade suggested texts:</b> <u>Brave Charlotte</u> by Anu Stohner, BW mentor text, Unit 3 – Week 1 <u>Honk! The Story of a Prima Swanerina</u> by Pamela Duncan Edwards, BW mentor text, Unit 3 – Week 1 <u>Beardream</u> by Will Hobbs, BW mentor text, Unit 3 – Week 2</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b> <u>Tacky the Penguin</u> by Helen Lester, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 1 <u>Cherries and Cherry Pits</u> by Vera B. Williams, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 2 <u>The Paper Bag Princess</u> by Robert Munsch, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 3 <u>Scarecrow</u> by Cynthia Rylant, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 3</p>	
<b>Standards</b>		<b>Unit 2 Language</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 2 Language Standards</b>	<b>Critical Knowledge and Skills</b>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b> RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details. SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	<p><b>Fiction</b> <b>Inferences and Wondering, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Wonder about key details</li> <li>• Explore how the ending concludes the story’s action</li> <li>• Utilize examples from the story to support their thinking</li> <li>• Make inferences about characters</li> <li>• Utilize wondering/questioning to make sense of fiction stories</li> <li>• Utilize their questions to discuss the story</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b> <b>2<sup>nd</sup> Grade suggested texts:</b> <u>Babu’s Song</u> by Stephanie Stuve-Bodeen, MM mentor text, Unit 4 – Week 1</p>	<p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>

	<p><b>Grade 3:</b>          RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><u>Chester's Way</u> by Kevin Henkes, MM mentor text, Unit 4 – Week 3  <u>Galimoto</u> by Karen Lynn Williams, MM mentor text, Unit 5 – Week 2  <u>The Paper Crane</u> by Molly Bang, MM mentor text, Unit 4 – Week 3</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>  <u>The Girl Who Loved Wild Horses</u> by Paul Goble, MM mentor text, Unit 4 – Week 1  <u>The Emperor and the Kite</u> by Jane Yolen, MM mentor text, Unit 4 – Week 2  <u>A Day's Work</u> by Eve Bunting, MM mentor text, Unit 4 – Week 2  <u>Brave Irene</u> by William Steig, MM mentor text, Unit 4 – Week 4</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b>          W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 3:</b>          W.3.3. Write narratives to develop real or imagined experiences or</p>	<p><b>Personal Narratives, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Read, discuss and write fiction</li> <li>• Choose writing topics</li> <li>• Reread their writing and tell more</li> <li>• Informally explore elements of fiction</li> <li>• Generate and quick-write ideas for fiction</li> </ul> <p><b>2<sup>nd</sup> Grade suggested texts:</b>  <u>Brave Charlotte</u> by Anu Stohner, BW mentor text, Unit 3 – Week 1  <u>Honk! The Story of a Prima Swanerina</u> by Pamela Duncan Edwards, BW mentor text, Unit 3 – Week 1  <u>Beardream</u> by Will Hobbs, BW mentor text, Unit 3 – Week 2</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b></p>	<p>2 2 2 3 2</p>



	<p>events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><u>Tacky the Penguin</u> by Helen Lester, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 1</p> <p><u>Cherries and Cherry Pits</u> by Vera B. Williams, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 2</p> <p><u>The Paper Bag Princess</u> by Robert Munsch, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 3</p> <p><u>Scarecrow</u> by Cynthia Rylant, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 3</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b></p> <p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>Grade 3:</b></p> <p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or</p>	<p><b>Fiction</b></p> <p><b>Inferences and Wondering, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Wonder about key details</li> <li>• Explore how the ending concludes the story’s action</li> <li>• Utilize examples from the story to support their thinking</li> <li>• Make inferences about characters</li> <li>• Utilize wondering/questioning to make sense of fiction stories</li> <li>• Utilize their questions to discuss the story</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p><b>2<sup>nd</sup> Grade suggested texts:</b></p> <p><u>Babu’s Song</u> by Stephanie Stuve-Bodeen, MM mentor text, Unit 4 – Week 1</p> <p><u>Chester’s Way</u> by Kevin Henkes, MM mentor text, Unit 4 – Week 3</p> <p><u>Galimoto</u> by Karen Lynn Williams, MM mentor text, Unit 5 – Week 2</p> <p><u>The Paper Crane</u> by Molly Bang, MM mentor text, Unit 4 – Week 3</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b></p> <p><u>The Girl Who Loved Wild Horses</u> by Paul Goble, MM mentor text, Unit 4 – Week 1</p> <p><u>The Emperor and the Kite</u> by Jane Yolen, MM mentor text, Unit 4 – Week 2</p>	<p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>

	<p>feelings) and explain how their actions contribute to the plot.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><u>A Day's Work</u> by Eve Bunting, MM mentor text, Unit 4 – Week 2  <u>Brave Irene</u> by William Steig, MM mentor text, Unit 4 – Week 4</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b>  W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 3:</b>  W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Personal Narratives, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Read, discuss and write fiction</li> <li>• Choose writing topics</li> <li>• Reread their writing and tell more</li> <li>• Informally explore elements of fiction</li> <li>• Generate and quick-write ideas for fiction</li> </ul> <p><b>2<sup>nd</sup> Grade suggested texts:</b>  <u>Brave Charlotte</u> by Anu Stohner, BW mentor text, Unit 3 – Week 1  <u>Honk! The Story of a Prima Swanerina</u> by Pamela Duncan Edwards, BW mentor text, Unit 3 – Week 1  <u>Beardream</u> by Will Hobbs, BW mentor text, Unit 3 – Week 2</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>  <u>Tacky the Penguin</u> by Helen Lester, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 1  <u>Cherries and Cherry Pits</u> by Vera B. Williams, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 2  <u>The Paper Bag Princess</u> by Robert Munsch, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 3  <u>Scarecrow</u> by Cynthia Rylant, BW mentor text, 3<sup>rd</sup> Grade, Fiction (Genre) – Week 3</p>	<p>2 2 2 3 2</p>

Instructional Plan	
Formative Assessment Plan	Summative Assessment Plan
<i>Student participation, illustrations</i> <i>Answer/ask oral questions related to the unit theme</i> <i>Teacher observations</i> <i>Responses to listening and reading comprehension activities</i>	<i>Reading comprehension assessment on retelling</i>
Texts	Supplementary Resources
<i>Collaborative Classroom Online Hub</i> <ul style="list-style-type: none"> <li>- <i>Making Meaning</i></li> <li>- <i>Being a Writer</i></li> </ul> <i>Envision</i> <ul style="list-style-type: none"> <li>- <i>Pearson Realize 2<sup>nd</sup>/Pearson Success Net 3<sup>rd</sup></i></li> </ul> <i>Reading A- Z</i> <i>Achieve 3000</i>	<i>ESL Manipulatives</i>
Instructional Best Practices and Exemplars	
<p><i>This is a place to capture standards integration and instructional best practices.</i></p> <p><a href="#">WIDA Instructional Framework</a></p> <p><a href="#">NJDOE FABRIC: A Learning Paradigm for ELLs</a></p> <ul style="list-style-type: none"> <li>Foundational Skills</li> <li>Academic Discussions</li> <li>Background Knowledge</li> <li>Resources</li> <li>Individual Assessment</li> <li>Culture</li> </ul> <p><a href="#">NJDOE: 100 Scaffolds for ELLs</a></p>	

**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>Intervention</b>	<b>Acceleration</b>
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes:**

Global Awareness  
 Financial, Economic, Business and Entrepreneurial Literacy  
 Civic Literacy  
 Health Literacy  
 Environmental Literacy

**21<sup>st</sup> Century Skills:**

Creativity & Innovation  
 Critical Thinking & Problem Solving  
 Communication & Collaboration  
 Media Literacy  
 Information Literacy  
 Information, Communication & Technology

**Technology Infusion**

<https://docs.google.com/document/d/1-5e13aJdD9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

Google G Suite  
Smart Board Applications  
enVision applications  
Achieve 3000

**Evidence of Student Learning**

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language		<b>Grade:</b>	2-3
<b>Marking Period</b>	3	<b>Unit Title:</b>	Nonfiction- Wondering about Text Features in Nonfiction texts and Nonfiction Writing	<b>Pacing:</b> 12 Weeks

### Overview

**Enduring Understandings (Big Ideas):** This thematic unit will explore nonfiction content and text features through nonfiction text. Through their engagement in a language framework, learners will write nonfiction stories with facts and text features.

**Essential Questions:**

- How do I use wondering to make sense of nonfiction text?
- How do I use nonfiction text to learn about nonfiction topics?
- How do use mentor text to help write informative pieces?
- How do I use text features to better understand expository nonfiction articles?

### NJSLs

Standards		Unit 3 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 3 Reading Standards		
ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting  ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	<b>Grade 2:</b> RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.  RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  <b>Grade 3:</b>	<b>Nonfiction Reading Wondering/Narrative nonfiction, 5-6 weeks</b> <ul style="list-style-type: none"> <li>• Utilize wondering to make sense of narrative nonfiction texts</li> <li>• Identify what they learn from a narrative nonfiction text</li> <li>• Make text-to-self connections</li> <li>• Utilize text features to better understand expository nonfiction articles</li> <li>• Describe how reasons support specific points the author makes</li> </ul>	2  1  2 2 3  2

<p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<ul style="list-style-type: none"> <li>Respond to questions about key details and identifying main topics</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p><b>2<sup>nd</sup> Grade suggested texts:</b> <u>The Art Lesson</u> by Tomie dePaola, MM mentor text, Unit 6 – Week 2  “Draw, Draw, Draw: A Short Biography of Tomie dePaola” Article page 295-296, MM mentor text, Unit 6 – Week 2  <u>Insect Detective</u> by Steve Voake, MM mentor text, Unit 7 – Week 1  <u>Spinning Spiders</u> by Melvin Berger, MM mentor text, Unit 7 – Week 3  “Ice Cream Mania!” Article page 406-407, MM text, Unit 8 – Week 3</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>  “Hop to it: Fancy Footwork” Article page 358, MM mentor text, Unit 6 – Week 3  “Origami: The Art of Japanese Paper Folding” Article page 360, MM mentor text, Unit 6 – Week 3  “Jump Rope: Then and Now” Article page 362, MM mentor text, Unit 6 – Week 3  <u>Homes</u> by Chris Oxlade, MM mentor text, Unit 6 – Week 2</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for</p>	<p><b>Grade 2:</b></p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use</p>	<p><b>Nonfiction Writing</b></p> <p><b>Wondering/Narrative nonfiction, 5-6 weeks</b></p> <ul style="list-style-type: none"> <li>Explore features of nonfiction texts</li> <li>Write questions, facts, expository nonfiction, and functional nonfiction</li> <li>Explore temporal words</li> <li>Listen and discuss expository nonfiction</li> </ul>	<p>2</p> <p>2</p> <p>3</p> <p>1</p> <p>3</p>



<p>academic success in the content area of Language Arts</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>Grade 3:</b></p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> <li>• Explore different ways to organize and present information in nonfiction</li> <li>• Read and write about animals that interest them</li> </ul> <p><b>2<sup>nd</sup> Grade suggested texts:</b></p> <p><u>Kate &amp; Pippin: An Unlikely Love Story</u> by Martin Springett, BW mentor text, Unit 4 – Week 1</p> <p><u>How to be a Friend: A Guide to Making Friends and Keeping Them</u> by Laura Krasny Brown and Marc Brown, BW mentor text, Unit 4 – Week 1</p> <p><u>Paper</u> by Chris Oxlade, BW mentor text, Unit 4 – Week 2</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b></p> <p><u>Are you a Dragonfly?</u> by Judy Allen, BW mentor text, Genre Nonfiction Week 1</p> <p><u>The ABCs of Endangered Animals</u> by Bobbie Kalman, BW mentor text, Genre Nonfiction Week 1</p> <p><u>Into the Sea</u> by Brenda Z. Guiberson, BW mentor text, Genre Nonfiction Week 2</p> <p><u>Panda Kindergarten</u> by Joan Ryder, BW mentor text, Genre Nonfiction Week 2</p>	<p>2</p>
<p>ELD Standard 3 - English language learners communicate information,</p>	<p><b>Grade 2:</b></p>	<p><b>2<sup>nd</sup> Grade Envision</b> <b>Envision Topic 14-6</b></p>	

<p>ideas and concepts necessary for academic success in the content area of Mathematics</p>	<p><u>CCSS.MATH.CONTENT.2.MD.D.10</u>            Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simply put-together, take-apart, and compare problems<sup>1</sup> using information presented in a bar graph.</p> <p><b>Grade 3:</b>  <u>CCSS.MATH.CONTENT.3.MD.B.3</u>            Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>	<p><b>Graphs &amp; Data: Math Practices &amp; Problem-Solving Reasoning</b></p> <ul style="list-style-type: none"> <li>Reason about data in a bar graphs and pictures graphs to write and solve problems</li> </ul> <p><b>3<sup>rd</sup> Grade Envision</b>  <b>Envision Topic 20-9</b>  <b>Graphs &amp; Data: Problem Solving: Use Tables and Graphs to Draw Conclusion</b></p> <ul style="list-style-type: none"> <li>Solve problems by using tables and graphs to draw conclusions</li> </ul>	<p>2</p> <p>2</p>
<b>Standards</b>		<b>Unit 3 Writing</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 3 Writing Standards</b>	<b>Critical Knowledge and Skills</b>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p><b>Grade 2:</b>            RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>Grade 3:</b>            RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>Nonfiction Reading</b>  <b>Wondering/Narrative nonfiction, 5-6 weeks</b></p> <ul style="list-style-type: none"> <li>Utilize wondering to make sense of narrative nonfiction texts</li> <li>Identify what they learn from a narrative nonfiction text</li> <li>Make text-to-self connections</li> <li>Utilize text features to better understand expository nonfiction articles</li> <li>Describe how reasons support specific points the author makes</li> <li>Respond to questions about key details and identifying main topics</li> </ul>	<p>2</p> <p>1</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p>

	<p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>  <b>2<sup>nd</sup> Grade suggested texts:</b> The Art Lesson by Tomie dePaola, MM mentor text, Unit 6 – Week 2  “Draw, Draw, Draw: A Short Biography of Tomie dePaola” Article page 295-296, MM mentor text, Unit 6 – Week 2  Insect Detective by Steve Voake, MM mentor text, Unit 7 – Week 1  Spinning Spiders by Melvin Berger, MM mentor text, Unit 7 – Week 3  “Ice Cream Mania!” Article page 406-407, MM text, Unit 8 – Week 3</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>  “Hop to it: Fancy Footwork” Article page 358, MM mentor text, Unit 6 – Week 3  “Origami: The Art of Japanese Paper Folding” Article page 360, MM mentor text, Unit 6 – Week 3  “Jump Rope: Then and Now” Article page 362, MM mentor text, Unit 6 – Week 3  Homes by Chris Oxlade, MM mentor text, Unit 6 – Week 2</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 2:</b>  RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p>	<p><b>Nonfiction Writing</b>  <b>Wondering/Narrative nonfiction, 5-6 weeks</b></p> <ul style="list-style-type: none"> <li>• Explore features of nonfiction texts 2</li> <li>• Write questions, facts, expository nonfiction, and functional nonfiction 2</li> <li>• Explore temporal words 3</li> <li>• Listen and discuss expository nonfiction 1</li> <li>• Explore different ways to organize and present information in nonfiction 3</li> <li>• Read and write about animals that interest them 2</li> </ul>	

<p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>Grade 3:</b> RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><b>2<sup>nd</sup> Grade suggested texts:</b> <u>Kate &amp; Pippin: An Unlikely Love Story</u> by Martin Springett, BW mentor text, Unit 4 – Week 1 <u>How to be a Friend: A Guide to Making Friends and Keeping Them</u> by Laura Krasny Brown and Marc Brown, BW mentor text, Unit 4 – Week 1 <u>Paper</u> by Chris Oxlade, BW mentor text, Unit 4 – Week 2</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b> <u>Are you a Dragonfly?</u> by Judy Allen, BW mentor text, Genre Nonfiction Week 1 <u>The ABCs of Endangered Animals</u> by Bobbie Kalman, BW mentor text, Genre Nonfiction Week 1 <u>Into the Sea</u> by Brenda Z. Guiberson, BW mentor text, Genre Nonfiction Week 2 <u>Panda Kindergarten</u> by Joan Ryder, BW mentor text, Genre Nonfiction Week 2</p>	
<p>ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p>	<p><b>Grade 2:</b> <u>CCSS.MATH.CONTENT.2.MD.D.10</u> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simply</p>	<p><b>2<sup>nd</sup> Grade Envision</b> <b>Envision Topic 14-6</b> <b>Graphs &amp; Data: Math Practices &amp; Problem-Solving Reasoning</b></p>	<p>2</p>

	<p>put-together, take-apart, and compare problems<sup>1</sup> using information presented in a bar graph.</p> <p><b>Grade 3:</b>  <u>CCSS.MATH.CONTENT.3.MD.B.3</u>          Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>	<ul style="list-style-type: none"> <li>Reason about data in a bar graphs and pictures graphs to write and solve problems</li> </ul> <p><b>3<sup>rd</sup> Grade Envision</b>  <b>Envision Topic 20-9</b>  <b>Graphs &amp; Data: Problem Solving: Use Tables and Graphs to Draw Conclusion</b></p> <ul style="list-style-type: none"> <li>Solve problems by using tables and graphs to draw conclusions</li> </ul>	2
<b>Standards</b>		<b>Unit 3 Speaking and Listening</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 3 Speaking &amp; Listening Standards</b>	<b>Critical Knowledge and Skills</b>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p><b>Grade 2:</b>          RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>Grade 3:</b>          RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>Nonfiction Reading</b>  <b>Wondering/Narrative nonfiction, 5-6 weeks</b></p> <ul style="list-style-type: none"> <li>Utilize wondering to make sense of narrative nonfiction texts</li> <li>Identify what they learn from a narrative nonfiction text</li> <li>Make text-to-self connections</li> <li>Utilize text features to better understand expository nonfiction articles</li> <li>Describe how reasons support specific points the author makes</li> <li>Respond to questions about key details and identifying main topics</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>  <b>2<sup>nd</sup> Grade suggested texts:</b> <u>The Art Lesson</u> by Tomie dePaola, MM mentor text, Unit 6 – Week 2</p>	<p>2</p> <p>1</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p>

		<p>“Draw, Draw, Draw: A Short Biography of Tomie dePaola” Article page 295-296, MM mentor text, Unit 6 – Week 2  <u>Insect Detective</u> by Steve Voake, MM mentor text, Unit 7 – Week 1  <u>Spinning Spiders</u> by Melvin Berger, MM mentor text, Unit 7 – Week 3          “Ice Cream Mania!” Article page 406-407, MM text, Unit 8 – Week 3</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b>          “Hop to it: Fancy Footwork” Article page 358, MM mentor text, Unit 6 – Week 3          “Origami: The Art of Japanese Paper Folding” Article page 360, MM mentor text, Unit 6 – Week 3          “Jump Rope: Then and Now” Article page 362, MM mentor text, Unit 6 – Week 3  <u>Homes</u> by Chris Oxlade, MM mentor text, Unit 6 – Week 2</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p><b>Grade 2:</b>          RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Nonfiction Writing</b>  <b>Wondering/Narrative nonfiction, 5-6 weeks</b></p> <ul style="list-style-type: none"> <li>• Explore features of nonfiction texts 2</li> <li>• Write questions, facts, expository nonfiction, and functional nonfiction 2</li> <li>• Explore temporal words 3</li> <li>• Listen and discuss expository nonfiction 1</li> <li>• Explore different ways to organize and present information in nonfiction 3</li> <li>• Read and write about animals that interest them 2</li> </ul> <p><b>2<sup>nd</sup> Grade suggested texts:</b>  <u>Kate &amp; Pippin: An Unlikely Love Story</u> by Martin Springett, BW mentor text, Unit 4 – Week 1</p>	

	<p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>Grade 3:</b></p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><u>How to be a Friend: A Guide to Making Friends and Keeping Them</u> by Laura Krasny Brown and Marc Brown, BW mentor text, Unit 4 – Week 1</p> <p><u>Paper</u> by Chris Oxlade, BW mentor text, Unit 4 – Week 2</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b></p> <p><u>Are you a Dragonfly?</u> by Judy Allen, BW mentor text, Genre Nonfiction Week 1</p> <p><u>The ABCs of Endangered Animals</u> by Bobbie Kalman, BW mentor text, Genre Nonfiction Week 1</p> <p><u>Into the Sea</u> by Brenda Z. Guiberson, BW mentor text, Genre Nonfiction Week 2</p> <p><u>Panda Kindergarten</u> by Joan Ryder, BW mentor text, Genre Nonfiction Week 2</p>	
<p>ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p>	<p><b>Grade 2:</b></p> <p><u>CCSS.MATH.CONTENT.2.MD.D.10</u></p> <p>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simply put-together, take-apart, and compare problems<sup>1</sup> using information presented in a bar graph.</p>	<p><b>2<sup>nd</sup> Grade Envision</b></p> <p><b>Envision Topic 14-6</b></p> <p><b>Graphs &amp; Data: Math Practices &amp; Problem-Solving Reasoning</b></p> <ul style="list-style-type: none"> <li>Reason about data in a bar graphs and pictures graphs to write and solve problems</li> </ul> <p><b>3<sup>rd</sup> Grade Envision</b></p> <p><b>Envision Topic 20-9</b></p>	<p>2</p>

	<p><b>Grade 3:</b>  <u>CCSS.MATH.CONTENT.3.MD.B.3</u>          Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>	<p><b>Graphs &amp; Data: Problem Solving: Use Tables and Graphs to Draw Conclusion</b></p> <ul style="list-style-type: none"> <li>Solve problems by using tables and graphs to draw conclusions</li> </ul>	2
Standards		Unit 3 Language Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 3 Language Standards		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p><b>Grade 2:</b>          RI.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>Grade 3:</b>          RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>Nonfiction Reading</b>  <b>Wondering/Narrative nonfiction, 5-6 weeks</b></p> <ul style="list-style-type: none"> <li>Utilize wondering to make sense of narrative nonfiction texts</li> <li>Identify what they learn from a narrative nonfiction text</li> <li>Make text-to-self connections</li> <li>Utilize text features to better understand expository nonfiction articles</li> <li>Describe how reasons support specific points the author makes</li> <li>Respond to questions about key details and identifying main topics</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>  <b>2<sup>nd</sup> Grade suggested texts:</b> <u>The Art Lesson</u> by Tomie dePaola, MM mentor text, Unit 6 – Week 2          “Draw, Draw, Draw: A Short Biography of Tomie dePaola” Article page 295-296, MM mentor text, Unit 6 – Week 2</p>	<p>2</p> <p>1</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p>



		<p><u>Insect Detective</u> by Steve Voake, MM mentor text, Unit 7 – Week 1</p> <p><u>Spinning Spiders</u> by Melvin Berger, MM mentor text, Unit 7 – Week 3</p> <p>“Ice Cream Mania!” Article page 406-407, MM text, Unit 8 – Week 3</p> <p><b>3<sup>rd</sup> Grade suggested texts:</b></p> <p>“Hop to it: Fancy Footwork” Article page 358, MM mentor text, Unit 6 – Week 3</p> <p>“Origami: The Art of Japanese Paper Folding” Article page 360, MM mentor text, Unit 6 – Week 3</p> <p>“Jump Rope: Then and Now” Article page 362, MM mentor text, Unit 6 – Week 3</p> <p><u>Homes</u> by Chris Oxlade, MM mentor text, Unit 6 – Week 2</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p><b>Grade 2:</b></p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about</p>	<p><b>Nonfiction Writing</b></p> <p><b>Wondering/Narrative nonfiction, 5-6 weeks</b></p> <ul style="list-style-type: none"> <li>• Explore features of nonfiction texts</li> <li>• Write questions, facts, expository nonfiction, and functional nonfiction</li> <li>• Explore temporal words</li> <li>• Listen and discuss expository nonfiction</li> <li>• Explore different ways to organize and present information in nonfiction</li> <li>• Read and write about animals that interest them</li> </ul> <p><b>2<sup>nd</sup> Grade suggested texts:</b></p> <p><u>Kate &amp; Pippin: An Unlikely Love Story</u> by Martin Springett, BW mentor text, Unit 4 – Week 1</p> <p><u>How to be a Friend: A Guide to Making Friends and Keeping Them</u> by Laura Krasny Brown and Marc Brown, BW mentor text, Unit 4 – Week 1</p> <p><u>Paper</u> by Chris Oxlade, BW mentor text, Unit 4 – Week 2</p>	<p>2</p> <p>2</p> <p>3</p> <p>1</p> <p>3</p> <p>2</p>

	<p><i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>Grade 3:</b>  RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><b>3<sup>rd</sup> Grade suggested texts:</b>  <i>Are you a Dragonfly?</i> by Judy Allen, BW mentor text, Genre Nonfiction Week 1  <i>The ABCs of Endangered Animals</i> by Bobbie Kalman, BW mentor text, Genre Nonfiction Week 1  <i>Into the Sea</i> by Brenda Z. Guiberson, BW mentor text, Genre Nonfiction Week 2  <i>Panda Kindergarten</i> by Joan Ryder, BW mentor text, Genre Nonfiction Week 2</p>	
<p>ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p>	<p><b>Grade 2:</b>  <u>CCSS.MATH.CONTENT.2.MD.D.10</u>  Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simply put-together, take-apart, and compare problems<sup>1</sup> using information presented in a bar graph.</p> <p><b>Grade 3:</b></p>	<p><b>2<sup>nd</sup> Grade Envision</b>  <b>Envision Topic 14-6</b>  <b>Graphs &amp; Data: Math Practices &amp; Problem-Solving Reasoning</b></p> <ul style="list-style-type: none"> <li>Reason about data in a bar graphs and pictures graphs to write and solve problems</li> </ul> <p><b>3<sup>rd</sup> Grade Envision</b>  <b>Envision Topic 20-9</b>  <b>Graphs &amp; Data: Problem Solving: Use Tables and Graphs to Draw Conclusion</b></p>	<p>2</p>

	<p><u>CCSS.MATH.CONTENT.3.MD.B.3</u>          Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>	<ul style="list-style-type: none"> <li>Solve problems by using tables and graphs to draw conclusions</li> </ul>	2
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**Instructional Plan**

Formative Assessment Plan	Summative Assessment Plan
<p><i>Student participation, illustrations</i>  <i>Answer/ask oral questions related to the unit theme</i>  <i>Teacher observations</i>  <i>Responses to listening and reading comprehension activities</i></p>	<p><i>Reading comprehension assessment on retelling</i>  <i>Topic 14-6 Quick Check</i>  <i>Topic 20-9 Quick Check</i></p>

	Supplementary Resources
<p><i>Collaborative Classroom Online Hub</i></p> <ul style="list-style-type: none"> <li><i>- Making Meaning</i></li> <li><i>- Being a Writer</i></li> </ul> <p><i>Envision</i></p> <ul style="list-style-type: none"> <li><i>- Pearson Realize Online</i></li> </ul> <p><i>Reading A- Z</i>  <i>Achieve 3000</i></p>	<p><i>ESL Manipulatives</i></p>

**Instructional Best Practices and Exemplars**

*This is a place to capture standards integration and instructional best practices.*

[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills  
 Academic Discussions  
 Background Knowledge  
 Resources

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

<ul style="list-style-type: none"> <li>• Create lesson reminder sheets</li> <li>• Prioritize and chunk lengthy assignments</li> <li>• Utilize assistive technology, when appropriate</li> <li>• Provide ongoing, effective, specific feedback</li> <li>• Model/Utilize graphic organizers</li> <li>• Provide leveled reading materials</li> <li>• Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>• Utilize a multi-sensory approach to new topics</li> <li>• NJDOE Resources</li> </ul>			
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**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology

**Technology Infusion**

<https://docs.google.com/document/d/1-5e13aJdD9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

Google G Suite  
Smart Board Applications  
enVision applications  
Achieve 3000

**Evidence of Student Learning**

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## English as a Second Language, Grades 4-5

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a>	Primary Focus Standards: Grade 4: RL.4.1., RL.4.6.,  Grade 5: RL.5.1., RL.5.6.	Primary Focus Standards: Grade 4: W.4.3.  Grade 5: W.5.3.	Primary Focus Standards: Grade 4: SL.4.1  Grade 5: SL.5.1	Primary Focus Standards: Grade 4: L.4.1.  Grade 5: L.5.1.
	Text Type: Fiction	Writing Focus: Personal Narratives	Task Type: Group Discussions	Skill Focus: Grammar
<a href="#">Unit 2</a>	Primary Focus Standards: Grade 4: RL.4.1., RL.4.10.  Grade 5: RL.5.1., RL.5.10.	Primary Focus Standards: Grade 4: W.4.3.  Grade 5: W.5.3.	Primary Focus Standards: Grade 4: SL.4.1  Grade 5: SL.5.1	Primary Focus Standards: Grade 4: L.4.1.  Grade 5: L.5.1.
	Text Type: Fiction	Writing Focus: Personal Narratives	Task Type: Group Discussions	Skill Focus: Grammar
<a href="#">Unit 3</a>	Primary Focus Standards: Grade 4: RI.4.1.  Grade 5: RI.5.1.	Primary Focus Standards: Grade 4: W.4.2.  Grade 5: W.5.2.	Primary Focus Standards: Grade 4: SL.4.4  Grade 5: SL.5.4	Primary Focus Standards: Grade 4: L.4.1.  Grade 5: L.5.1.
	Text Type: Nonfiction	Writing Focus: Informative	Task Type: Report Information	Skill Focus: Grammar
<a href="#">Suggested Open Educational Resources</a>	Collaborative Classroom Online Hub - Making Meaning - Being a Writer Envision - Pearson Success Net Reading A- Z	Collaborative Classroom Online Hub - Making Meaning - Being a Writer Envision - Pearson Success Net Reading A- Z	Collaborative Classroom Online Hub - Making Meaning - Being a Writer Envision - Pearson Success Net Reading A- Z	Collaborative Classroom Online Hub - Making Meaning - Being a Writer Envision - Pearson Success Net Reading A- Z

Overview	Reading	Writing	Speaking and Listening	Language
	Achieve 3000	Achieve 3000	Achieve 3000	Achieve 3000

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language			<b>Grade:</b>	4-5
<b>Marking Period</b>	1	<b>Unit Title:</b>	All About Me, My Family, School & Community	<b>Pacing:</b>	12 Weeks

### Overview

**Enduring Understandings (Big Ideas):** This thematic unit will explore ideas of self, school and community through cooperative structures. Through their engagement in a language framework, learners will identify their place in the world and how to use their family, school, friends and the community as a platform to enhance learning.

**Essential Questions:**

- What is the best way to enhance language and social development?
- How does prior knowledge support language acquisition?
- What aspects of school life are important to learn?
- How may I be a productive member of my classroom and community?

### NJSLs

Standards		Unit 1 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 1 Reading Standards		
ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting	<b>Grade 4:</b> RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<b>Self/Family, 5 - 6 Weeks</b> <ul style="list-style-type: none"> <li>• Introduce self, about me activity</li> <li>• Listen and discuss a story</li> <li>• Make text-to-self connections</li> <li>• Make text-to-text connections</li> </ul>	1
ELD Standard 2 - English language learners communicate information,			3
			2
			2
			3



<p>ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>Grade 5:</b> RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> <li>Learn how a professional author gets writing ideas from his/her own life</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p><b>4<sup>th</sup> Grade suggested texts:</b>  <u>A Bad Case of Stripes</u> by David Shannon, MM mentor text, Unit 1 – Week 1  <u>The Princess and the Pizza</u> by Mary Jane and Herm Auch, MM mentor text, Unit 4 – Week 1  <u>The Bicycle Man</u> by Allen Say, MM mentor text, Unit 4 – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b>  <u>The Lotus Seed</u> by Sherry Garland, MM mentor text, Unit 1 – Week 1  <u>Something to Remember me by</u> by Sherry Garland, MM mentor text, Unit 1 – Week 1</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for</p>	<p><b>Grade 4:</b> RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.4.1. Demonstrate command of the conventions of standard English</p>	<p><b>School, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>Build a reading community</li> <li>Learn and practice the procedures for group work</li> <li>Work in a responsible way</li> <li>Listen respectfully to the thinking of others and share their own</li> <li>Explore the theme in stories</li> <li>Discuss a character's feelings and thoughts</li> <li>Make text-to-self Connections</li> <li>Write freely about things that interest them</li> </ul> <p><b>4<sup>th</sup> Grade suggested texts:</b>  <u>The Old Woman Who Named Things</u> by Cynthia Rylant, MM mentor text, Unit 1 – Week 1</p>	<p>2</p> <p>1</p> <p>1</p> <p>3</p> <p>2</p> <p>3</p> <p>2</p> <p>2</p>

<p>academic success in the content area of Social Studies</p>	<p>grammar and usage when writing or speaking.</p> <p><b>Grade 5:</b> RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><u>Song and Dance Man</u> by Karen Ackerman, MM mentor text, Unit 1 – Week 1 <u>Sylvester and the Magic Pebble</u> by Karen Ackerman, BW mentor text, Unit 1 – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b> “All Work and No Play: Trends in School Recess”, article pages 82-83, MM mentor text, Unit 2 – Week 2 “On Respect” and “On Helping Others”, essay pages in School Recess”, article pages160-162, BW mentor text, Personal Narrative Genre – Week 2</p>	
<p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Grade 4:</b> RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>,</p>	<p><b>Community, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Visualize to make text-to-self connections</li> <li>• Informally use schema and inference as they visualize</li> <li>• Listen and discuss good writing</li> <li>• Write about friends</li> <li>• Utilize schema to articulate what they think about the topic community</li> <li>• Write freely about things that interest them</li> </ul> <p><b>4<sup>th</sup> Grade suggested texts:</b> “City of Lawrence Street Map”, map pages 472, MM mentor text, Unit 7 – Week 2 <u>The Moon and I</u> by Betsy Byars, BW mentor text, Personal Narrative Genre – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b> <u>Rainforests</u> by James Harrison, MM mentor text, Unit 6 – Week 3</p>	<p>2</p> <p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p>

	<p>building on others’ ideas and expressing their own clearly.</p> <p><b>Grade 5:</b>          RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>	<p>“Lemonade” and “Backyard Bubbles”, poem pages 26-27, BW mentor text, Unit 1 – Week 1</p>	
Standards		Unit 1 Writing	Depth of Knowledge
WIDA ELD	ELA: Unit 1 Writing Standards	Critical Knowledge and Skills	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 4:</b>          RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>,</p>	<p><b>Self/Family, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Introduce self, about me activity</li> <li>• Listen and discuss a story</li> <li>• Make text-to-self connections</li> <li>• Make text-to-text connections</li> <li>• Learn how a professional author gets writing ideas from his/her own life</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>  <b>4<sup>th</sup> Grade suggested texts:</b>  <u>A Bad Case of Stripes</u> by David Shannon, MM mentor text, Unit 1 – Week 1</p>	<p>1 3 2 2 3</p>

<p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>building on others' ideas and expressing their own clearly.</p> <p><b>Grade 5:</b>          RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.          SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><u>The Princess and the Pizza</u> by Mary Jane and Herm Auch, MM mentor text, Unit 4 – Week 1  <u>The Bicycle Man</u> by Allen Say, MM mentor text, Unit 4 – Week 1  <b>5<sup>th</sup> Grade suggested texts:</b>  <u>The Lotus Seed</u> by Sherry Garland, MM mentor text, Unit 1 – Week 1  <u>Something to Remember me by</u> by Sherry Garland, MM mentor text, Unit 1 – Week 1</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Grade 4:</b>          RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 5:</b>          RL.5.6. Describe how a narrator's or speaker's point of view influences how</p>	<p><b>School, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Build a reading community</li> <li>• Learn and practice the procedures for group work</li> <li>• Work in a responsible way</li> <li>• Listen respectfully to the thinking of others and share their own</li> <li>• Explore the theme in stories</li> <li>• Discuss a character's feelings and thoughts</li> <li>• Make text-to-self Connections</li> <li>• Write freely about things that interest them</li> </ul> <p><b>4<sup>th</sup> Grade suggested texts:</b>  <u>The Old Woman Who Named Things</u> by Cynthia Rylant, MM mentor text, Unit 1 – Week 1  <u>Song and Dance Man</u> by Karen Ackerman, MM mentor text, Unit 1 – Week 1  <u>Sylvester and the Magic Pebble</u> by Karen Ackerman, BW mentor text, Unit 1 – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b></p>	<p>2 1 1 3  2 3 2 2</p>

	<p>events are described.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>“All Work and No Play: Trends in School Recess”, article pages 82-83, MM mentor text, Unit 2 – Week 2</p> <p>“On Respect” and “On Helping Others”, essay pages in School Recess”, article pages160-162, BW mentor text, Personal Narrative Genre – Week 2</p>	
<p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Grade 4:</b></p> <p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p><b>Grade 5:</b></p> <p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly</p>	<p><b>Community, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Visualize to make text-to-self connections</li> <li>• Informally use schema and inference as they visualize</li> <li>• Listen and discuss good writing</li> <li>• Write about friends</li> <li>• Utilize schema to articulate what they think about the topic community</li> <li>• Write freely about things that interest them</li> </ul> <p><b>4<sup>th</sup> Grade suggested texts:</b></p> <p>“City of Lawrence Street Map”, map pages 472, MM mentor text, Unit 7 – Week 2</p> <p><u>The Moon and I</u> by Betsy Byars, BW mentor text, Personal Narrative Genre – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b></p> <p><u>Rainforests</u> by James Harrison, MM mentor text, Unit 6 – Week 3</p> <p>“Lemonade” and “Backyard Bubbles”, poem pages 26-27, BW mentor text, Unit 1 – Week 1</p>	<p>2</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>

	<p>and when drawing inferences from the text.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>		
Standards		Unit 1 Speaking and Listening Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 1 Speaking & Listening Standards		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Grade 4:</b> RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>Grade 5:</b> RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly</p>	<p><b>Self/Family, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Introduce self, about me activity</li> <li>• Listen and discuss a story</li> <li>• Make text-to-self connections</li> <li>• Make text-to-text connections</li> <li>• Learn how a professional author gets writing ideas from his/her own life</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p><b>4<sup>th</sup> Grade suggested texts:</b> <u>A Bad Case of Stripes</u> by David Shannon, MM mentor text, Unit 1 – Week 1 <u>The Princess and the Pizza</u> by Mary Jane and Herm Auch, MM mentor text, Unit 4 – Week 1 <u>The Bicycle Man</u> by Allen Say, MM mentor text, Unit 4 – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b></p>	<p>1</p> <p>3</p> <p>2</p> <p>2</p> <p>3</p>

	<p>and when drawing inferences from the text.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>	<p><u>The Lotus Seed</u> by Sherry Garland, MM mentor text, Unit 1 – Week 1</p> <p><u>Something to Remember me by</u> by Sherry Garland, MM mentor text, Unit 1 – Week 1</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Grade 4:</b></p> <p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 5:</b></p> <p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><b>School, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Build a reading community</li> <li>• Learn and practice the procedures for group work</li> <li>• Work in a responsible way</li> <li>• Listen respectfully to the thinking of others and share their own</li> <li>• Explore the theme in stories</li> <li>• Discuss a character’s feelings and thoughts</li> <li>• Make text-to-self Connections</li> <li>• Write freely about things that interest them</li> </ul> <p><b>4<sup>th</sup> Grade suggested texts:</b></p> <p><u>The Old Woman Who Named Things</u> by Cynthia Rylant, MM mentor text, Unit 1 – Week 1</p> <p><u>Song and Dance Man</u> by Karen Ackerman, MM mentor text, Unit 1 – Week 1</p> <p><u>Sylvester and the Magic Pebble</u> by Karen Ackerman, BW mentor text, Unit 1 – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b></p> <p>“All Work and No Play: Trends in School Recess”, article pages 82-83, MM mentor text, Unit 2 – Week 2</p> <p>“On Respect” and “On Helping Others”, essay pages in School Recess”, article pages160-162, BW mentor text, Personal Narrative Genre – Week 2</p>	<p>2</p> <p>1</p> <p>1</p> <p>3</p> <p>2</p> <p>3</p> <p>2</p> <p>2</p>

	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
<p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Grade 4:</b> RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>Grade 5:</b> RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><b>Community, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Visualize to make text-to-self connections</li> <li>• Informally use schema and inference as they visualize</li> <li>• Listen and discuss good writing</li> <li>• Write about friends</li> <li>• Utilize schema to articulate what they think about the topic community</li> <li>• Write freely about things that interest them</li> </ul> <p><b>4<sup>th</sup> Grade suggested texts:</b> “City of Lawrence Street Map”, map pages 472, MM mentor text, Unit 7 – Week 2 <u>The Moon and I</u> by Betsy Byars, BW mentor text, Personal Narrative Genre – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b> <u>Rainforests</u> by James Harrison, MM mentor text, Unit 6 – Week 3 “Lemonade” and “Backyard Bubbles”, poem pages 26-27, BW mentor text, Unit 1 – Week 1</p>	<p>2</p> <p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p>



	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.		
Standards		Unit 1 Language Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 1 Language Standards		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Grade 4:</b> RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>Grade 5:</b> RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>,</p>	<p><b>Self/Family, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Introduce self, about me activity</li> <li>• Listen and discuss a story</li> <li>• Make text-to-self connections</li> <li>• Make text-to-text connections</li> <li>• Learn how a professional author gets writing ideas from his/her own life</li> </ul> <p><b><i>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</i></b></p> <p><b>4<sup>th</sup> Grade suggested texts:</b>  <u>A Bad Case of Stripes</u> by David Shannon, MM mentor text, Unit 1 – Week 1  <u>The Princess and the Pizza</u> by Mary Jane and Herm Auch, MM mentor text, Unit 4 – Week 1  <u>The Bicycle Man</u> by Allen Say, MM mentor text, Unit 4 – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b>  <u>The Lotus Seed</u> by Sherry Garland, MM mentor text, Unit 1 – Week 1  <u>Something to Remember me by</u> by Sherry Garland, MM mentor text, Unit 1 – Week 1</p>	<p>1</p> <p>3</p> <p>2</p> <p>2</p> <p>3</p>

	building on others’ ideas and expressing their own clearly.		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Grade 4:</b>  RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 5:</b>  RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>School, 4-5 Weeks</b></p> <ul style="list-style-type: none"> <li>• Build a reading community</li> <li>• Learn and practice the procedures for group work</li> <li>• Work in a responsible way</li> <li>• Listen respectfully to the thinking of others and share their own</li> <li>• Explore the theme in stories</li> <li>• Discuss a character’s feelings and thoughts</li> <li>• Make text-to-self Connections</li> <li>• Write freely about things that interest them</li> </ul> <p><b>4<sup>th</sup> Grade suggested texts:</b>  <u>The Old Woman Who Named Things</u> by Cynthia Rylant, MM mentor text, Unit 1 – Week 1  <u>Song and Dance Man</u> by Karen Ackerman, MM mentor text, Unit 1 – Week 1  <u>Sylvester and the Magic Pebble</u> by Karen Ackerman, BW mentor text, Unit 1 – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b>  “All Work and No Play: Trends in School Recess”, article pages 82-83, MM mentor text, Unit 2 – Week 2  “On Respect” and “On Helping Others”, essay pages in School Recess”, article pages160-162, BW mentor text, Personal Narrative Genre – Week 2</p>	<p>2</p> <p>1</p> <p>1</p> <p>3</p> <p>2</p> <p>3</p> <p>2</p> <p>2</p>
ELD Standard 2 - English language learners communicate information,	<b>Grade 4:</b>	<b>Community, 4-5 Weeks</b>	2
		<ul style="list-style-type: none"> <li>• Visualize to make text-to-self connections</li> </ul>	

<p>ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>Grade 5:</b></p> <p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>,</p>	<ul style="list-style-type: none"> <li>• Informally use schema and inference as they visualize</li> <li>• Listen and discuss good writing</li> <li>• Write about friends</li> <li>• Utilize schema to articulate what they think about the topic community</li> <li>• Write freely about things that interest them</li> </ul> <p><b>4<sup>th</sup> Grade suggested texts:</b>  “City of Lawrence Street Map”, map pages 472, MM mentor text, Unit 7 – Week 2  <u>The Moon and I</u> by Betsy Byars, BW mentor text, Personal Narrative Genre – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b>  <u>Rainforests</u> by James Harrison, MM mentor text, Unit 6 – Week 3  “Lemonade” and “Backyard Bubbles”, poem pages 26-27, BW mentor text, Unit 1 – Week 1</p>	<p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p>
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	building on others' ideas and expressing their own clearly.		
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**Instructional Plan**

Formative Assessment Plan	Summative Assessment Plan
<i>Student participation, illustrations</i> <i>Answer/ask oral questions related to the unit theme</i> <i>Teacher observations</i> <i>Responses to listening and reading comprehension activities</i>	<i>Create a profile presenting themselves to peers.</i> <i>Story Celebration (Share stories, author of the week)</i>
Texts	Supplementary Resources
<i>Collaborative Classroom Online Hub</i> <ul style="list-style-type: none"> <li>- <i>Making Meaning</i></li> <li>- <i>Being a Writer</i></li> </ul> <i>Envision</i> <ul style="list-style-type: none"> <li>- <i>Pearson Success Net Online</i></li> </ul> <i>Reading A- Z</i> <i>Achieve 3000</i>	<i>ESL Manipulatives</i>

**Instructional Best Practices and Exemplars**

*This is a place to capture standards integration and instructional best practices.*

[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills  
 Academic Discussions  
 Background Knowledge  
 Resources  
 Individual Assessment  
 Culture

DIFFERENTIATION			
Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

<ul style="list-style-type: none"> <li>• Create opportunities for/Monitor peer collaboration</li> <li>• Monitor student progress frequently</li> <li>• Utilize flexible/cooperative grouping based on instructional goals</li> <li>• Create lesson reminder sheets</li> <li>• Prioritize and chunk lengthy assignments</li> <li>• Utilize assistive technology, when appropriate</li> <li>• Provide ongoing, effective, specific feedback</li> <li>• Model/Utilize graphic organizers</li> <li>• Provide leveled reading materials</li> <li>• Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>• Utilize a multi-sensory approach to new topics</li> <li>• NJDOE Resources</li> </ul>			
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**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

## Technology Infusion

<https://docs.google.com/document/d/1-5eI3aJdD9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

Google G Suite  
Smart Board Applications  
enVision applications  
Achieve 3000

## Evidence of Student Learning

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language		<b>Grade:</b>	4-5
<b>Marking Period</b>	2	<b>Unit Title:</b>	Fiction – Wondering about Poetry and Personal Narratives	<b>Pacing:</b> 12 Weeks

### Overview

**Enduring Understandings (Big Ideas):** This thematic unit will explore fiction text through wondering and inferencing. Through their engagement in a language framework, learners will ask and answer questions about text and will write personal narratives.

**Essential Questions:**

- How do I use wondering to make sense of fiction text?
- How do I use examples from text to support thinking?
- How do I use various resources to help me write personal narratives (i.e. mentor text, quick write topics, etc.)?

NJSLs			
Standards		Unit 2 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 2 Reading Standards		
ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting  ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts  ELD Standard 5 - English language learners communicate	<b>Grade 4:</b> RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.  RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	<b>Fiction Inferences and Wondering, 5 - 6 Weeks</b> <ul style="list-style-type: none"> <li>• Wonder about key details</li> <li>• Make inferences to understand a fiction story</li> <li>• Utilize questioning and text structure to make sense of a fiction story</li> <li>• Visualize to make sense of the poems</li> <li>• Make inferences about characters</li> <li>• Utilize wondering/questioning to make sense of fiction stories</li> <li>• Utilize their questions to discuss story</li> <li>• Make text-to-self connections</li> </ul>	2 3 2 2 3 2 2 2



<p>information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>Grade 5:</b> RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>	<p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p><b>4<sup>th</sup> Grade suggested texts:</b> <u>Hurricane</u> by David Weisner, MM mentor text, Unit 5 – Week 1 <u>My Man Blue</u>, Poems by Nikki Grimes, MM mentor text, Unit 5 – Week 2 <u>Amelia’s Road</u> by Linda Jacobs Altman, MM mentor text, Unit 6 – Week 1 <u>Peppe</u> by Elisa Barton, MM mentor text, Unit 6 – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b> <u>Everybody Cooks Rice</u> by Norah Dooley, MM mentor text, Unit 1 – Week 2 “The Café” stories from <u>The Van Gogh Cafe</u> by Cynthia Rylant, MM mentor text, Unit 5 – Week 1 Various Poems, MM mentor text, Unit 5 – Week 2</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts</p>	<p><b>Grade 4:</b> W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.4.1. Demonstrate command of the conventions of standard English</p>	<p><b>Personal Narratives, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Draft fiction pieces</li> <li>• Choose writing topics</li> <li>• Reread their writing and tell more</li> <li>• Informally explore elements of fiction</li> <li>• Generate and quick-write ideas for fiction</li> </ul> <p><b>4<sup>th</sup> Grade suggested texts:</b> <u>Tar Beach</u> by Faith Ringgold, BW mentor text, Unit 1 – Week 2</p>	<p>2</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p>

<p>necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p>grammar and usage when writing or speaking.</p> <p><b>Grade 5:</b> W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><u>Miss Rumphius</u> by Barbara Cooney, BW mentor text, Genre – Week 1  <u>Owl Moon</u> by Jan Yolen, BW mentor text, Genre – Week 2  <u>Roxaboxen</u> by Alice McLerran, BW mentor text, Genre – Week 2</p> <p><b>5<sup>th</sup> Grade suggested texts:</b>  <u>The Wreck of the Zephr</u> by Chris Van Allsburg, BW mentor text, Genre – Week 1  <u>Nothing Ever Happens on 90<sup>th</sup> Street</u> by Roni Schotter, BW mentor text, Genre – Week 1  <u>Sweet Music in Harlen</u> by Debbie A. Taylor, BW mentor text, Genre – Week 2  <u>The Sweetest Fig</u> by Chris Van Allsburg, BW mentor text, Genre – Week 2</p>	
Standards		Unit 2 Writing	Depth of Knowledge
WIDA ELD	ELA: Unit 2 Writing Standards	Critical Knowledge and Skills	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Grade 4:</b>  RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>	<p><b>Fiction</b>  <b>Inferences and Wondering, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Wonder about key details 2</li> <li>• Make inferences to understand a fiction story 3</li> <li>• Utilize questioning and text structure to make sense of a fiction story 2</li> <li>• Visualize to make sense of the poems 2</li> <li>• Make inferences about characters 3</li> <li>• Utilize wondering/questioning to make sense of fiction stories 2</li> <li>• Utilize their questions to discuss story 2</li> <li>• Make text-to-self connections 2</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>  <b>4<sup>th</sup> Grade suggested texts:</b>  <u>Hurricane</u> by David Weisner, MM mentor text, Unit 5 – Week 1</p>	<p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p>

	<p><b>Grade 5:</b>          RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>	<p><u>My Man Blue</u>, Poems by Nikki Grimes, MM mentor text, Unit 5 – Week 2  <u>Amelia’s Road</u> by Linda Jacobs Altman, MM mentor text, Unit 6 – Week 1  <u>Pepper</u> by Elisa Barton, MM mentor text, Unit 6 – Week 1  <b>5<sup>th</sup> Grade suggested texts:</b>  <u>Everybody Cooks Rice</u> by Norah Dooley, MM mentor text, Unit 1 – Week 2          “The Café” stories from <u>The Van Gogh Cafe</u> by Cynthia Rylant, MM mentor text, Unit 5 – Week 1          Various Poems, MM mentor text, Unit 5 – Week 2</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Grade 4:</b>          W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 5:</b>          W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><b>Personal Narratives, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Draft fiction pieces</li> <li>• Choose writing topics</li> <li>• Reread their writing and tell more</li> <li>• Informally explore elements of fiction</li> <li>• Generate and quick-write ideas for fiction</li> </ul> <p><b>4<sup>th</sup> Grade suggested texts:</b>  <u>Tar Beach</u> by Faith Ringgold, BW mentor text, Unit 1 – Week 2  <u>Miss Rumphius</u> by Barbara Cooney, BW mentor text, Genre – Week 1  <u>Owl Moon</u> by Jan Yolen, BW mentor text, Genre – Week 2  <u>Roxaboxen</u> by Alice McLerran, BW mentor text, Genre – Week 2</p> <p><b>5<sup>th</sup> Grade suggested texts:</b></p>	<p>2 2 2 3 2</p>

	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p><u>The Wreck of the Zephr</u> by Chris Van Allsburg, BW mentor text, Genre – Week 1</p> <p><u>Nothing Ever Happens on 90<sup>th</sup> Street</u> by Roni Schotter, BW mentor text, Genre – Week 1</p> <p><u>Sweet Music in Harlen</u> by Debbie A. Taylor, BW mentor text, Genre – Week 2</p> <p><u>The Sweetest Fig</u> by Chris Van Allsburg, BW mentor text, Genre – Week 2</p>	
Standards		Unit 2 Speaking and Listening Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 2 Speaking & Listening Standards		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Grade 4:</b></p> <p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>Grade 5:</b></p> <p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>Fiction</b></p> <p><b>Inferences and Wondering, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>Wonder about key details</li> <li>Make inferences to understand a fiction story</li> <li>Utilize questioning and text structure to make sense of a fiction story</li> <li>Visualize to make sense of the poems</li> <li>Make inferences about characters</li> <li>Utilize wondering/questioning to make sense of fiction stories</li> <li>Utilize their questions to discuss story</li> <li>Make text-to-self connections</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p><b>4<sup>th</sup> Grade suggested texts:</b></p> <p><u>Hurricane</u> by David Weisner, MM mentor text, Unit 5 – Week 1</p> <p><u>My Man Blue</u>, Poems by Nikki Grimes, MM mentor text, Unit 5 – Week 2</p> <p><u>Amelia's Road</u> by Linda Jacobs Altman, MM mentor text, Unit 6 – Week 1</p> <p><u>Peppe</u> by Elisa Barton, MM mentor text, Unit 6 – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b></p>	<p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p>

	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>	<p><u>Everybody Cooks Rice</u> by Norah Dooley, MM mentor text, Unit 1 – Week 2          “The Café” stories from <u>The Van Gogh Cafe</u> by Cynthia Rylant, MM mentor text, Unit 5 – Week 1          Various Poems, MM mentor text, Unit 5 – Week 2</p>	
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		<u>The Sweetest Fig</u> by Chris Van Allsburg, BW mentor text, Genre – Week 2	
Standards		Unit 2 Language	Depth of Knowledge
WIDA ELD	ELA: Unit 2 Language Standards	Critical Knowledge and Skills	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Grade 4:</b>            RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>Grade 5:</b>            RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and</i></p>	<p><b>Fiction</b>  <b>Inferences and Wondering, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>Wonder about key details</li> <li>Make inferences to understand a fiction story</li> <li>Utilize questioning and text structure to make sense of a fiction story</li> <li>Visualize to make sense of the poems</li> <li>Make inferences about characters</li> <li>Utilize wondering/questioning to make sense of fiction stories</li> <li>Utilize their questions to discuss story</li> <li>Make text-to-self connections</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>  <b>4<sup>th</sup> Grade suggested texts:</b>  <u>Hurricane</u> by David Weisner, MM mentor text, Unit 5 – Week 1  <u>My Man Blue</u>, Poems by Nikki Grimes, MM mentor text, Unit 5 – Week 2  <u>Amelia’s Road</u> by Linda Jacobs Altman, MM mentor text, Unit 6 – Week 1  <u>Peppe</u> by Elisa Barton, MM mentor text, Unit 6 – Week 1  <b>5<sup>th</sup> Grade suggested texts:</b>  <u>Everybody Cooks Rice</u> by Norah Dooley, MM mentor text, Unit 1 – Week 2            “The Café” stories from <u>The Van Gogh Cafe</u> by Cynthia Rylant, MM mentor text, Unit 5 – Week 1            Various Poems, MM mentor text, Unit 5 – Week 2</p>	<p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p>

	<p>texts, building on others' ideas and expressing their own clearly.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 5 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>	<p><b>Grade 4:</b> W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 5:</b> W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Personal Narratives, 5 - 6 Weeks</b></p> <ul style="list-style-type: none"> <li>• Draft fiction pieces</li> <li>• Choose writing topics</li> <li>• Reread their writing and tell more</li> <li>• Informally explore elements of fiction</li> <li>• Generate and quick-write ideas for fiction</li> </ul> <p><b>4<sup>th</sup> Grade suggested texts:</b>  <u>Tar Beach</u> by Faith Ringgold, BW mentor text, Unit 1 – Week 2  <u>Miss Rumphius</u> by Barbara Cooney, BW mentor text, Genre – Week 1  <u>Owl Moon</u> by Jan Yolen, BW mentor text, Genre – Week 2  <u>Roxaboxen</u> by Alice McLerran, BW mentor text, Genre – Week 2</p> <p><b>5<sup>th</sup> Grade suggested texts:</b>  <u>The Wreck of the Zephr</u> by Chris Van Allsburg, BW mentor text, Genre – Week 1  <u>Nothing Ever Happens on 90<sup>th</sup> Street</u> by Roni Schotter, BW mentor text, Genre – Week 1  <u>Sweet Music in Harlem</u> by Debbie A. Taylor, BW mentor text, Genre – Week 2  <u>The Sweetest Fig</u> by Chris Van Allsburg, BW mentor text, Genre – Week 2</p>	<p>2</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p>

Instructional Plan	
Formative Assessment Plan	Summative Assessment Plan
<i>Student participation, illustrations</i> <i>Answer/ask oral questions related to the unit theme</i> <i>Teacher observations</i> <i>Responses to listening and reading comprehension activities</i>	<i>Reading comprehension assessment on retelling</i> <i>Story share with group or partner</i>
Texts	Supplementary Resources
<i>Collaborative Classroom Online Hub</i> <ul style="list-style-type: none"> <li>- <i>Making Meaning</i></li> <li>- <i>Being a Writer</i></li> </ul> <i>Envision</i> <ul style="list-style-type: none"> <li>- <i>Pearson Success Net</i></li> </ul> <i>Reading A- Z</i> <i>Achieve 3000</i>	<i>ESL Manipulatives</i>
Instructional Best Practices and Exemplars	
<p><i>This is a place to capture standards integration and instructional best practices.</i></p> <p><a href="#">WIDA Instructional Framework</a></p> <p><a href="#">NJDOE FABRIC: A Learning Paradigm for ELLs</a></p> <ul style="list-style-type: none"> <li>Foundational Skills</li> <li>Academic Discussions</li> <li>Background Knowledge</li> <li>Resources</li> <li>Individual Assessment</li> <li>Culture</li> </ul> <p><a href="#">NJDOE: 100 Scaffolds for ELLs</a></p>	



**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>Intervention</b>	<b>Acceleration</b>
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes:**

Global Awareness  
 Financial, Economic, Business and Entrepreneurial Literacy  
 Civic Literacy  
 Health Literacy  
 Environmental Literacy

**21<sup>st</sup> Century Skills:**

Creativity & Innovation  
 Critical Thinking & Problem Solving  
 Communication & Collaboration  
 Media Literacy  
 Information Literacy  
 Information, Communication & Technology

**Technology Infusion**

<https://docs.google.com/document/d/1-5e13aJdD9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

Google G Suite  
Smart Board Applications  
enVision applications  
Achieve 3000

**Evidence of Student Learning**

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language		<b>Grade:</b>	4-5
<b>Marking Period</b>	3	<b>Unit Title:</b>	Nonfiction- Wondering about Text Features in Nonfiction texts and Nonfiction Writing	<b>Pacing:</b> 12 Weeks

### Overview

**Enduring Understandings (Big Ideas):** This thematic unit will explore nonfiction content and text features through nonfiction text. Through their engagement in a language framework, learners will write nonfiction stories with facts and text features.

**Essential Questions:**

- How do I use wondering to make sense of nonfiction text?
- How do I use nonfiction text to learn about nonfiction topics?
- How do I use mentor text to help write informative pieces?
- How do I use text features to better understand expository nonfiction articles?

### NJSLs

Standards		Unit 3 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 3 Reading Standards		
ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting  ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	<b>Grade 4:</b> RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.  SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to	<b>Nonfiction Reading</b> <b>Wondering/Narrative nonfiction, 5-6 weeks</b> <ul style="list-style-type: none"> <li>• Utilize wondering to make sense of narrative nonfiction texts</li> <li>• Utilize schema to articulate all they think they know about a topic before they read</li> <li>• Make inferences to understand cause of events in an expository nonfiction book</li> <li>• Utilize text features to better understand expository nonfiction articles</li> </ul>	2  2  2  2  2

<p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>Grade 5:</b>  RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<ul style="list-style-type: none"> <li>Respond questions about key details and identifying main topics</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p><b>4<sup>th</sup> Grade suggested texts:</b>  <u>Animal Senses: How Animals See, Hear, Taste, Smell and Feel</u> by Pat Stephens, MM mentor text, Unit 3 – Week 1  <u>Coming to America: The story of Immigration</u> by Betsy Maestro, MM mentor text, Unit 6 – Week 3  “Vital Worlds: Community in a Computer”, article pages 448-449  “School Uniforms: The Way to Go”, article pages 450-451  “School Uniforms: No Way!”, article pages 452-453, MM mentor text, Unit 7 – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b>  <u>Big Cats</u> by Seymour Simon, MM mentor text, Unit 3 – Week 1  <u>Hurricanes</u> by Seymour Simon, MM mentor text, Unit 6 – Week 2  <u>Global Warming</u> by Seymour Simon, MM mentor text, Unit 6 – Week 3  <u>Rainforests</u> by James Harrison, MM mentor text, Unit 6 – Week 3</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic</p>	<p><b>Grade 4:</b>  W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b>Nonfiction Writing</b>  <b>Wondering/Narrative nonfiction, 5-6 weeks</b></p> <ul style="list-style-type: none"> <li>Explore features of nonfiction texts</li> <li>Write questions, facts, expository nonfiction, and functional nonfiction</li> <li>Explore temporal words</li> <li>Listen and discuss expository nonfiction</li> </ul>	<p>2</p> <p>2</p> <p>3</p> <p>1</p> <p>2</p>

<p>success in the content area of Language Arts</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 5:</b> W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>Explore different ways to organize and present information in nonfiction</li> <li>Begin reading and writing about countries that interest them</li> </ul> <p><b>4<sup>th</sup> Grade suggested texts:</b>  <u>Australia</u> by Xavier Niz, BW mentor text, Nonfiction Genre – Week 1  <u>Kenya: A Question and Answer Book</u> by Sara Louise Kras, BW mentor text, Nonfiction Genre – Week 1  <u>Mexico</u> by Colleen Sexton, BW mentor text, Nonfiction Genre – Week 1  <u>A Visit to Italy</u> by Rachel Bell, BW mentor text, Nonfiction Genre – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b>  <u>I Wonder Why Penguins Can't Fly and other questions about polar lands</u> by Pat Jacobs, BW mentor text, Nonfiction Genre – Week 1  <u>I Wonder Why The Sahara Is Cold at Night and other questions about deserts</u> by Pat Jacobs, BW mentor text, Nonfiction Genre – Week 1  <u>Extreme Earth Records</u> by Seymour Simon, BW mentor text, Nonfiction Genre – Week 2  <u>Global Warming</u> by Seymour Simon, BW mentor text, Nonfiction Genre – Week 2</p>	<p>1</p>
<p>ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p>	<p><b>Grade 4:</b>  <u>CCSS.MATH.CONTENT.4.G.A.2</u>  Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>	<p><b>4<sup>th</sup> Grade Envision</b>  <b>Envision Topic 15-1</b>  <b>Geometry – Solids</b></p> <ul style="list-style-type: none"> <li>Describe and classify solids</li> </ul> <p>Three-dimensional or solid figures have length, width, and height. Many can be described, classified, and analyzed by their faces, edges, and vertices. graphs to write and solve problems</p> <p><b>5<sup>th</sup> Grade Envision</b></p>	<p>2</p>

	<p><b>Grade 5:</b>  <u>CCSS.MATH.CONTENT.5.G.B.3</u>          Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p>	<p><b>Envision Topic 13-1</b>  <b>Geometry – Solids</b></p> <ul style="list-style-type: none"> <li>Identify solid figures according to faces, edges, and vertices</li> </ul> <p>Three-dimensional or solid figures have length, width, and height. Many can be described, classified, and analyzed by their faces, edges, and vertices.</p>	1
Standards		Unit 3 Writing Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 3 Writing Standards		
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p><b>Grade 4:</b>          RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>Grade 5:</b>          RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas</p>	<p><b>Nonfiction Reading</b>  <b>Wondering/Narrative nonfiction, 5-6 weeks</b></p> <ul style="list-style-type: none"> <li>Utilize wondering to make sense of narrative nonfiction texts</li> <li>Utilize schema to articulate all they think they know about a topic before they read</li> <li>Make inferences to understand cause of events in an expository nonfiction book</li> <li>Utilize text features to better understand expository nonfiction articles</li> <li>Respond questions about key details and identifying main topics</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>  <b>4<sup>th</sup> Grade suggested texts:</b>  <u>Animal Senses: How Animals See, Hear, Taste, Smell and Feel</u> by Pat Stephens, MM mentor text, Unit 3 – Week 1  <u>Coming to America: The story of Immigration</u> by Betsy Maestro, MM mentor text, Unit 6 – Week 3  <u>“Vital Worlds: Community in a Computer”</u>, article pages 448-449</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>

	<p>logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>“School Uniforms: The Way to Go”, article pages 450-451  “School Uniforms: No Way!”, article pages 4522-453, MM mentor text, Unit 7 – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b>  <u>Big Cats</u> by Seymour Simon, MM mentor text, Unit 3 – Week 1  <u>Hurricanes</u> by Seymour Simon, MM mentor text, Unit 6 – Week 2  <u>Global Warming</u> by Seymour Simon, MM mentor text, Unit 6 – Week 3</p> <ul style="list-style-type: none"> <li>• <u>Rainforests</u> by James Harrison, MM mentor text, Unit 6 – Week 3</li> </ul>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p><b>Grade 4:</b>  W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 5:</b>  W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Nonfiction Writing</b>  <b>Wondering/Narrative nonfiction, 5-6 weeks</b></p> <ul style="list-style-type: none"> <li>• Explore features of nonfiction texts</li> <li>• Write questions, facts, expository nonfiction, and functional nonfiction</li> <li>• Explore temporal words</li> <li>• Listen and discuss expository nonfiction</li> <li>• Explore different ways to organize and present information in nonfiction</li> <li>• Begin reading and writing about countries that interest them</li> </ul> <p><b>4<sup>th</sup> Grade suggested texts:</b>  <u>Australia</u> by Xavier Niz, BW mentor text, Nonfiction Genre – Week 1  <u>Kenya: A Question and Answer Book</u> by Sara Louise Kras, BW mentor text, Nonfiction Genre – Week 1  <u>Mexico</u> by Colleen Sexton, BW mentor text, Nonfiction Genre – Week 1  <u>A Visit to Italy</u> by Rachel Bell, BW mentor text, Nonfiction Genre – Week 1</p>	<p>2</p> <p>2</p> <p>3</p> <p>1</p> <p>2</p> <p>1</p>



		<p><b>5<sup>th</sup> Grade suggested texts:</b>  <u>I Wonder Why Penguins Can't Fly and other questions about polar lands</u> by Pat Jacobs, BW mentor text, Nonfiction Genre – Week 1  <u>I Wonder Why The Sahara Is Cold at Night and other questions about deserts</u> by Pat Jacobs, BW mentor text, Nonfiction Genre – Week 1  <u>Extreme Earth Records</u> by Seymour Simon, BW mentor text, Nonfiction Genre – Week 2  <u>Global Warming</u> by Seymour Simon, BW mentor text, Nonfiction Genre – Week 2</p>	
<p>ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p>	<p><b>Grade 4:</b>  <u>CCSS.MATH.CONTENT.4.G.A.2</u>  Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p><b>Grade 5:</b>  <u>CCSS.MATH.CONTENT.5.G.B.3</u>  Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p>	<p><b>4<sup>th</sup> Grade Envision</b>  <b>Envision Topic 15-1</b>  <b>Geometry – Solids</b></p> <ul style="list-style-type: none"> <li>Describe and classify solids</li> </ul> <p>Three-dimensional or solid figures have length, width, and height. Many can be described, classified, and analyzed by their faces, edges, and vertices. graphs to write and solve problems</p> <p><b>5<sup>th</sup> Grade Envision</b>  <b>Envision Topic 13-1</b>  <b>Geometry – Solids</b></p> <ul style="list-style-type: none"> <li>Identify sold figures according to faces, edges, and vertices</li> </ul> <p>Three-dimensional or solid figures have length, width, and height. Many can be described, classified, and analyzed by their faces, edges, and vertices.</p>	<p>2</p> <p>1</p>
<b>Standards</b>		<b>Unit 3 Speaking and Listening Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 3 Speaking &amp; Listening Standards</b>		
<p>ELD Standard 1 - English language learners communicate for Social and</p>		<p><b>Nonfiction Reading</b>  <b>Wondering/Narrative nonfiction, 5-6 weeks</b></p>	

<p>Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p><b>Grade 4:</b>  RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>Grade 5:</b>  RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<ul style="list-style-type: none"> <li>• Utilize wondering to make sense of narrative nonfiction texts</li> <li>• Utilize schema to articulate all they think they know about a topic before they read</li> <li>• Make inferences to understand cause of events in an expository nonfiction book</li> <li>• Utilize text features to better understand expository nonfiction articles</li> <li>• Respond questions about key details and identifying main topics</li> </ul> <p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b></p> <p><b>4<sup>th</sup> Grade suggested texts:</b>  <u>Animal Senses: How Animals See, Hear, Taste, Smell and Feel</u> by Pat Stephens, MM mentor text, Unit 3 – Week 1  <u>Coming to America: The story of Immigration</u> by Betsy Maestro, MM mentor text, Unit 6 – Week 3  “Vital Worlds: Community in a Computer”, article pages 448-449  “School Uniforms: The Way to Go”, article pages 450-451  “School Uniforms: No Way!”, article pages 452-453, MM mentor text, Unit 7 – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b>  <u>Big Cats</u> by Seymour Simon, MM mentor text, Unit 3 – Week 1  <u>Hurricanes</u> by Seymour Simon, MM mentor text, Unit 6 – Week 2  <u>Global Warming</u> by Seymour Simon, MM mentor text, Unit 6 – Week 3</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>
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		<u>Rainforests</u> by James Harrison, MM mentor text, Unit 6 – Week 3	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p><b>Grade 4:</b> W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 5:</b> W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Nonfiction Writing</b> <b>Wondering/Narrative nonfiction, 5-6 weeks</b></p> <ul style="list-style-type: none"> <li>• Explore features of nonfiction texts</li> <li>• Write questions, facts, expository nonfiction, and functional nonfiction</li> <li>• Explore temporal words</li> <li>• Listen and discuss expository nonfiction</li> <li>• Explore different ways to organize and present information in nonfiction</li> <li>• Begin reading and writing about countries that interest them</li> </ul> <p><b>4<sup>th</sup> Grade suggested texts:</b>  <u>Australia</u> by Xavier Niz, BW mentor text, Nonfiction Genre – Week 1  <u>Kenya: A Question and Answer Book</u> by Sara Louise Kras, BW mentor text, Nonfiction Genre – Week 1  <u>Mexico</u> by Colleen Sexton, BW mentor text, Nonfiction Genre – Week 1  <u>A Visit to Italy</u> by Rachel Bell, BW mentor text, Nonfiction Genre – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b>  <u>I Wonder Why Penguins Can't Fly and other questions about polar lands</u> by Pat Jacobs, BW mentor text, Nonfiction Genre – Week 1  <u>I Wonder Why The Sahara Is Cold at Night and other questions about deserts</u> by Pat Jacobs, BW mentor text, Nonfiction Genre – Week 1  <u>Extreme Earth Records</u> by Seymour Simon, BW mentor text, Nonfiction Genre – Week 2  <u>Global Warming</u> by Seymour Simon, BW mentor text, Nonfiction Genre – Week 2</p>	<p>2</p> <p>2</p> <p>3</p> <p>1</p> <p>2</p> <p>1</p>

<p>ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p>	<p><b>Grade 4:</b> <u>CCSS.MATH.CONTENT.4.G.A.2</u> Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p><b>Grade 5:</b> <u>CCSS.MATH.CONTENT.5.G.B.3</u> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p>	<p><b>4<sup>th</sup> Grade Envision</b> <b>Envision Topic 15-1</b> <b>Geometry – Solids</b></p> <ul style="list-style-type: none"> <li>Describe and classify solids</li> </ul> <p>Three-dimensional or solid figures have length, width, and height. Many can be described, classified, and analyzed by their faces, edges, and vertices. graphs to write and solve problems</p> <p><b>5<sup>th</sup> Grade Envision</b> <b>Envision Topic 13-1</b> <b>Geometry – Solids</b></p> <ul style="list-style-type: none"> <li>Identify sold figures according to faces, edges, and vertices</li> </ul> <p>Three-dimensional or solid figures have length, width, and height. Many can be described, classified, and analyzed by their faces, edges, and vertices.</p>	<p>2</p> <p>1</p>
<b>Standards</b>		<b>Unit 3 Language</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 3 Language Standards</b>	<b>Critical Knowledge and Skills</b>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p><b>Grade 4:</b> RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>Nonfiction Reading</b> <b>Wondering/Narrative nonfiction, 5-6 weeks</b></p> <ul style="list-style-type: none"> <li>Utilize wondering to make sense of narrative nonfiction texts</li> <li>Utilize schema to articulate all they think they know about a topic before they read</li> <li>Make inferences to understand cause of events in an expository nonfiction book</li> <li>Utilize text features to better understand expository nonfiction articles</li> <li>Respond questions about key details and identifying main topics</li> </ul>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>

	<p><b>Grade 5:</b>  RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b><u>Suggested texts and vocabulary from Collaborative Classroom Making Meaning (MM)/Being a Writer(BW):</u></b>  <b>4<sup>th</sup> Grade suggested texts:</b>  <u>Animal Senses: How Animals See, Hear, Taste, Smell and Feel</u> by Pat Stephens, MM mentor text, Unit 3 – Week 1  <u>Coming to America: The story of Immigration</u> by Betsy Maestro, MM mentor text, Unit 6 – Week 3  “Vital Worlds: Community in a Computer”, article pages 448-449  “School Uniforms: The Way to Go”, article pages 450-451  “School Uniforms: No Way!”, article pages 452-453, MM mentor text, Unit 7 – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b>  <u>Big Cats</u> by Seymour Simon, MM mentor text, Unit 3 – Week 1  <u>Hurricanes</u> by Seymour Simon, MM mentor text, Unit 6 – Week 2  <u>Global Warming</u> by Seymour Simon, MM mentor text, Unit 6 – Week 3  <u>Rainforests</u> by James Harrison, MM mentor text, Unit 6 – Week 3</p>	
<p>ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting</p> <p>ELD Standard 2 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>	<p><b>Grade 4:</b>  W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 5:</b></p>	<p><b>Nonfiction Writing</b>  <b>Wondering/Narrative nonfiction, 5-6 weeks</b></p> <ul style="list-style-type: none"> <li>• Explore features of nonfiction texts</li> <li>• Write questions, facts, expository nonfiction, and functional nonfiction</li> <li>• Explore temporal words</li> <li>• Listen and discuss expository nonfiction</li> <li>• Explore different ways to organize and present information in nonfiction</li> </ul>	<p>2</p> <p>2</p> <p>3</p> <p>1</p> <p>2</p> <p>1</p>

<p>ELD Standard 4 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>• Begin reading and writing about countries that interest them</li> </ul> <p><b>4<sup>th</sup> Grade suggested texts:</b>  <u>Australia</u> by Xavier Niz, BW mentor text, Nonfiction Genre – Week 1  <u>Kenya: A Question and Answer Book</u> by Sara Louise Kras, BW mentor text, Nonfiction Genre – Week 1  <u>Mexico</u> by Colleen Sexton, BW mentor text, Nonfiction Genre – Week 1  <u>A Visit to Italy</u> by Rachel Bell, BW mentor text, Nonfiction Genre – Week 1</p> <p><b>5<sup>th</sup> Grade suggested texts:</b>  <u>I Wonder Why Penguins Can't Fly and other questions about polar lands</u> by Pat Jacobs, BW mentor text, Nonfiction Genre – Week 1  <u>I Wonder Why The Sahara Is Cold at Night and other questions about deserts</u> by Pat Jacobs, BW mentor text, Nonfiction Genre – Week 1  <u>Extreme Earth Records</u> by Seymour Simon, BW mentor text, Nonfiction Genre – Week 2  <u>Global Warming</u> by Seymour Simon, BW mentor text, Nonfiction Genre – Week 2</p>	
<p>ELD Standard 3 - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</p>	<p><b>Grade 4:</b>  <u>CCSS.MATH.CONTENT.4.G.A.2</u>  Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p><b>Grade 5:</b>  <u>CCSS.MATH.CONTENT.5.G.B.3</u>  Understand that attributes belonging to</p>	<p><b>4<sup>th</sup> Grade Envision</b>  <b>Envision Topic 15-1</b>  <b>Geometry – Solids</b></p> <ul style="list-style-type: none"> <li>• Describe and classify solids</li> </ul> <p>Three-dimensional or solid figures have length, width, and height. Many can be described, classified, and analyzed by their faces, edges, and vertices. graphs to write and solve problems</p> <p><b>5<sup>th</sup> Grade Envision</b>  <b>Envision Topic 13-1</b>  <b>Geometry – Solids</b></p>	<p>2</p>

	<p>a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p>	<ul style="list-style-type: none"> <li>Identify solid figures according to faces, edges, and vertices</li> </ul> <p>Three-dimensional or solid figures have length, width, and height. Many can be described, classified, and analyzed by their faces, edges, and vertices.</p>	<p>1</p>
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**Instructional Plan**

Formative Assessment Plan	Summative Assessment Plan
<p><i>Student participation, illustrations</i>  <i>Answer/ask oral questions related to the unit theme</i>  <i>Teacher observations</i>  <i>Responses to listening and reading comprehension activities</i></p>	<p><i>Reading comprehension assessment on retelling</i>  <i>Topic 15-1 Quick Check</i>  <i>Topic 13-1 Quick Check</i>  <i>Story share with group or partner</i></p>
<p><i>Collaborative Classroom Online Hub</i></p> <ul style="list-style-type: none"> <li><i>Making Meaning</i></li> <li><i>Being a Writer</i></li> </ul> <p><i>Envision</i></p> <ul style="list-style-type: none"> <li><i>Pearson Realize Online</i></li> </ul> <p><i>Reading A- Z</i>  <i>Achieve 3000</i></p>	<p style="text-align: center;"><b>Supplementary Resources</b></p> <p><i>ESL Manipulatives</i></p>

**Instructional Best Practices and Exemplars**

*This is a place to capture standards integration and instructional best practices.*

[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills  
 Academic Discussions  
 Background Knowledge  
 Resources  
 Individual Assessment  
 Culture

[NJDOE: 100 Scaffolds for ELLs](#)

**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>Intervention</b>	<b>Acceleration</b>
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Repword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>



- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes:**

Global Awareness  
 Financial, Economic, Business and Entrepreneurial Literacy  
 Civic Literacy  
 Health Literacy  
 Environmental Literacy

**21<sup>st</sup> Century Skills:**

Creativity & Innovation  
 Critical Thinking & Problem Solving  
 Communication & Collaboration  
 Media Literacy  
 Information Literacy  
 Information, Communication & Technology  
 Life & Career Skills

## Technology Infusion

<https://docs.google.com/document/d/1-5eI3aJdD9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

Google G Suite  
Smart Board Applications  
enVision applications  
Achieve 3000

## Evidence of Student Learning

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## English as a Second Language, Grades 6-8

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a>	<p>Primary Focus Standards:</p> <p>Grade 6:</p> <ul style="list-style-type: none"> <li>ELD 1</li> <li>ELD 2</li> <li>RL.6.1</li> <li>RI.6.3</li> <li>RI.6.4</li> <li>RI.6.5</li> <li>RI.6.2</li> </ul> <p>Grade 7:</p> <ul style="list-style-type: none"> <li>ELD 1</li> <li>ELD 2</li> <li>RL.7.1</li> <li>RI.7.3</li> <li>RI.7.4</li> <li>RI.7.5</li> <li>RI.7.2</li> </ul> <p>Grade 8:</p> <ul style="list-style-type: none"> <li>ELD 1</li> <li>ELD 2</li> <li>RL.8.1</li> <li>RI.8.3</li> <li>RI.8.4</li> <li>RI.8.5</li> <li>RI.8.2</li> </ul>	<p>Primary Focus Standards:</p> <p>Grade 6:</p> <ul style="list-style-type: none"> <li>ELD 1</li> <li>ELD 2</li> <li>W.6.4</li> <li>W.6.3</li> <li>W.6.2,D</li> <li>W.6.10</li> <li>W.6.5</li> </ul> <p>Grade 7:</p> <ul style="list-style-type: none"> <li>ELD 1</li> <li>ELD 2</li> <li>W.7.4</li> <li>W.7.3</li> <li>W.7.2,D</li> <li>W.7.10</li> <li>W.7.5</li> </ul> <p>Grade 8:</p> <ul style="list-style-type: none"> <li>ELD 1</li> <li>ELD 2</li> <li>W.8.4</li> <li>W.8.3</li> <li>W.8.2,D</li> <li>W.8.10</li> <li>W.8.5</li> </ul>	<p>Primary Focus Standards:</p> <p>Grade 6:</p> <ul style="list-style-type: none"> <li>ELD 1</li> <li>ELD 2</li> <li>SL.6.6</li> <li>SL.6.1</li> <li>SL.6.4</li> </ul> <p>Grade 7:</p> <ul style="list-style-type: none"> <li>ELD 1</li> <li>ELD 2</li> <li>SL.7.6</li> <li>SL.7.1</li> <li>SL.7.4</li> </ul> <p>Grade 8:</p> <ul style="list-style-type: none"> <li>ELD 1</li> <li>ELD 2</li> <li>SL.8.6</li> <li>SL.8.1</li> <li>SL.8.4</li> </ul>	<p>Primary Focus Standards:</p> <p>Grade 6:</p> <ul style="list-style-type: none"> <li>ELD 1</li> <li>ELD 2</li> <li>L.6.3</li> <li>L.6.1</li> <li>L.6.6</li> </ul> <p>Grade 7:</p> <ul style="list-style-type: none"> <li>ELD 1</li> <li>ELD 2</li> <li>L.7.3</li> <li>L.7.1</li> <li>L.7.6</li> </ul> <p>Grade 8:</p> <ul style="list-style-type: none"> <li>ELD 1</li> <li>ELD 2</li> <li>L.8.3</li> <li>L.8.1</li> <li>L.8.6</li> </ul>
	<p>Text Type:</p> <ul style="list-style-type: none"> <li>• At least one extended text</li> </ul>	<p>Writing Focus:</p>	<p>Task Type:</p> <ul style="list-style-type: none"> <li>• Conduct discussions</li> </ul>	<p>Skill Focus:</p>

Overview	Reading	Writing	Speaking and Listening	Language
	<ul style="list-style-type: none"> <li>3-5 short texts</li> </ul>	<ul style="list-style-type: none"> <li>Informative and explanatory writing</li> <li>Literary Analysis/Research</li> <li>Research writing</li> <li>Routine Writing</li> <li>Narrative Writing</li> </ul>	<ul style="list-style-type: none"> <li>Report findings</li> <li>Participate in skits and dialogues</li> <li>Presentations and speeches</li> <li>Small and whole group discussions</li> <li>Listen to podcasts, Ted Talks, and other media</li> </ul>	<ul style="list-style-type: none"> <li>Acquire, study, and apply grammar</li> <li>Acquire, study, and apply vocabulary</li> <li>Use transfer of concepts to understand meaning</li> <li>Use cognates for meaning</li> <li>Follow the steps of the writing process</li> <li>Create Schema to connect vocabulary to what is already known</li> </ul>
<a href="#">Unit 2</a>	<p>Primary Focus Standards:</p> <p>Grade 6:</p> <ul style="list-style-type: none"> <li>ELD1</li> <li>ELD 2</li> <li>RI.6.10</li> <li>RI.6.1</li> <li>RL.6.2</li> <li>RI.6.7</li> </ul> <p>Grade 7:</p> <ul style="list-style-type: none"> <li>ELD1</li> <li>ELD 2</li> <li>RI.7.10</li> <li>RI.7.1</li> <li>RL.7.2</li> <li>RI.7.7</li> </ul> <p>Grade 8:</p> <ul style="list-style-type: none"> <li>ELD1</li> </ul>	<p>Primary Focus Standards:</p> <p>Grade 6:</p> <ul style="list-style-type: none"> <li>ELD1</li> <li>ELD 2</li> <li>W.6.3</li> <li>W.6.2</li> <li>W.6.4</li> <li>W.6.10</li> </ul> <p>Grade 7:</p> <ul style="list-style-type: none"> <li>ELD1</li> <li>ELD 2</li> <li>W.7.3</li> <li>W.7.2</li> <li>W.7.4</li> <li>W.7.10</li> </ul> <p>Grade 8:</p> <ul style="list-style-type: none"> <li>ELD1</li> </ul>	<p>Primary Focus Standards:</p> <p>Grade 6:</p> <ul style="list-style-type: none"> <li>ELD1</li> <li>ELD 2</li> <li>SL.6.1</li> <li>SL.6.6</li> <li>SL.6.2</li> </ul> <p>Grade 7:</p> <ul style="list-style-type: none"> <li>ELD1</li> <li>ELD 2</li> <li>SL.7.1</li> <li>SL.7.6</li> <li>SL.7.2</li> </ul> <p>Grade 8:</p> <ul style="list-style-type: none"> <li>ELD1</li> <li>ELD 2</li> <li>SL.8.1</li> </ul>	<p>Primary Focus Standards:</p> <p>Grade 6:</p> <ul style="list-style-type: none"> <li>ELD1</li> <li>ELD 2</li> <li>L.6.1</li> <li>L.6.3,A</li> <li>L.6.2</li> <li>L.6.6</li> </ul> <p>Grade 7:</p> <ul style="list-style-type: none"> <li>ELD1</li> <li>ELD 2</li> <li>L.7.1</li> <li>L.7.3,A</li> <li>L.7.2</li> <li>L.7.6</li> </ul> <p>Grade 8:</p> <ul style="list-style-type: none"> <li>ELD1</li> </ul>

Overview	Reading	Writing	Speaking and Listening	Language
	ELD 2 RI.8.10 RI.8.1 RL.8.2 RI.8.7	ELD 2 W.8.3 W.8.2 W.8.4 W.8.10	SL.8.6 SL.8.2	ELD 2 L.8.1 L.8.3,A L.8.2 L.8.6
	Text Type: <ul style="list-style-type: none"> <li>• At least one extended text</li> <li>• 3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>• Informative and explanatory writing</li> <li>• Literary Analysis/Research</li> <li>• Research writing</li> <li>• Routine Writing</li> <li>• Narrative Writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>• Conduct discussions</li> <li>• Report findings</li> <li>• Participate in skits and dialogues</li> <li>• Presentations and speeches</li> <li>• Small and whole group discussions</li> <li>• Listen to podcasts, Ted Talks, and other media</li> </ul>	Skill Focus: <ul style="list-style-type: none"> <li>• Acquire, study, and apply grammar</li> <li>• Acquire, study, and apply vocabulary</li> <li>• Use transfer of concepts to understand meaning</li> <li>• Use cognates for meaning</li> <li>• Follow the steps of the writing process</li> <li>• Create Schema to connect vocabulary to what is already known</li> </ul>
<b>Unit 3</b>	Primary Focus Standards: Grade 6: ELD1 ELD 2 RI.6.7 RL.6.2 RL.6.10 RL.6.5 RL.6.2 Grade 7: ELD1	Primary Focus Standards: Grade 6: ELD1 ELD 2 W.6.7 W.6.2 W.6.1,B W.6.3 Grade 7: ELD1 ELD 2	Primary Focus Standards: Grade 6: ELD1 ELD 2 SL.6.1 SL.6.6 SL.6.2 Grade 7: ELD1 ELD 2 SL.7.1	Primary Focus Standards: Grade 6: ELD1 ELD 2 L.6.1 L.6.3,A L.6.5 Grade 7: ELD1 ELD 2 L.7.1

Overview	Reading	Writing	Speaking and Listening	Language
	ELD 2 RI.7.7 RL.7.2 RL.7.10 RL.7.5 RL.7.2 Grade 8: ELD1 ELD 2 RI.8.7 RL.8.2 RL.8.10 RL.8.5 RL.8.2	W.7.7 W.7.2 W.7.1,B W.7.3 Grade 8: ELD1 ELD 2 W.8.7 W.8.2 W.8.1,B W.8.3	SL.7.6 SL.7.2 Grade 8: ELD1 ELD 2 SL.8.1 SL.8.6 SL.8.2	L.7.3,A L.7.5 Grade 8: ELD1 ELD 2 L.8.1 L.8.3,A L.8.5
	Text Type: <ul style="list-style-type: none"> <li>• At least one extended text</li> <li>• 3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>• Informative and explanatory writing</li> <li>• Literary Analysis/Research</li> <li>• Research writing</li> <li>• Routine Writing</li> <li>• Narrative Writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>• Conduct discussions</li> <li>• Report findings</li> <li>• Participate in skits and dialogues</li> <li>• Presentations and speeches</li> <li>• Small and whole group discussions</li> <li>• Listen to podcasts, Ted Talks, and other media</li> </ul>	Skill Focus: <ul style="list-style-type: none"> <li>• Acquire, study, and apply grammar</li> <li>• Acquire, study, and apply vocabulary</li> <li>• Use transfer of concepts to understand meaning</li> <li>• Use cognates for meaning</li> <li>• Follow the steps of the writing process</li> <li>• Create Schema to connect vocabulary to what is already known</li> </ul>
<a href="#">Unit 4</a>	Primary Focus Standards: Grade 6:	Primary Focus Standards: Grade 6:	Primary Focus Standards: Grade 6:	Primary Focus Standards: Grade 6:

Overview	Reading	Writing	Speaking and Listening	Language
	ELD1 ELD 2 RI.6.1 RI.6.6 RL.6.7 RI.6.8 Grade 7: ELD1 ELD 2 RI.7.1 RI.7.6 RL.7.7 RI.7.8 Grade 8: ELD1 ELD 2 RI.8.1 RI.8.6 RL.8.7 RI.8.8	ELD1 ELD 2 W.6.6 W.6.8 W.6.9,A,B W.6.1,A W.6.2,B W.6.3,D Grade 7: ELD1 ELD 2 W.7.6 W.7.8 W.7.9,A,B W.7.1,A W.7.2,B W.7.3,D Grade 8: ELD1 ELD 2 W.8.6 W.8.8 W.8.9,A,B W.8.,A W.8.2,B W.8.3,D	ELD1 ELD 2 SL.6.3 SL.6.5 SL.6.1,C Grade 7: ELD1 ELD 2 SL.7.3 SL.7.5 SL.7.1,C Grade 8: ELD1 ELD 2 SL.8.3 SL.8.5 SL.8.1,C	ELD1 ELD 2 L.6.4,A,B,C,D L.6.5,A Grade 7: ELD1 ELD 2 L.7.4,A,B,C,D L.7.5,A Grade 8: ELD1 ELD 2 L.8.4,A,B,C,D L.8.5,A
	Text Type: <ul style="list-style-type: none"> <li>At least one extended text</li> <li>3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>Informative and explanatory writing</li> <li>Literary Analysis/Research</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>Conduct discussions</li> <li>Report findings</li> </ul>	Skill Focus: <ul style="list-style-type: none"> <li>Acquire, study, and apply grammar</li> </ul>

Overview	Reading	Writing	Speaking and Listening	Language
		<ul style="list-style-type: none"> <li>• Research writing</li> <li>• Routine Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in skits and dialogues</li> <li>• Presentations and speeches</li> <li>• Small and whole group discussions</li> <li>• Listen to podcasts, Ted Talks, and other media</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire, study, and apply vocabulary</li> <li>• Use transfer of concepts to understand meaning</li> <li>• Use cognates for meaning</li> <li>• Follow the steps of the writing process</li> <li>• Create Schema to connect vocabulary to what is already known</li> </ul>
<a href="#">Suggested Open Educational Resources</a>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• <a href="#">Analyzing Literature for Deeper Meaning</a></li> <li>• <a href="#">Teaching Theme Analysis in Layers</a></li> <li>• <a href="#">Persuasion Map- Interactive Graphic Organizer</a></li> <li>• <a href="#">Close In on Close Reading</a></li> <li>• <a href="#">Analyze an Argument</a></li> <li>• <a href="#">Understanding and Analyzing an Argument in Informational Text Strategies</a></li> <li>• <a href="#">YouTube Reading Lessons Middle School</a></li> <li>• <a href="#">Common Core Strategies</a></li> <li>• <a href="#">Modeling Close Reading for Future Teachers: ELA Videos and Webinars</a></li> <li>• <a href="#">Analyzing Theme</a></li> <li>• Achieve 3000</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>• <a href="#">Evidence-Based Arguments</a></li> <li>• <a href="#">Story Writing from an Object's Perspective</a></li> <li>• <a href="#">Circle Plot Diagram</a></li> <li>• <a href="#">Writing Exemplars- Argument/Opinion</a></li> <li>• <a href="#">Writing Exemplars by Grade Level</a></li> <li>• <a href="#">Edutopia Teaching Literary Analysis</a></li> <li>• <a href="#">Narrative Essay Writing</a></li> <li>• <a href="#">How to Write a Literary Analysis Essay</a></li> <li>• <a href="#">ESL Teacher Resources- Purdue Online Writing Lab</a></li> <li>• <a href="#">Essay Map- Interactive Graphic Organizer</a></li> <li>• <a href="#">Developing Citizenship Through Rhetorical Analysis</a></li> </ul>	<p>Speaking &amp; Listening:</p> <ul style="list-style-type: none"> <li>• <a href="#">Conducting Discussions</a></li> <li>• <a href="#">Listening And Speaking Strategies</a></li> <li>• <a href="#">Lesson for Discussions- Opportunities and Struggles</a></li> <li>• <a href="#">Research and Share findings- "Glogging About Natural Disasters"</a></li> <li>• <a href="#">ESL Student-Centered Discussions</a></li> <li>• <a href="#">Strategies for Student-Centered Discussion</a></li> <li>• <a href="#">Rethinking Whole-Class Discussion</a></li> <li>• <a href="#">How to use Accountable Talk</a></li> <li>• Achieve 3000</li> </ul>	<p>Language:</p> <ul style="list-style-type: none"> <li>• <a href="#">Writing Traits: Teaching the Skills of Word Choice</a></li> <li>• <a href="#">Punctuation</a></li> <li>• <a href="#">Word Choice Youtube</a></li> <li>• <a href="#">ESL Lesson: Asking a Question</a></li> <li>• <a href="#">Asking Questions- Easy ESL Games Video</a></li> <li>• <a href="#">Grammar Blast</a></li> <li>• Achieve 3000</li> </ul>



Overview	Reading	Writing	Speaking and Listening	Language
		<ul style="list-style-type: none"> <li>Achieve 3000</li> </ul>		

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language		<b>Grade:</b>	6, 7 & 8
<b>Marking Period</b>	1	<b>Unit Title:</b>	A New Environment	<b>Pacing:</b> 10 Weeks

### Overview

**Enduring Understandings (Big Ideas):**

- Students will understand that numerous personal and public elements influence how one interacts with a new environment.
- Interacting in a new environment may be both exciting and intimidating at the same time.
- An individual’s life can be profoundly shaped and transformed by a new environment.

**Essential Questions:**

- What study habits and vocabulary are necessary to be successful in school?
- How does the use of technology lead to school success?
- What should I do if I do not understand, remember or know certain words?
- What language is needed to be successful in school?

### NJSL

Standards		Unit 1 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 1 Reading Standards		
WIDA ELD 1,2 L, S, R, W	<b>Grade 6:</b> RL.6.1 Cite evidence and make relevant connections to support analysis of what the text says	<ul style="list-style-type: none"> <li>• Read the text closely.</li> <li>• Make connections to the text (personal, world, and text-related).</li> <li>• Analyze the literary devices and language the author used in the text.</li> </ul>	1,2,3

	<p>explicitly as well as inferences drawn from the text.</p> <p><b>Grade 7:</b> RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Grade 8:</b> RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>• Make inferences and support them with evidence from the text.</li> <li>• Cite the evidence properly.</li> <li>• Apply prior knowledge and evidence from the text to make relevant inferences.</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>Grade 7:</b> RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><b>Grade 8:</b></p>	<ul style="list-style-type: none"> <li>• Analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author’s central idea.</li> <li>• Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</li> <li>• Reflect on how historical figures influenced ideas or events of the time period and vice versa.</li> <li>• Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way.</li> <li>• Analyze the impact of the interaction between ideas, individuals, and events on the reader.</li> </ul>	<p>2,4</p>

	<p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>Grade 7:</b> RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>Grade 8:</b> RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases as they are used in a text.</li> <li>• Analyze the impact of specific word choice on meaning and/or tone.</li> <li>• Examine why the author used a specific word choice or sound device.</li> <li>• Analyze the impact of a word choice or sound device on the reader.</li> <li>• Evaluate the effectiveness of the author’s word choice or sound device.</li> </ul>	<p>1,2,3</p>

<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p><b>Grade 7:</b> RI.7.5 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.</p> <p><b>Grade 8:</b> RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p>	<ul style="list-style-type: none"> <li>• Explain how text structure impacts overall meaning of text.</li> <li>• Identify how the differing form or structure of a text contributes to its meaning.</li> <li>• Explain why the author chose a specific form or structure.</li> <li>• Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)</li> <li>• Evaluate the effectiveness of the chosen form or structure.</li> </ul>	<p>2,3</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> RI.6.2. 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.</p> <p><b>Grade 7:</b> RI.7.2 Determine two or more central ideas in a text and analyze their development over the course</p>	<ul style="list-style-type: none"> <li>• Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text.</li> <li>• Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text.</li> <li>• Summarize the text objectively, capturing the main ideas.</li> </ul>	<p>3,4</p>

	<p>of the text; provide an objective summary of the text.</p> <p><b>Grade 8:</b> RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>Distinguish between essential and nonessential details of a text to create an objective summary of the text.</li> </ul>	
Standards		Unit 1 Writing	Depth of Knowledge
WIDA ELD	ELA: Unit 1 Writing Standards	Critical Knowledge and Skills	
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>Grade 7:</b> W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>Grade 8:</b> W.8.4 Produce clear and coherent writing in which the development, organization, and style are</p>	<ul style="list-style-type: none"> <li>Identify defining characteristics of different genres of writing.</li> <li>Write for a specific purpose and audience.</li> <li>Select an appropriate text structure or format for the task.</li> <li>Use language that is precise and powerful to create voice in writing.</li> <li>Create a tone that is appropriate for one’s audience.</li> </ul>	2,3

	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><b>Grade 7:</b> W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Grade 8:</b> W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>Engage the reader with a story hook.</li> <li>Establish a point of view and background story.</li> <li>Organize an event sequence that unfolds naturally and logically.</li> <li>Write a conclusion that brings the story events to a meaningful close.</li> <li>Clearly convey a conflict and a resolution to the conflict.</li> </ul>	3 D-2
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through</p>	<ul style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow.</li> <li>Organize ideas, concepts, and information into broader categories using strategies such</li> </ul>	3

	<p>the selection, organization, and analysis of relevant content.</p> <p><b>Grade 7:</b> W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>Grade 8:</b> W.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.</p>	<p>as definition, classification, comparison/contrast, and cause/effect.</p> <ul style="list-style-type: none"> <li>• Include relevant supporting facts, information, and details.</li> <li>• Select precise language and domain-specific vocabulary.</li> <li>• Consistently use an appropriate style.</li> <li>• Write a conclusion to bring the text to a close.</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> W.6.10. 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.</p> <p><b>Grade 7:</b> W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames</p>	<ul style="list-style-type: none"> <li>• Practice writing in a myriad of situations.</li> <li>• Reflect on and be able to explain decisions made while crafting a piece of writing.</li> <li>• Produce written reflections.</li> <li>• Write for a variety of audiences and purposes on an array of cross-curricular topics.</li> </ul>	<p>3,4,5</p>

	<p>(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Grade 8:</b> W.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.</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> W.6.5 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.</p> <p><b>Grade 7:</b> W.7.5 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, focusing on how well purpose and audience have been addressed.</p> <p><b>Grade 8:</b> W.8.5. With some guidance and support from peers and adults,</p>	<ul style="list-style-type: none"> <li>• Revise and edit intentionally to improve writing.</li> <li>• Generate ideas to develop topic.</li> <li>• Revise writing with a partner or self-editing checklists.</li> <li>• View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</li> </ul>	<p>3</p>



	develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>Grade 7:</b> W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p><b>Grade 8:</b> W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>• Identify defining characteristics of different genres of writing.</li> <li>• Write for a specific purpose and audience.</li> <li>• Select an appropriate text structure or format for the task.</li> <li>• Use language that is precise and powerful to create voice in writing.</li> <li>• Create a tone that is appropriate for one’s audience.</li> </ul>	2,3
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> W.6.3 Write narratives to develop real or imagined experiences or</p>	<ul style="list-style-type: none"> <li>• Engage the reader with a story hook.</li> <li>• Establish a point of view and background story.</li> </ul>	3

	<p>events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Grade 7:</b> W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Grade 8:</b> W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>• Organize an event sequence that unfolds naturally and logically.</li> <li>• Write a conclusion that brings the story events to a meaningful close.</li> <li>• Clearly convey a conflict and a resolution to the conflict.</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>Grade 7:</b> W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>Grade 8:</b> W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> <li>• Transition between ideas using appropriate words and phrases.</li> <li>• Select precise language and domain-specific vocabulary.</li> <li>• Consistently use an appropriate style.</li> <li>• Create language that is appropriate to one's audience and follows a formal tone.</li> </ul>	<p>3 D-2</p>
<p><b>Standards</b></p>		<p><b>Unit 1 Speaking and Listening</b></p>	<p><b>Depth of Knowledge</b></p>

WIDA ELD	ELA: Unit 1 Speaking & Listening Standards	Critical Knowledge and Skills	
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p><b>Grade 7:</b> SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)</p> <p><b>Grade 8:</b> SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> <li>• Orally present information, using appropriate speech, in a variety of situations.</li> <li>• Determine if the topic and language style correspond appropriately.</li> <li>• Reflect on the use of language and revise as needed.</li> </ul>	2,3
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> SL.6.1 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.</p>	<ul style="list-style-type: none"> <li>• Use previous knowledge to expand discussions about a topic.</li> <li>• Engage in conversations about grade-appropriate topics and texts.</li> <li>• Participate in a variety of rich, structured conversations.</li> <li>• Define and identify rules for discussions, including group and individual roles.</li> </ul>	1,2,3,4

	<p><b>Grade 7:</b> SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>Grade 8:</b> SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> <li>• Model appropriate behavior during discussions.</li> <li>• Reflect on and paraphrase what was discussed.</li> <li>• Summarize the ideas expressed.</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> SL.6.4 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).</p> <p><b>Grade 7:</b> SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use</p>	<ul style="list-style-type: none"> <li>• Present information using sound, detailed, and relevant evidence in a coherent manner.</li> <li>• Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic.</li> <li>• Use practices that engage the audience.</li> <li>• Emphasize important points with different pitch or volume.</li> <li>• Elaborate on a point that listeners may need more explanation to understand.</li> </ul>	<p>3,4,5</p>

	<p>appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>Grade 8:</b> SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>		
Standards		Unit 1 Language Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 1 Language Standards		
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>Grade 7:</b> L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>Grade 8:</b> L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the</p>	<ul style="list-style-type: none"> <li>• Revise writing for wordiness and redundancies.</li> <li>• Select precise language.</li> </ul>	<p>1,2,4 A-4</p>

	action; expressing uncertainty or describing a state contrary to fact).		
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 7:</b> L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 8:</b> L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>• Explain the function of phrases and clauses in general Identify phrases and clauses in sentences in reading.</li> <li>• Identify phrases and clauses in sentences in reading.</li> <li>• Explain the function of phrases and clauses in specific sentences.</li> </ul>	1,2
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> L.6.6. 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.</p> <p><b>Grade 7:</b> L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific</p>	<ul style="list-style-type: none"> <li>• Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.</li> <li>• Understand and apply conversational, academic, and domain specific vocabulary.</li> </ul>	2

	<p>words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>Grade 8:</b> L.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.</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p><b>Grade 7:</b> L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 8:</b> L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>• Explain the function of phrases and clauses in general Identify phrases and clauses in sentences in reading.</li> <li>• Identify phrases and clauses in sentences in reading.</li> <li>• Explain the function of phrases and clauses in specific sentences.</li> </ul>	<p>E-2 1,2</p>

<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 7:</b> L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 8:</b> L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>• Explain the function of phrases and clauses in general Identify phrases and clauses in sentences in reading.</li> <li>• Identify phrases and clauses in sentences in reading.</li> <li>• Explain the function of phrases and clauses in specific sentences.</li> </ul>	<p>1,2</p>
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**Instructional Plan**

**Formative Assessment Plan**

Quizzes using context, multiple-choice questions, writing sentences and definitions.  
 Reading checks and quizzes, small group and whole class discussion; completion of worksheets on specific topics.  
 Comprehensive tests  
 Individual and group presentations  
 Journal Writing-both on literature and other topics  
 Literature discussion-various  
 Analysis of literary devices-metaphor, simile etc.

**Summative Assessment Plan**

Narrative writing  
 Unit Assessment  
 Written and Oral tests  
 Essay



Texts	Supplementary Resources
<p>(Optional):</p> <ul style="list-style-type: none"> <li>• <a href="#">Raymie Nightingale</a> by Kate DiCamillo</li> <li>• <a href="#">The Wild Robot</a> by Peter Brown</li> <li>• <a href="#">The 14<sup>th</sup> Goldfish</a> by Jennifer L. Holm</li> <li>• <a href="#">Taking Sides</a> by Gary Soto</li> <li>• <a href="#">Nothing But the Truth</a> by Avi</li> <li>• <a href="#">Millicent Min, Girl Genius</a> by Lisa Yee</li> <li>• <a href="#">The Manual to Middle School: The “Do This, Not That” Survival Guide for Guys</a> by Jonathan Catherman</li> <li>• <a href="#">Fighting Invisible Tigers: Stress Management for Teens</a> by Earl Hipp</li> <li>• <a href="#">Frazzled: Everyday Disasters and Impending Doom</a> by Booki Vivat</li> <li>• <a href="#">Gabby Garcia’s Ultimate Playbook: Gabby Garcia, Book 1</a> by Iva-Marie Palmer</li> <li>• <a href="#">Diary of a Wimpy Kid</a> by Jeff Kinney</li> <li>• <a href="#">Middle School: Get Me Out of Here!</a> By James Patterson, Chris Tebbetts</li> <li>• <a href="#">The Misadventures of Max Crumbly 1: Locker Hero</a> by Rachel Renee Russell</li> <li>• <a href="#">The Boy in the Striped Pajamas</a> by John Boyne</li> <li>• <a href="#">Girl’s Life Ultimate Guide to Surviving Middle School</a> by Bill Thomas</li> <li>• <a href="#">The Harlem Charade</a> by Natasha Tarpley</li> <li>• <a href="#">Ghost of Spirit Bear</a> by Ben Mikaelson</li> </ul> <p>Articles:  <a href="http://www.readworks.org">www.readworks.org</a>  <a href="http://www.newsela.com">www.newsela.com</a></p> <p>Achieve 3000</p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p><a href="#">Keys to Learning</a> by Anna Uhl Chamot, Catherine Keatley, Kristina Anstrom</p> <p>Student Books  Teacher’s Edition with Tests  Workbooks  Video  CD-ROM  ExamView®</p>

Instructional Best Practices and Exemplars

*This is a place to capture standards integration and instructional best practices.*

[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills

Academic Discussions

Background Knowledge

Resources

Individual Assessment

Culture

[NJDOE: 100 Scaffolds for ELLs](#)

**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>Intervention</b>	<b>Acceleration</b>
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

<ul style="list-style-type: none"> <li>• Utilize assistive technology, when appropriate</li> <li>• Provide ongoing, effective, specific feedback</li> <li>• Model/Utilize graphic organizers</li> <li>• Provide leveled reading materials</li> <li>• Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>• Utilize a multi-sensory approach to new topics</li> <li>• NJDOE Resources</li> </ul>			
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**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

## Technology Infusion

<https://docs.google.com/document/d/1-5e13ajDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

Google G Suite

Smart Board Applications

Achieve 3000

## Evidence of Student Learning

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language		<b>Grade:</b>	6, 7 & 8
<b>Marking Period</b>	2	<b>Unit Title:</b>	Opportunities and Struggles	<b>Pacing:</b> 10 Weeks

### Overview

**Enduring Understandings (Big Ideas):**

- Students will understand that part of the human experiences is facing opportunities and struggles.
- Each person’s experiences impact his/her perception of opportunities and struggles.
- People must consider outcomes when presented with life’s opportunities and struggles.

**Essential Questions:**

- What opportunities and struggles are faced by people in various countries? How can we assist them?
- When something is difficult, what are my options?
- What should I do if I do not understand, remember or know certain words?
- What language is needed to be successful in school?

### NJSL

Standards		Unit 2 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 2 Reading Standards		
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>Grade 7:</b></p>	<ul style="list-style-type: none"> <li>• Utilize a variety of comprehension strategies to understand texts.</li> <li>• Encounter various grade-level texts to increase vocabulary and language skills for academic and life-long success.</li> <li>• Independently read and comprehend texts.</li> </ul>	3,4

	<p>RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>Grade 8:</b> RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	<ul style="list-style-type: none"> <li>Fully use and discern texts.</li> <li>Make connections between various ideas and texts.</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Grade 7:</b> RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Grade 8:</b> RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>Read the text closely.</li> <li>Make connections to the text (personal, world, and text-related).</li> <li>Analyze the literary devices and language the author used in the text.</li> <li>Make inferences and support them with evidence from the text.</li> <li>Cite the evidence properly.</li> <li>Apply prior knowledge and evidence from the text to make relevant inferences.</li> </ul>	<p>1.2.3</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the</p>	<ul style="list-style-type: none"> <li>Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence.</li> <li>Explain the theme or central idea of a fictional piece using key details as</li> </ul>	<p>3,4</p>

	<p>text distinct from personal opinions or judgments.</p> <p><b>Grade 7:</b> RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>Grade 8:</b> RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>evidence, including details from the beginning, middle, and end of the text.</p> <ul style="list-style-type: none"> <li>Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text.</li> <li>Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>Use the text to draw conclusions</li> <li>Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events.</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>Grade 7:</b> RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>Grade 8:</b></p>	<ul style="list-style-type: none"> <li>Utilize a variety of comprehension strategies to understand texts.</li> <li>Encounter various grade-level texts to increase vocabulary and language skills for academic and life-long success.</li> <li>Independently read and comprehend texts.</li> <li>Fully use and discern texts.</li> <li>Make connections between various ideas and texts.</li> </ul>	<p>3,4</p>



	RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> RI.6.7. 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.</p> <p><b>Grade 7:</b> RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p><b>Grade 8:</b> RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<ul style="list-style-type: none"> <li>• Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats.</li> <li>• Reflect upon how the techniques of all the mediums affect the text.</li> <li>• Identify techniques present in each format.</li> <li>• Compare/contrast two or more formats’ portrayal of the same subject.</li> </ul>	3
<b>Standards</b>		<b>Unit 2 Writing</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 2 Writing Standards</b>	<b>Critical Knowledge and Skills</b>	
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Grade 7:</b> W.7.3. Write narratives to develop real or imagined experiences or events using</p>	<ul style="list-style-type: none"> <li>• Write a hook to the story that engages the reader.</li> <li>• Write a logical sequence of events.</li> <li>• Develop experiences, characters and events using effective narrative techniques.</li> <li>• Conclude the narrative with a sensible resolution.</li> </ul>	3

	<p>effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Grade 8:</b> W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>Grade 7:</b> W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>Grade 8:</b> W.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.</p>	<ul style="list-style-type: none"> <li>• Focus writing on thoroughly describing or explaining a topic.</li> <li>• Identify the defining elements of this specific writing genre.</li> <li>• Include relevant supporting facts, information, and details.</li> <li>• Transition between ideas using appropriate words and phrases.</li> <li>• Write a conclusion to bring the text to a close.</li> </ul>	<p>3</p>
<p>WIDA ELD 1,2</p>	<p><b>Grade 6:</b></p>	<ul style="list-style-type: none"> <li>• Write a hook to the story that engages the reader.</li> </ul>	<p>3,4</p>

L, S, R, W	<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Grade 7:</b> W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Grade 8:</b> W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>• Write a logical sequence of events.</li> <li>• Develop experiences, characters and events using effective narrative techniques.</li> <li>• Conclude the narrative with a sensible resolution.</li> </ul>	
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Grade 7:</b> W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Grade 8:</b> W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>• Write a hook to the story that engages the reader.</li> <li>• Write a logical sequence of events.</li> <li>• Develop experiences, characters and events using effective narrative techniques.</li> <li>• Conclude the narrative with a sensible resolution.</li> </ul>	3

<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> W.6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>Grade 7:</b> W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>Grade 8:</b> W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>• Determine writing task type and its appropriate organizational structure.</li> <li>• Identify and understand the writing purpose.</li> <li>• Determine and address the audience (intended reader) appropriately.</li> <li>• Understand and utilize appropriate style.</li> <li>• Understand how structure, style and rhetorical devices convey the purpose of writing.</li> </ul>	<p>1.2.3.4</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> W.6.3. 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.</p> <p><b>Grade 7:</b></p>	<ul style="list-style-type: none"> <li>• Write a hook to the story that engages the reader.</li> <li>• Write a logical sequence of events.</li> <li>• Develop experiences, characters and events using effective narrative techniques.</li> <li>• Conclude the narrative with a sensible resolution.</li> </ul>	<p>3</p>

	<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Grade 8:</b> W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> W.6.10. 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.</p> <p><b>Grade 7:</b> W.7.10. 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.</p> <p><b>Grade 8:</b> W.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.</p>	<ul style="list-style-type: none"> <li>• Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision.</li> <li>• Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences.</li> <li>• Synthesize research gathered over shorter time frames into a long-term research project.</li> <li>• Manage a long-term research project that incorporates research, reflection, and revision.</li> </ul>	<p>3,4</p>

WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Grade 7:</b> W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Grade 8:</b> W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>• Write a hook to the story that engages the reader.</li> <li>• Write a logical sequence of events.</li> <li>• Develop experiences, characters and events using effective narrative techniques.</li> <li>• Conclude the narrative with a sensible resolution.</li> </ul>	3
<b>Standards</b>		<b>Unit 2 Speaking and Listening Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 2 Speaking &amp; Listening Standards</b>		
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> SL.6.1. 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.</p> <p><b>Grade 7:</b> SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues,</p>	<ul style="list-style-type: none"> <li>• Engage in conversations about grade-appropriate topics and texts.</li> <li>• Participate in a variety of rich, structured conversations.</li> <li>• Define and identify rules for discussions, including group and individual roles.</li> <li>• Model appropriate behavior during discussions.</li> <li>• Craft and respond to specific questions based on the topic or text, elaborating when necessary.</li> </ul>	1.2.3.4

	<p>building on others' ideas and expressing their own clearly.</p> <p><b>Grade 8:</b> SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Grade 7:</b> SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Grade 8:</b> SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> <li>Adapt speech delivery to audience and purpose.</li> <li>Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary.</li> </ul>	<p>2,4</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> SL.6.2. 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.</p> <p><b>Grade 7:</b></p>	<ul style="list-style-type: none"> <li>Explain how the main idea and supporting details help to clarify a topic, text, or issue.</li> <li>Extract the main ideas and the details used to support it presented in different media formats.</li> <li>Synthesize the information, sorting between the main points and smaller</li> </ul>	<p>3</p>

	<p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><b>Grade 8:</b> SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>details that work to support the main points.</p>	
<b>Standards</b>		<b>Unit 2 Language</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 2 Language Standards</b>	<b>Critical Knowledge and Skills</b>	
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 7:</b> L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 8:</b> L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>Recognize and use appropriate grammar and usage in writing and speaking.</li> <li>Understand that language and appropriate usage changes.</li> <li>Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation.</li> </ul>	1,2
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<ul style="list-style-type: none"> <li>Apply knowledge of language to understand how language functions in different situations.</li> </ul>	1,2,4 A-2



	<p><b>Grade 7:</b> L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p><b>Grade 8:</b> L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<ul style="list-style-type: none"> <li>• Apply knowledge of language to make effective choices to shape the meaning and style.</li> <li>• Apply knowledge of language to comprehend more fully when reading, listening, or speaking.</li> <li>• Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work.</li> <li>• Write using a variety of different syntaxes.</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Grade 7:</b> L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Grade 8:</b> L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>• Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling.</li> <li>• Apply common rules and patterns to spell words correctly.</li> </ul>	<p>1,2,3</p>

<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 7:</b> L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 8:</b> L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>Recognize and use appropriate grammar and usage in writing and speaking.</li> <li>Understand that language and appropriate usage changes.</li> <li>Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation.</li> </ul>	<p>1,2</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> L.6.6. 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.</p> <p><b>Grade 7:</b> L.7.6. 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.</p> <p><b>Grade 8:</b></p>	<ul style="list-style-type: none"> <li>Acquire general academic words from content-specific written texts.</li> <li>Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level.</li> </ul>	<p>2</p>

	L.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.		
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**Instructional Plan**

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
Quizzes using context, multiple-choice questions, writing sentences and definitions. Reading checks and quizzes, small group and whole class discussion; completion of worksheets on specific topics. Comprehensive tests Individual and group presentations Journal Writing-both on literature and other topics Literature discussion-various Analysis of literary devices-metaphor, simile etc.	Narrative writing Unit Assessment Written and Oral tests Essay

<b>Texts</b>	<b>Supplementary Resources</b>
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(Optional): <ul style="list-style-type: none"> <li>• <a href="#">The Breadwinner</a> by Deborah Ellis</li> <li>• <a href="#">Ghost</a> by Jason Reynolds</li> <li>• <a href="#">A Handful of Stars</a> by Cynthia Lord</li> <li>• <a href="#">Fish in a Tree</a> by Lynda Mullaly Hunt</li> <li>• <a href="#">The Skin I'm In</a> by Sharon G. Flake</li> <li>• <a href="#">Maniac Magee</a> by Jerry Spinelli</li> <li>• <a href="#">Chicken Soup for the Preteen Soul: Stories of Changes, Choices and Growing Up for Kids Ages 9-13</a></li> <li>• <a href="#">The Life and Times of Benny Alvarez</a> by Peter Johnson</li> <li>• <a href="#">The Crossover</a> by Kwame Alexander</li> <li>• <a href="#">Smile</a> by Raina Telgemeier</li> </ul>	<i>Districts or schools choose supplementary resources that are not considered "texts."</i>  <a href="#">Shining Star: Introductory Level</a> by Kaye Wiley Student Books Workbook Teacher's Edition Video Resources for Teachers Assessment Guide CD-ROM Video ExamView® w/ Assessment Guide Classroom Library: Introductory Level
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- We Beat the Streets by Sampson Davis, Rameck Hunt, Sharon M. Draper, George Jenkins
- Wilma Rudolph by Amy Ruth
- Out of the Dust by Karen Hesse
- Under the Royal Palms by Alma Flor Ada
- The Iceberg Hermit by Arthur Roth
- To Be a Slave by Tome Feelings, Julius Lester
- Arnold Schwarzenegger by Daniel Bial
- Emily of New Moon by Alice Munro, L.M. Montgomery
- Jackson Pollock by Clare Oliver
- The Journal of James Edmond Pease by Jim Murphy
- Students on Strike by Herman J. Viola, John A. Stokes, Lois Wolfe
- Hatchet by Gary Paulsen
- Six Days in October: The Stock Market Crash of 1929 by Karen Blumenthol
- Heart and Soul by Kadir Nelson
- Got Issues Much?: Celebrities Share Their Traumas and Triumphs by Randi Reisfeld, Marie Morreale

Six Traits of Writing

Articles:

[www.readworks.org](http://www.readworks.org)

[www.newsela.com](http://www.newsela.com)

Achieve 3000

### Instructional Best Practices and Exemplars

*This is a place to capture standards integration and instructional best practices.*

[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills

Academic Discussions

Background Knowledge

Resources

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

<ul style="list-style-type: none"> <li>• Create lesson reminder sheets</li> <li>• Prioritize and chunk lengthy assignments</li> <li>• Utilize assistive technology, when appropriate</li> <li>• Provide ongoing, effective, specific feedback</li> <li>• Model/Utilize graphic organizers</li> <li>• Provide leveled reading materials</li> <li>• Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>• Utilize a multi-sensory approach to new topics</li> <li>• NJDOE Resources</li> </ul>			
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**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

## Technology Infusion

<https://docs.google.com/document/d/1-5e13ajDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

Google G Suite

Smart Board Applications

Achieve 3000

## Evidence of Student Learning

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language			<b>Grade:</b>	6, 7 & 8
<b>Marking Period</b>	3	<b>Unit Title:</b>	Discoveries	<b>Pacing:</b>	10 Weeks

### Overview

**Enduring Understandings (Big Ideas):**

- Students will understand that people rely on a variety of resources to make new discoveries.
- New information may result in new discoveries.
- Critical thinkers analyze information and can use it to make new discoveries.
- Some discoveries make life easier.

**Essential Questions:**

- What is a discovery? How are discoveries made?
- In what ways has technology changed the world?
- What should I do if I do not understand, remember or know certain words?
- What language is needed to be successful in school?

### NJSLs

Standards		Unit 3 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 1 Reading Standards		
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> RI.6.7. 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.</p>	<ul style="list-style-type: none"> <li>Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats.</li> <li>Reflect upon how the techniques of all the mediums affect the text.</li> <li>Identify techniques present in each format.</li> </ul>	3



	<p><b>Grade 7:</b> RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p><b>Grade 8:</b> RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<ul style="list-style-type: none"> <li>• Compare/contrast two or more formats’ portrayal of the same subject.</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> RL.6.2. 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.</p> <p><b>Grade 7:</b> RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>Grade 8:</b> RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the</p>	<ul style="list-style-type: none"> <li>• Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text.</li> <li>• Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events.</li> <li>• Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text.</li> <li>• Summarize the text objectively, capturing the main ideas.</li> <li>• Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text.</li> </ul>	<p>3,4</p>

	characters, setting, and plot; provide an objective summary of the text.		
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> RL.6.10. 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.</p> <p><b>Grade 7:</b> RL.7.10. 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.</p> <p><b>Grade 8:</b> RL.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.</p>	<ul style="list-style-type: none"> <li>• Apply appropriate strategies in order to increase comprehension when encountering grade level text.</li> <li>• Determine difficulties in comprehending and making meaning.</li> <li>• Make an increasing number of connections among ideas and between texts.</li> <li>• Develop the mature language skills and the conceptual knowledge needed for success in school and life.</li> </ul>	3
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><b>Grade 7:</b> RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g.,</p>	<ul style="list-style-type: none"> <li>• Analyze how parts of a text contribute to meaning.</li> <li>• Explain why the author chose a specific form or structure.</li> <li>• Describe the structure used to organize a nonfiction text.</li> <li>• Explain how text structure impacts overall meaning of text.</li> <li>• Identify how the differing form or structure of a text contributes to its meaning.</li> </ul>	3

	<p>soliloquy, sonnet) contributes to its meaning.</p> <p><b>Grade 8:</b> RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> RL.6.2. 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.</p> <p><b>Grade 7:</b> RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>Grade 8:</b> RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>• Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence.</li> <li>• Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text.</li> <li>• Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text.</li> <li>• Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>• Use the text to draw conclusions</li> <li>• Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events.</li> </ul>	<p>3,4</p>

Standards		Unit 3 Writing	Depth of Knowledge
WIDA ELD	ELA: Unit 3 Writing Standards	Critical Knowledge and Skills	
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>Grade 7:</b> W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b>Grade 8:</b> W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<ul style="list-style-type: none"> <li>• Compose follow-up research questions based on the initial search.</li> <li>• Explain quotations used as support to enhance meaning.</li> <li>• Research and synthesize information from several sources.</li> <li>• Engage in short research projects to answer a self-selected or teacher-assigned questions.</li> <li>• Develop research questions.</li> <li>• Determine keywords or topics for each question.</li> </ul>	3
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>Grade 7:</b> W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information</p>	<ul style="list-style-type: none"> <li>• Focus writing on thoroughly describing or explaining a topic.</li> <li>• Identify the defining elements of this specific writing genre.</li> <li>• Include relevant supporting facts, information, and details.</li> <li>• Transition between ideas using appropriate words and phrases.</li> <li>• Write a conclusion to bring the text to a close.</li> </ul>	3

	<p>through the selection, organization, and analysis of relevant content.</p> <p><b>Grade 8:</b> W.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.</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>Grade 7:</b> W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b>Grade 8:</b> W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<ul style="list-style-type: none"> <li>• Develop research questions.</li> <li>• Determine keywords or topics for each question.</li> <li>• Search for informational sources in an effort to answer the question.</li> <li>• Compose follow-up research questions based on the initial search.</li> <li>• Explain quotations used as support to enhance meaning.</li> <li>• Research and synthesize information from several sources.</li> <li>• Conduct research and synthesize multiple sources of information.</li> </ul>	<p>3</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> W.6.1. Write arguments to support claims with clear reasons and relevant evidence. B. Support claim(s) with clear</p>	<ul style="list-style-type: none"> <li>• Write arguments to support claims.</li> <li>• Support arguments with clear reasons and relevant evidence.</li> <li>• Introduce claim(s).</li> </ul>	<p>3</p>

	<p>reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p><b>Grade 7:</b> W.7.1. Write arguments to support claims with clear reasons and relevant evidence. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>Grade 8:</b> W.8.1. Write arguments to support claims with clear reasons and relevant evidence. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<ul style="list-style-type: none"> <li>Choose appropriate reasoning and evidence to support claims.</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>Grade 7:</b> W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<ul style="list-style-type: none"> <li>Engage in short research projects to answer a self-selected or teacher-assigned questions.</li> <li>Conduct short and more sustained research projects.</li> <li>Search for informational sources in an effort to answer the question.</li> <li>Research and synthesize information from several sources.</li> <li>Compose follow-up research questions based on the initial search.</li> </ul>	<p>3</p>

	<p><b>Grade 8:</b> W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<ul style="list-style-type: none"> <li>• Synthesize and summarize information from a variety of sources achieving new insights.</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>Grade 7:</b> W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>Grade 8:</b> W.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.</p>	<ul style="list-style-type: none"> <li>• Thoroughly explain a topic through writing.</li> <li>• Explore various content-area topics.</li> <li>• Include relevant supporting facts, information, and details.</li> <li>• Write a conclusion to bring the piece to a close.</li> </ul>	<p>3</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Grade 7:</b></p>	<ul style="list-style-type: none"> <li>• Write arguments to support claims.</li> <li>• Support arguments with clear reasons and relevant evidence.</li> <li>• Choose appropriate reasoning and evidence to support claims.</li> </ul>	<p>3</p>

	<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>Grade 8:</b> W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p>	<ul style="list-style-type: none"> <li>Organize the reasons and evidence logically.</li> <li>Close the text with a conclusion.</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Grade 7:</b> W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>Grade 8:</b> W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> <li>Write a hook to the story that engages the reader.</li> <li>Write a logical sequence of events.</li> <li>Develop experiences, characters and events using effective narrative techniques.</li> <li>Conclude the narrative with a sensible resolution.</li> </ul>	3
<b>Standards</b>		<b>Unit 3 Speaking and Listening Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 3 Speaking &amp; Listening Standards</b>		
WIDA ELD 1,2		<ul style="list-style-type: none"> <li>Engage in conversations about grade-appropriate topics and texts.</li> </ul>	2,4



L, S, R, W	<p><b>Grade 6:</b> SL.6.1. 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.</p> <p><b>Grade 7:</b> SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p><b>Grade 8:</b> SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> <li>• Participate in a variety of rich, structured conversations.</li> <li>• Define and identify rules for discussions, including group and individual roles.</li> <li>• Model appropriate behavior during discussions.</li> <li>• Craft and respond to specific questions based on the topic or text, elaborating when necessary.</li> <li>• Prepare for discussions</li> <li>• Refer to evidence from texts and other research.</li> <li>• Draw from and build on the ideas of others in a discussion.</li> <li>• Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity.</li> <li>• Self-monitor the work and assign specific tasks as needed.</li> <li>• Respect and promote diverse perspectives in a discussion or collaborative activity.</li> </ul>	
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Grade 7:</b> SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> <li>• Determine if the topic and language style correspond appropriately.</li> <li>• Reflect on the use of language and revise as needed.</li> <li>• Orally present information, using appropriate speech, in a variety of situations.</li> <li>• Recognize and consider the audience.</li> <li>• Adapt speech delivery to audience and purpose.</li> </ul>	4

	<p><b>Grade 8:</b> SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> <li>Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary,</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> SL.6.2. 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.</p> <p><b>Grade 7:</b> SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><b>Grade 8:</b> SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<ul style="list-style-type: none"> <li>Explain how the main idea and supporting details help to clarify a topic, text, or issue.</li> <li>Extract the main ideas and the details used to support it presented in different media formats.</li> <li>Synthesize the information, sorting between the main points and smaller details that work to support the main points.</li> <li>Listen to and evaluate multiple sources of information in diverse formats and media.</li> <li>Utilize multiple sources of information in order to make decisions.</li> </ul>	<p>3</p>
<b>Standards</b>		<b>Unit 3 Language</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 3 Language Standards</b>	<b>Critical Knowledge and Skills</b>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> L.6.1. Demonstrate command of the conventions of standard English</p>	<ul style="list-style-type: none"> <li>Explain the function of phrases and clauses in specific sentences.</li> </ul>	<p>1,2</p>

	<p>grammar and usage when writing or speaking.</p> <p><b>Grade 7:</b> L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 8:</b> L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>• Identify phrases and clauses in sentences in reading.</li> <li>• Explain the function of phrases and clauses in general.</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>Grade 7:</b> L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p><b>Grade 8:</b> L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g.,</p>	<ul style="list-style-type: none"> <li>• Revise writing for wordiness and redundancies.</li> <li>• Select precise language.</li> </ul>	<p>1,2</p>

	emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 7:</b> L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Grade 8:</b> L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>• Explain the function of phrases and clauses in specific sentences.</li> <li>• Identify phrases and clauses in sentences in reading.</li> <li>• Explain the function of phrases and clauses in general.</li> </ul>	1,2
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>Grade 7:</b> L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>Grade 8:</b></p>	<ul style="list-style-type: none"> <li>• Clarify words by using the relationship between them in writing</li> <li>• Identify the relationship of words in reading.</li> </ul>	2

	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <p><b>Grade 7:</b> L.7.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p><b>Grade 8:</b> L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	<ul style="list-style-type: none"> <li>• Define and identify figures of speech.</li> <li>• Determine the meaning of and purpose of figures of speech in context.</li> <li>• Discern the difference in meaning between closely related words.</li> </ul>	2

**Instructional Plan**

**Formative Assessment Plan**

Quizzes using context, multiple-choice questions, writing sentences and definitions.  
 Reading checks and quizzes, small group and whole class discussion; completion of worksheets on specific topics.  
 Comprehensive tests  
 Individual and group presentations  
 Journal Writing-both on literature and other topics  
 Literature discussion-various

**Summative Assessment Plan**

Narrative writing  
 Unit Assessment  
 Written and Oral tests  
 Essay

Analysis of literary devices-metaphor, simile etc.	
Texts	Supplementary Resources
<p>(Optional):</p> <ul style="list-style-type: none"> <li>• <u>The Secret Keepers</u> by Trenton Lee Stewart</li> <li>• <u>The Usborne Book of Explorers: From Columbus to Armstrong</u> by Felicity Everett</li> <li>• <u>Pedro’s Journal</u> by Peter Koeppen, Pam Conrad</li> <li>• <u>The Hubble Space Telescope</u> by Margaret W. Carruthers</li> <li>• <u>Isaac Newton</u> by Boris Kulikov, Kathleen Krull</li> <li>• <u>Mythbusters Science Fair Book</u> by Samantha Margles</li> <li>• <u>In the Jungle</u> by Simon Chapman</li> <li>• <u>Henry Hudson</u> by Carrie Gleason</li> <li>• <u>Byrd &amp; Igloo</u> by Samantha Seiple</li> <li>• <u>Man on the Moon</u> by Pamela Dell</li> <li>• <u>Mythbusters: Confirm or Bust!</u> By Samantha Margles, Michael Massen</li> <li>• <u>Technology</u> by Clive Giffords</li> <li>• <u>Death on the River of Doubt</u> by Samantha Seiple</li> <li>• <u>Television</u> by Diane Gibson</li> <li>• <u>The Usborne Book of Inventors</u> by Patricia Fara, Ross Watton, Struan Reid</li> <li>• <u>Fossil Fish Found Alive</u> by Sally M. Walker</li> <li>• <u>Jedediah Smith</u> by Sharlene Nelson, Ted Nelson</li> <li>• <u>The Schernoff Discoveries</u> by Gary Paulsen</li> <li>• <u>Rebel Science</u> by David Lyttleton, Dan Green</li> <li>• <u>A Look at Venus</u> by Kit Moser, Ray Spangenburg</li> <li>• <u>Light</u> by David Burnie</li> <li>• <u>Gregor Mendel</u> by Delia A. Yannuzzi</li> </ul> <p>Articles:  <a href="http://www.readworks.org">www.readworks.org</a></p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p><u>Shining Star: Level A</u> by Anna Uhl Chamot, Pamela Hartmann, Jann Huizenga  Student Books  Workbooks  Teacher’s Edition  Resources for Teachers  CD-ROM  Video  ExamView® w/Assessment Guide  Six Traits of Writing  Classroom Library: Level A  Teacher Training Video</p> <p><u>Shining Star: Introductory Level</u> by Kaye Wiley  Student Books  Workbook  Teacher’s Edition  Video  Resources for Teachers  Assessment Guide  CD-ROM  Video  ExamView® w/ Assessment Guide  Classroom Library: Introductory Level  Six Traits of Writing</p>

[www.newsela.com](http://www.newsela.com)

Achieve 3000

**Instructional Best Practices and Exemplars**

*This is a place to capture standards integration and instructional best practices.*

[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills

Academic Discussions

Background Knowledge

Resources

Individual Assessment

Culture

[NJDOE: 100 Scaffolds for ELLs](#)

**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>Intervention</b>	<b>Acceleration</b>
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>



- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes:**

Global Awareness  
 Financial, Economic, Business and Entrepreneurial Literacy  
 Civic Literacy  
 Health Literacy  
 Environmental Literacy

**21<sup>st</sup> Century Skills:**

Creativity & Innovation  
 Critical Thinking & Problem Solving  
 Communication & Collaboration  
 Media Literacy  
 Information Literacy  
 Information, Communication & Technology

**Technology Infusion**

<https://docs.google.com/document/d/1-5eI3aJdD9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing>

Google G Suite

Smart Board Applications

Achieve 3000

**Evidence of Student Learning**

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language		<b>Grade:</b>	6, 7 & 8
<b>Marking Period</b>	4	<b>Unit Title:</b>	Insights	<b>Pacing:</b> 10 Weeks

### Overview

**Enduring Understandings (Big Ideas):**

- Personal insights are influenced by a variety of experiences and media.
- Insights are developed through reflection, critical thinking, and discussion.
- The insights we make are affected by many factors.

**Essential Questions:**

- What background information is needed to understand nonfiction text? How can I make connections (Text-to-Text, Text-To-Self, and Text-to-World) to better understand nonfiction texts?
- What should I do, when I do not know or understand a word?
- What should I do if I do not understand, remember or know certain words?
- What language is needed to be successful in school?

### NJSLs

Standards		Unit 4 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 4 Reading Standards		
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Grade 7:</b></p>	<ul style="list-style-type: none"> <li>• Closely read the text.</li> <li>• Make personal connections and make connections to other texts.</li> <li>• Gather evidence from the text to support inferences or explicit meaning.</li> <li>• Paraphrase and directly quote evidence from the text.</li> </ul>	2,3

	<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Grade 8:</b> RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>• Use evidence from the text to make and check predictions when reading.</li> <li>• Read and analyze a variety of literary genres and informational texts.</li> <li>• Combine text information and prior knowledge to create new information in the form of inferences.</li> <li>• Refer to the text for support when analyzing drawing inferences.</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> RI. 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>Grade 7:</b> RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><b>Grade 8:</b> RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<ul style="list-style-type: none"> <li>• Determine how one or more differences in the points of view can create bias in fiction and nonfiction text.</li> <li>• Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text.</li> <li>• Evaluate the effectiveness of the author's point of view or purpose choices.</li> <li>• Analyze the impact of the author's point of view or purpose choices on the reader.</li> <li>• Compare and contrast the characters' points-of-view.</li> <li>• Identify and assess the point of view</li> <li>• Determine what the text literally and figuratively states.</li> <li>• Explain the difference between literal and actual meaning as it pertains to the author's purpose.</li> </ul>	4
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio,</p>	<ul style="list-style-type: none"> <li>• Generate a list of techniques expressed in each medium.</li> <li>• Determine how the techniques of a particular medium affect the content.</li> </ul>	4

	<p>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.</p> <p><b>Grade 7:</b> RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><b>Grade 8:</b> RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<ul style="list-style-type: none"> <li>• Analyze the effects of techniques unique to each medium.</li> <li>• Explain what makes each medium unique.</li> <li>• Analyze the impact each medium has on the reader.</li> <li>• Make judgments about which medium best represents the content.</li> <li>• Compare and contrast the multiple versions of a text.</li> <li>• Explain the differences between the multiple versions</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> RL.6.7 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.</p> <p><b>Grade 7:</b> RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each</p>	<ul style="list-style-type: none"> <li>• Generate a list of techniques expressed in each medium.</li> <li>• Determine how the techniques of a particular medium affect the content.</li> <li>• Analyze the effects of techniques unique to each medium.</li> <li>• Explain what makes each medium unique.</li> <li>• Analyze the impact each medium has on the reader.</li> <li>• Make judgments about which medium best represents the content.</li> <li>• Compare and contrast the multiple versions of a text.</li> </ul>	<p>4</p>

	<p>medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><b>Grade 8:</b>          RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<ul style="list-style-type: none"> <li>• Explain the differences between the multiple versions.</li> </ul>	
<p>WIDA ELD 1,2          L, S, R, W</p>	<p><b>Grade 6:</b>          RI.6.8 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.</p> <p><b>Grade 7:</b>          RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><b>Grade 8:</b>          RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<ul style="list-style-type: none"> <li>• Use evidence to support arguments presented in a text.</li> <li>• Determine the relevance and sufficiency of the evidence.</li> <li>• Identify specific claims and the arguments of a text.</li> <li>• Determine the validity of the reasoning.</li> <li>• Evaluate the effectiveness of an argument and the specific claims of a text.</li> <li>• Understand and explain how it connects to established laws and practices.</li> </ul>	<p>2,3,4</p>

Standards		Unit 4 Writing	Depth of Knowledge
WIDA ELD	ELA: Unit 4 Writing Standards	Critical Knowledge and Skills	
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> W.6.6 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.</p> <p><b>Grade 7:</b> W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><b>Grade 8:</b> W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> <li>• Use technological resources to enhance writing.</li> <li>• Follow appropriate typing format and conventions.</li> <li>• Use technology to broaden research base.</li> <li>• Use evidence found online to support ideas.</li> <li>• Give and receive feedback using technology.</li> <li>• Seek out authentic publishing opportunities.</li> </ul>	2
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>Grade 7:</b></p>	<ul style="list-style-type: none"> <li>• Use search terms effectively.</li> <li>• Write a clear thesis statement.</li> <li>• Draw evidence from texts to support thesis.</li> <li>• Assess the credibility and accuracy of each source.</li> <li>• Select direct and indirect quotations that relate to the topic as evidence.</li> <li>• Paraphrase source information to avoid plagiarism in writing.</li> </ul>	2,3

	<p>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>Grade 8:</b> W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Grade 7:</b> W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Grade 8:</b> W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>• Identify evidence that supports claims in literary analysis.</li> <li>• Logically connect evidence to claims in writing.</li> <li>• Explain quotations used as support to enhance meaning.</li> <li>• Apply a specific organizational strategy to a composition.</li> </ul>	<p>4</p>



<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> W.6.9.A Apply grade 6 Reading standards to literature (e.g., "Compare and contrast 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").</p> <p><b>Grade 7:</b> W.7.9.A Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</p> <p><b>Grade 8:</b> W.8.9.A Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p>	<ul style="list-style-type: none"> <li>• Identify and analyze allusions.</li> <li>• Incorporate textual evidence into written pieces.</li> <li>• Analyze the author’s use of style and structure</li> <li>• Identify evidence that supports claims in literary analysis.</li> <li>• Utilize evidence to support analysis, reflection, and research.</li> </ul>	<p>4 A-4</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> W.6.9.B Apply grade 6 Reading standards to literary nonfiction (e.g., "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").</p>	<ul style="list-style-type: none"> <li>• Logically connect evidence to claims in writing.</li> <li>• Select direct and indirect quotations that relate to the topic as evidence.</li> <li>• Cite in-text direct and indirect quotations appropriately.</li> <li>• Deconstruct and reflect upon textual evidence.</li> </ul>	<p>3 B-2</p>

	<p><b>Grade 7:</b> W.7.9.B Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</p> <p><b>Grade 8:</b> W.8.9.B Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>	<ul style="list-style-type: none"> <li>• Determine how many facts, definitions, details, quotations and other information are needed to effectively craft an argument.</li> <li>• Understand how much evidence is needed to satisfactorily support a point.</li> <li>• Understand and establish why the claim is important.</li> </ul>	
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p><b>Grade 7:</b> W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>Grade 8:</b> W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<ul style="list-style-type: none"> <li>• Introduce the claim(s).</li> <li>• Support arguments with clear reasons and relevant evidence.</li> <li>• Write arguments with clear reasons and relevant evidence.</li> <li>• Write arguments to support claims.</li> <li>• Organize the reasons and evidence logically.</li> <li>• Close the text with a conclusion.</li> </ul>	3 A-3
WIDA ELD 1,2	<p><b>Grade 6:</b></p>	<ul style="list-style-type: none"> <li>• Clearly introduce a topic.</li> <li>• Thoroughly explain a topic through writing.</li> </ul>	3 B-2

L, S, R, W	<p>W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>Grade 7:</b> W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>Grade 8:</b> W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<ul style="list-style-type: none"> <li>• Include relevant supporting facts, information, and details.</li> <li>• Write an appropriate conclusion.</li> <li>• Use relevant and sufficient facts, definitions, details, and quotes</li> </ul>	
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><b>Grade 7:</b> W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>Grade 8:</b> W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<ul style="list-style-type: none"> <li>• Using sensory and specific language, describe ideas.</li> <li>• Engage the reader with a story hook.</li> <li>• Introduce a narrator and/or characters.</li> <li>• Transition from one idea to the next by using appropriate words and phrases.</li> <li>• Use effective details using precise language.</li> </ul>	3 D-2

Standards		Unit 4 Speaking and Listening Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 4 Speaking & Listening Standards		
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>Grade 7:</b> SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b>Grade 8:</b> SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<ul style="list-style-type: none"> <li>Evaluate whether there is enough evidence to support the claims.</li> <li>Determine the speaker's argument and claims.</li> <li>Evaluate whether the speaker's reasoning is rational and legitimate.</li> </ul>	3
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b>Grade 7:</b> SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b>Grade 8:</b></p>	<ul style="list-style-type: none"> <li>Use multimedia to help make claims and findings clear and to emphasize important points for the audience.</li> <li>Identify where to incorporate multimedia and visual displays to enhance the interest of the audience.</li> <li>Find meaningful ways to include multimedia tools in presentations.</li> </ul>	3

	SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p><b>Grade 7:</b> SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><b>Grade 8:</b> SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<ul style="list-style-type: none"> <li>Engage in conversations about grade-appropriate topics and texts.</li> <li>Model appropriate behavior during discussions.</li> <li>Ask and respond to specific questions based on the topic/text.</li> <li>Use prior knowledge to contribute to discussions.</li> <li>Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>Respond thoughtfully</li> <li>Contribute to conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments.</li> </ul>	1,2,3,4 C-4
<b>Standards</b>		<b>Unit 4 Language</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 4 Language Standards</b>	<b>Critical Knowledge and Skills</b>	
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>Grade 7:</b></p>	<ul style="list-style-type: none"> <li>Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases.</li> <li>Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses.</li> </ul>	2

	<p>L.7.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>Grade 8:</b> L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p><b>Grade 7:</b> L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p><b>Grade 8:</b> L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p>	<ul style="list-style-type: none"> <li>• Determine the meaning of commonly used prefixes and suffixes.</li> <li>• Separate a base word from the prefix or suffix.</li> <li>• Use the definition of known prefixes and suffixes to define new words.</li> <li>• Identify root words in unknown words.</li> <li>• Use known root words to aid in defining unknown words.</li> <li>• Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns.</li> </ul>	<p>2 B-3</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> L.6.4.C Use common, grade-appropriate Greek or Latin affixes and roots as clues to</p>	<ul style="list-style-type: none"> <li>• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word.</li> </ul>	<p>2 C-1</p>

	<p>the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p><b>Grade 7:</b> L.7.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>Grade 8:</b> L.8.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<ul style="list-style-type: none"> <li>• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.</li> <li>• Consult reference materials that are both printed and digital.</li> <li>• Consult reference materials to derive word meanings and correct pronunciation of words.</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grade 6:</b> L.6.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>Grade 7:</b> L.7.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>Grade 8:</b> L.8.4.D Verify the preliminary determination of the meaning of a word or</p>	<ul style="list-style-type: none"> <li>• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.</li> <li>• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses.</li> <li>• Use context clues to derive word meaning.</li> </ul>	<p>2 D-1</p>

	phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
WIDA ELD 1,2 L, S, R, W	<p><b>Grade 6:</b> L.6.5.A Interpret figures of speech (e.g., personification) in context.</p> <p><b>Grade 7:</b> L.7.5.A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p><b>Grade 8:</b> L.8.5.A Interpret figures of speech (e.g. verbal irony, puns) in context.</p>	<ul style="list-style-type: none"> <li>• Define and identify figures of speech.</li> <li>• Determine the meaning of and purpose of figures of speech in context.</li> </ul>	3 A-3

**Instructional Plan**

**Formative Assessment Plan**

Quizzes using context, multiple-choice questions, writing sentences and definitions.  
 Reading checks and quizzes, small group and whole class discussion; completion of worksheets on specific topics.  
 Comprehensive tests  
 Individual and group presentations  
 Journal Writing-both on literature and other topics  
 Literature discussion-various  
 Analysis of literary devices-metaphor, simile etc.

**Summative Assessment Plan**

Unit Assessment  
 Written and Oral tests  
 Essay



Texts	Supplementary Resources
<p>(Optional):</p> <ul style="list-style-type: none"> <li>• <a href="#">Sticks and Stones</a> Abby Cooper</li> <li>• <a href="#">The Girl Who Drank the Moon</a> by Kelly Barnhill</li> <li>• <a href="#">Wish</a> by Barbara O'Connor</li> <li>• <a href="#">Slam</a> by Walter Dean Myers</li> <li>• <a href="#">Drums, Girls, and Dangerous Pie</a> by Jordan Sonnenblick</li> <li>• <a href="#">365 Days of Wonder: Mr. Browne's Precepts</a> by R.J. Palacio</li> <li>• <a href="#">Quiet Power: The Secret Strengths of Introverts</a> by Susan Cain, Gregory Mone, Erica Moroz, and Grant Snider</li> <li>• <a href="#">Pottymouth and Stoopid</a> by James Patterson, Chris Grabenstein</li> <li>• <a href="#">Amelia's Middle School Graduation Yearbook</a> by Marissa Moss</li> <li>• <a href="#">UTM Human Body Vol. 6: Senses: how We Connect With the World</a> by Michael Allaby</li> <li>• <a href="#">Portraits of African-American Heroes</a> by Tonya Bolden, Ansel Pitcaim</li> <li>• <a href="#">T-Backs, T-Shirts, Coat, and Suit</a> by E. L. Konigsburg</li> <li>• <a href="#">Good Luck Gold and Other Poems</a> by Janet S. Wong</li> <li>• <a href="#">Mind-Rain</a> by Scott Westerfeld</li> <li>• <a href="#">Teaching Teens &amp; Reaping Results in a Wi-Fi, Hip-Hop, Where-Has-All-The-Sanity-Gone World</a> by Alan Lawrence Sitomer</li> <li>• <a href="#">7 Keys to Research for Writing Success</a> by Mary Jo Fresch, David L. Harrison</li> <li>• <a href="#">Beyond the Burning Time</a> by Kathryn Lasky</li> <li>• <a href="#">Everything on a Waffle</a> by Polly Horvath</li> <li>• <a href="#">The Demigod Diaries</a> by Rick Robinson</li> <li>• <a href="#">The Rescuers</a> by Allan Zullo</li> <li>• <a href="#">Navajo: Visions and Voices Across the Mesa</a> by Shonto Begay</li> <li>• <a href="#">Calvin and Hobbes Sunday Pages 1985-1995</a> by Bill Watterson</li> <li>• <a href="#">Sons From Afar</a> by Cynthia Voigt</li> <li>• <a href="#">Skinny</a> by Donna Cooner</li> <li>• <a href="#">We Could Be Brothers</a> by Derrick D. Barnes</li> <li>• <a href="#">Born to Pull</a> by Bob Cary, Gail de Marcken</li> <li>• <a href="#">Sparrow Road</a> by Sheila O'Connor</li> </ul>	<p><i>Districts or schools choose supplementary resources that are not considered "texts."</i></p> <p><a href="#">Shining Star: Level A</a> by Anna Uhl Chamot, Pamela Hartmann, Jann Huizenga</p> <p>Student Books</p> <p>Workbooks</p> <p>Teacher's Edition</p> <p>Resources for Teachers</p> <p>CD-ROM</p> <p>Video</p> <p>ExamView® w/Assessment Guide</p> <p>Six Traits of Writing</p> <p>Classroom Library: Level A</p> <p>Teacher Training Video</p>

- [The Liberators](#) by Chris Lynch
- [The Forbidden Schoolhouse](#) by Suzanne Jurmain
- [Does My Head Look Big in This?](#) By Randa Abdel-Fattah
- [Weedflower](#) by Cynthia Kadohata

Articles:

[www.readworks.org](http://www.readworks.org)

[www.newsela.com](http://www.newsela.com)

Achieve 3000

### Instructional Best Practices and Exemplars

*This is a place to capture standards integration and instructional best practices.*

[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills

Academic Discussions

Background Knowledge

Resources

Individual Assessment

Culture

[NJDOE: 100 Scaffolds for ELLs](#)

**DIFFERENTIATION**

<b>Special Education</b>	<b>ELL</b>	<b>Intervention</b>	<b>Acceleration</b>
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes:**

Global Awareness  
 Financial, Economic, Business and Entrepreneurial Literacy  
 Civic Literacy  
 Health Literacy  
 Environmental Literacy

**21<sup>st</sup> Century Skills:**

Creativity & Innovation  
 Critical Thinking & Problem Solving  
 Communication & Collaboration  
 Media Literacy  
 Information Literacy  
 Information, Communication & Technology

**Technology Infusion**

<https://docs.google.com/document/d/1-5eI3aJdD9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing>

Google G Suite

Smart Board Applications

Achieve 3000

**Evidence of Student Learning**

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## English as a Second Language, Grades 9-12

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a>	<p>Primary Focus Standards:</p> <p>Grades 9-10:</p> <p>RL.9-10.1    RI.9-10.1                      RL.9-10.2    RI.9-10.2                      RL.9-10.3    RI.9-10.3                      RL.9-10.4    RI.9-10.4                      RL.9-10.6    RI.9-10.6</p> <p>Grades 11-12:</p> <p>RL.11-12.1    RI.11-12.1                      RL.11-12.2    RI.11-12.2                      RL.11-12.3    RI.11-12.3                      RL.11-12.4    RI.11-12.4                      RL.11-12.6    RI.11-12.6</p>	<p>Primary Focus Standards:</p> <p>Grades 9-10:</p> <p>W.9-10.2A,B,C,D,E,F                      W.9-10.4                      W.9-10.5                      W.9-10.6                      W.9-10.10                      Select at least one from W.9-10.7,                      W.9-10.8, W.9-10.9A,B</p> <p>Grades 11-12:</p> <p>W.11-12.2.A,B,C,D,E,F                      W.11-12.3                      W.11-12.4                      W.11-12.5                      W.11-12.10                      Select at least one from:                      W.11-12.7, W.11-12.8, W.11-12.9</p>	<p>Primary Focus Standards:</p> <p>Grades 9-10:</p> <p>SL.9-10.1A,B,C,D                      SL.9-10.2                      SL.9-10.3                      SL.9-10.4                      SL.9-10.6</p> <p>Grades 11-12:</p> <p>SL.11-12.1.A,B,C,D                      SL.11-12.2                      SL.11-12.3                      SL.11-12.4                      SL.11-12.6</p>	<p>Primary Focus Standards:</p> <p>Grades 9-10:</p> <p>L.9-10.1A,B                      L.9-10.2A,B,C                      L.9-10.3A                      L.9-10.4A,B,C,D                      L.9-10.5A,B                      L.9-10.6</p> <p>Grades 11-12:</p> <p>L.11-12.1.A                      L.11-12.2.A,B                      L.11-12.3.A                      L.11-12.4.A,B,C,D                      L.11-12.5.A,B                      L.11-12.6</p>
	<p>Text Type:</p> <ul style="list-style-type: none"> <li>At least one extended text</li> <li>3-5 short texts</li> </ul>	<p>Writing Focus:</p> <ul style="list-style-type: none"> <li>Informative and explanatory writing</li> <li>Research writing</li> <li>Routine Writing</li> </ul>	<p>Task Type:</p> <ul style="list-style-type: none"> <li>Conduct discussions</li> <li>Report findings</li> <li>Participate in skits and dialogues</li> <li>Presentations and speeches</li> <li>Listen to podcasts, Ted Talks, and other media</li> </ul>	<p>Skill Focus:</p> <ul style="list-style-type: none"> <li>Acquire, study, and apply grammar</li> <li>Acquire, study, and apply vocabulary</li> <li>Use transfer of concepts to understand meaning</li> <li>Use cognates for meaning</li> </ul>

Overview	Reading	Writing	Speaking and Listening	Language
				<ul style="list-style-type: none"> <li>Create Schema to connect vocabulary to what is already known</li> </ul>
<b><u>Unit 2</u></b>	<p>Primary Focus Standards:</p> <p>Grades 9-10:</p> <p>RL.9-10.1 RI.9-10.1            RL.9-10.2 RI.9-10.2            RL.9-10.3 RI.9-10.3            RL.9-10.4 RI.9-10.4            RL.9-10.5 RI.9-10.5            RL.9-10.6 RI.9-10.6            RI.9-10.7            RI.9-10.8            RI.9-10.9</p> <p>Grades 11-12:</p> <p>RL.11-12.1 RI.11-12.1            RL.11-12.2 RI.11-12.2            RL.11-12.3 RI.11-12.3            RL.11-12.4 RI.11-12.4            RL.11-12.6 RI.11-12.5            RI.11-12.6</p>	<p>Primary Focus Standards:</p> <p>Grades 9-10:</p> <p>W.9-10.1A,B,C,D,E            W.9-10.2            W.9-10.3            W.9-10.4            W.9-10.5            W.9-10.6            W.9-10.10            Select at least one from W.9-10.7,            W.9-10.8, W.9-10.9A,B</p> <p>Grades 11-12:</p> <p>W.11-12.1.A,B,C,D,E            W.11-12.4            W.11-12.5            W.11-12.6            W.11-12.10            Select at least one from W.11-12.7,            W.11-12.8, W.11-12.9.A,B</p>	<p>Primary Focus Standards:</p> <p>Grades 9-10:</p> <p>SL.9-10.1A,B,C,D            SL.9-10.2            SL.9-10.3            SL.9-10.4            SL.9-10.5            SL.9-10.6</p> <p>Grades 11-12:</p> <p>SL.11-12.1.A,B,C,D            SL.11-12.2            SL.11-12.3            SL.11-12.4            SL.11-12.5            SL.11-12.6</p>	<p>Primary Focus Standards:</p> <p>Grades 9-10:</p> <p>L.9-10.1A,B            L.9-10.2A,B,C            L.9-10.3A            L.9-10.4A,B,C,D            L.9-10.5A,B            L.9-10.6</p> <p>Grades 11-12:</p> <p>L.11-12.1.A            L.11-12.2.A,B            L.11-12.3.A            L.11-12.4.A,B,C,D            L.11-12.5.A,B            L.11-12.6</p>
	<p>Text Type:</p> <ul style="list-style-type: none"> <li>At least one extended text</li> <li>3-5 short texts</li> </ul>	<p>Writing Focus:</p> <ul style="list-style-type: none"> <li>Argumentative writing</li> <li>Research writing</li> <li>Routine Writing</li> </ul>	<p>Task Type:</p> <ul style="list-style-type: none"> <li>Conduct discussions</li> <li>Report findings</li> </ul>	<p>Skill Focus:</p> <ul style="list-style-type: none"> <li>Acquire, study, and apply grammar</li> </ul>

Overview	Reading	Writing	Speaking and Listening	Language
			<ul style="list-style-type: none"> <li>• Participate in skits and dialogues</li> <li>• Presentations and speeches</li> <li>• Listen to podcasts, Ted Talks, and other media</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire, study, and apply vocabulary</li> <li>• Use transfer of concepts to understand meaning</li> <li>• Use cognates for meaning</li> <li>• Create Schema to connect vocabulary to what is already known</li> </ul>
<b>Unit 3</b>	<p>Primary Focus Standards:</p> <p>Grades 9-10:</p> <p>RL.9-10.1            RI.9-10.1</p> <p>RL.9-10.2            RI.9-10.2</p> <p>RL.9-10.3            RI.9-10.3</p> <p>RL.9-10.4            RI.9-10.4</p> <p>RL.9-10.5            RI.9-10.5</p> <p>RL.9-10.6            RI.9-10.6</p> <p>RL.9-10.7            RI.9-10.9</p> <p>RL.9-10.9</p> <p>Grades 11-12:</p> <p>RL.11-12.1        RI.11-12.1</p> <p>RL.11-12.2        RI.11-12.2</p> <p>RL.11-12.3        RI.11-12.3</p> <p>RL.11-12.4        RI.11-12.4</p> <p>RL.11-12.5        RI.11-12.5</p> <p>RL.11-12.6        RI.11-12.6</p> <p>RL.11-12.7</p> <p>RL.11-12.9</p>	<p>Primary Focus Standards:</p> <p>Grades 9-10:</p> <p>W.9-10.1A,B,C,D,E</p> <p>W.9-10.2</p> <p>W.9-10.3</p> <p>W.9-10.4</p> <p>W.9-10.5</p> <p>W.9-10.6</p> <p>W.9-10.10</p> <p>Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B</p> <p>Grades 11-12:</p> <p>W.11-12.3.A,B,C,D,E</p> <p>W.11-12.4</p> <p>W.11-12.5</p> <p>W.11-12.6</p> <p>W.11-12.10</p> <p>Select at least one from W.11-12.7, W.11-12.8, W.11-12.9</p>	<p>Primary Focus Standards:</p> <p>Grades 9-10:</p> <p>SL.9-10.1A,B,C,D</p> <p>SL.9-10.2</p> <p>SL.9-10.3</p> <p>SL.9-10.4</p> <p>SL.9-10.5</p> <p>SL.9-10.6</p> <p>Grades 11-12:</p> <p>SL.11-12.1.A,B,C,D</p> <p>SL.11-12.2</p> <p>SL.11-12.3</p> <p>SL.11-12.4</p> <p>SL.11-12.5</p> <p>SL.11-12.6</p>	<p>Primary Focus Standards:</p> <p>Grades 9-10:</p> <p>L.9-10.1A,B</p> <p>L.9-10.2A,B,C</p> <p>L.9-10.3A</p> <p>L.9-10.4A,B,C,D</p> <p>L.9-10.5A,B</p> <p>L.9-10.6</p> <p>Grades 11-12:</p> <p>L.11-12.1.A</p> <p>L.11-12.2.A,B</p> <p>L.11-12.3.A</p> <p>L.11-12.4.A,B,C,D</p> <p>L.11-12.5.A,B</p> <p>L.11-12.6</p>



Overview	Reading	Writing	Speaking and Listening	Language
	<p>Text Type:</p> <ul style="list-style-type: none"> <li>• At least one extended text</li> <li>• 3-5 short texts</li> </ul>	<p>Writing Focus:</p> <ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Research writing</li> <li>• Routine Writing</li> </ul>	<p>Task Type:</p> <ul style="list-style-type: none"> <li>• Conduct discussions</li> <li>• Report findings</li> <li>• Participate in skits and dialogues</li> <li>• Presentations and speeches</li> <li>• Listen to podcasts, Ted Talks, and other media</li> </ul>	<p>Skill Focus:</p> <ul style="list-style-type: none"> <li>• Acquire, study, and apply grammar</li> <li>• Acquire, study, and apply vocabulary</li> <li>• Use transfer of concepts to understand meaning</li> <li>• Use cognates for meaning</li> <li>• Create Schema to connect vocabulary to what is already known</li> </ul>
<p><a href="#">Unit 4</a></p>	<p>Primary Focus Standards: Grades 9-10:</p> <p>RL.9-10.1      RI.9-10.1 RL.9-10.2      RI.9-10.2 RL.9-10.3      RI.9-10.3 RL.9-10.4      RI.9-10.4 RL.9-10.5      RI.9-10.5</p> <p>Grades 11-12:</p> <p>RL.11-12.1    RI.11-12.1 RL.11-12.2    RI.11-12.3 RL.11-12.3    RI.11-12.10</p>	<p>Primary Focus Standards: Grades 9-10:</p> <p>W.9-10.1A,B,C,D,E,F W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B</p> <p>Grades 11-12:</p>	<p>Primary Focus Standards: Grades 9-10:</p> <p>SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6</p> <p>Grades 11-12:</p> <p>SL.11-12.1.A,B,C,D</p>	<p>Primary Focus Standards: Grades 9-10:</p> <p>L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6</p> <p>Grades 11-12:</p> <p>L.11-12.1.A</p>

Overview	Reading	Writing	Speaking and Listening	Language
	RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.9 RL.11-12.10	W.11-12.2.A,B,C,D,E,F W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9	SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	<ul style="list-style-type: none"> <li>Text Type: At least one extended text</li> <li>3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>Informational/explanatory writing</li> <li>Research writing</li> <li>Routine writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>Conduct discussions</li> <li>Report findings</li> <li>Participate in skits and dialogues</li> <li>Presentations and speeches</li> <li>Listen to podcasts, Ted Talks, and other media</li> </ul>	Skill Focus: <ul style="list-style-type: none"> <li>Acquire, study, and apply grammar</li> <li>Acquire, study, and apply vocabulary</li> <li>Use transfer of concepts to understand meaning</li> <li>Use cognates for meaning</li> <li>Create Schema to connect vocabulary to what is already known</li> </ul>
<b><u><a href="#">Suggested Open Educational Resources</a></u></b>	<ul style="list-style-type: none"> <li><u><a href="#">Mining Literature for Deeper Meaning</a></u></li> <li><u><a href="#">Close Reading: "A Reason to Read"</a></u></li> <li><u><a href="#">Multiple Perspectives on Theme</a></u></li> <li><u><a href="#">Rhetorical Devices</a></u></li> <li><u><a href="#">DIDLs guide for rhetorical analysis</a></u></li> </ul>	<ul style="list-style-type: none"> <li><u><a href="#">Improving Student Writing Through Critical Thinking</a></u></li> <li><u><a href="#">Evaluating a source: survey</a></u></li> <li><u><a href="#">Analyzing style: formal and informal language</a></u></li> <li><u><a href="#">The Passion of Punctuation</a></u></li> </ul>	<ul style="list-style-type: none"> <li><u><a href="#">Taking Lecture and Class Notes</a></u></li> <li><u><a href="#">Conver-Stations: A Discussion Strategy</a></u></li> <li><u><a href="#">Using Debate to Develop Thinking and Speaking</a></u></li> <li><u><a href="#">Developing Core Proficiencies from Engage New York</a></u></li> </ul>	<u><a href="#">Dictionary</a></u> <u><a href="#">Thesaurus</a></u> <u><a href="#">Oxford Living Dictionaries</a></u> <u><a href="#">Online Etymology Dictionary</a></u> <u><a href="#">Khan Academy -Grammar</a></u> <u><a href="#">English Grammar Today On Cambridge Dictionary</a></u>

Overview	Reading	Writing	Speaking and Listening	Language
	<ul style="list-style-type: none"> <li>• <a href="#">Comparing multiple interpretations of a text</a></li> <li>• <a href="#">Analyzing speeches as arguments</a></li> <li>• <a href="#">Sample Close Reading: from Walden</a></li> <li>• <a href="#">Reading a Supreme Court Case</a></li> <li>• <a href="#">Analyzing purpose and meaning in political cartoons</a></li> </ul> <p>Achieve 3000</p>	<ul style="list-style-type: none"> <li>• <a href="#">Developing Core Proficiencies from Engage New York</a></li> <li>• <a href="#">Writing an Argumentative Essay About the First Chapter of "Up From Slavery"</a></li> <li>• <a href="#">Developing Persuasive Arguments Through Ethical Inquiry: Two Pre-Writing Strategies</a></li> <li>• <a href="#">Spend a Day in My Shoes: Exploring the Role of Perspective in Narrative</a></li> <li>• <a href="#">PARCC Scoring Rubric for Prose Constructed Response Items</a></li> <li>• <a href="#">Purdue Online Writing Lab</a></li> </ul> <p>Achieve 3000</p>	<ul style="list-style-type: none"> <li>• <a href="#">Lessons to Use with Popular Stories</a></li> <li>• <a href="#">Lessons to Use with Anthologies</a></li> <li>• <a href="#">English Language Arts Methods: Grades 9-12 Model Lessons</a></li> <li>• <a href="#">For Arguments Sake: Playing "Devil's Advocate" with Non Fiction Texts</a></li> <li>• <a href="#">The Pros and Cons of Discussion</a></li> <li>• <a href="#">PVLEGS: A Public Speaking Acronym that Transforms Students</a></li> </ul> <p>Achieve 3000</p>	<p><a href="#">EngVid</a>  <a href="#">Oxford Picture Dictionary</a>  <a href="#">Pronunciation Practice</a></p> <p>Achieve 3000</p>

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language			<b>Grade:</b>	9,10,11,12
<b>Marking Period</b>	1	<b>Unit Title:</b>	Me and My World	<b>Pacing:</b>	10 Weeks

### Overview

**Enduring Understandings (Big Ideas):**

Through listening, reading, speaking, and writing students will explore:

- Constructing and controlling our own narratives empowers people and cultures.
- Events that are personal and political can positively or negatively inform how we view ourselves.
- The importance of not measuring self-worth through others.
- Decisions we make help define who we are despite outside influences.
- Media messages have a limited representation of peoples and cultures.

**Essential Questions:**

- Why is important for people and cultures to construct narratives about their own experience?
- How do events influence how we see ourselves?
- How does what others think about you affect how you think about yourself?
- In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?
- What values, lifestyles, and points of view are represented in, or omitted from, media messages?

NJSLs				
Standards			Unit 1 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 1 Reading Standards			
WIDA ELD 1,2	<b>Grades 9-10:</b> RL.9-10.1. Cite strong and thorough textual evidence and make	<b>Grades 9-10:</b> RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion,		

L, S, R, W	<p>relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>Grades 11-12:</b> RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>Grades 11-12:</b> RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> <li>● Determine the difference between strong and insufficient (unreliable) details</li> <li>● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>● Draw inferences using implicit and explicit text evidence</li> <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>● Support inference using several examples from the text</li> <li>● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> <li>● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> </ul>	
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its</p>	<p><b>Grades 9-10:</b> RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an</p>	<ul style="list-style-type: none"> <li>● Determine two or more themes or central ideas in a text</li> <li>● Recognize supporting details for themes/central ideas</li> <li>● Analyze themes/central ideas as it develops over the course of the text</li> </ul>	3,4

	<p>development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.</p> <p><b>Grades 11-12:</b> RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p>	<p>objective summary of the text.</p> <p><b>Grades 11-12:</b> RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>● Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>● Use the text to draw conclusions</li> <li>● Examine how the interaction of themes/central ideas create the overall meaning of the text ( and provides depth and dimension)</li> <li>● Construct an objective summary of the text</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over</p>	<p><b>Grades 9-10:</b> RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and</p>	<p>RL.:</p> <ul style="list-style-type: none"> <li>● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>● Explain how the order in which each is presented in the text impacts the overall text</li> <li>● Analyze those choices as they pertain to the overall story</li> </ul>	<p>2,4</p>

	<p>the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>Grades 11-12:</b> RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>developed, and the connections that are drawn between them.</p> <p><b>Grades 11-12:</b> RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>RI.:</p> <ul style="list-style-type: none"> <li>● Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc..) of the text</li> <li>● Explain why the structure of the text is ordered as it is</li> <li>● Explain how the choices of text structure impact the meaning of the text</li> </ul>	<p>2,4</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and</p>	<p><b>Grades 9-10:</b> RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>Grades 11-12:</b> RI.11-12.4. Determine the meaning of words and</p>	<ul style="list-style-type: none"> <li>● Assess figurative meaning</li> <li>● Assess connotative meaning</li> <li>● Determine and evaluate technical meaning (jargon)</li> <li>● Identify tone of text</li> <li>● Explain how word choice creates tone</li> <li>● Explain how the tone supports the overall meaning of the text</li> </ul>	<p>1,2,3</p>

	<p>place; how it sets a formal or informal tone).</p> <p><b>Grades 11-12:</b> RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>	<p>phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>Grades 11-12:</b></p>	<p><b>Grades 9-10:</b> RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p><b>Grades 11- 12:</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style</p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> <li>● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States</li> <li>● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in text.</li> </ul> <p>RL.11-12.6:</p> <ul style="list-style-type: none"> <li>● Identify and assess the point of view</li> <li>● Determine what the text literally and figuratively states.</li> <li>● Determine what the text actually means, considering satire, sarcasm, irony, and understatement.</li> <li>● Explain the difference between literal and actual meaning as it pertains to the author's purpose.</li> </ul>	<p>2</p> <p>4</p>



	<p>RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>RI.9-10.6:</p> <ul style="list-style-type: none"> <li>● Critically examine the author’s overall purpose</li> <li>● Evaluate how an author uses various rhetorical strategies to advance that purpose</li> </ul> <p>RI.11-12.6:</p> <ul style="list-style-type: none"> <li>● Determine the author’s overall purpose</li> <li>● Analyze how an author uses various rhetorical strategies to advance that purpose.</li> <li>● Focus on both how the text is written and what the text is about</li> <li>● Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text</li> </ul>	<p>3-4</p> <p>4</p>
<b>Standards</b>		<b>Unit 1 Writing Critical Knowledge and Skills</b>		<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 1 Writing Standards</b>			<b>De</b>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b></p> <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.9-10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<ul style="list-style-type: none"> <li>● Develop a strong formal style appropriate for the task</li> <li>● Maintain a tone that is free of bias</li> <li>● Integrate multimedia when appropriate and effective</li> <li>● Use relevant and sufficient facts, definitions, details, and quotes</li> <li>● Use sources that are appropriate to task, audience, and purpose</li> <li>● Choose precise words and domain-specific vocabulary</li> <li>● Introduce a topic arranging ideas, concepts, and information to show interrelationships</li> <li>● Format effectively</li> <li>● Develop a topic</li> </ul>		<p>3 – 4</p> <p>A - 3</p> <p>B - 4</p> <p>C - 3</p> <p>D - 3</p> <p>E – 3</p> <p>F – 3</p>

	<p>W.9-10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.9-10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>Grades 11-12:</b></p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and</p>	<ul style="list-style-type: none"> <li>● Organize graphics</li> <li>● Provide multimedia when useful</li> <li>● Use transitions to link together the major sections of the text</li> <li>● Write a concluding paragraph or section that supports the information presented</li> <li>● Choose a formal style and objective tone</li> <li>● Decide what organization is most effective for purpose, audience, and task</li> </ul> <ul style="list-style-type: none"> <li>● Incorporate facts, definitions, details, quotations and other information as needed</li> </ul>	
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	<p>analysis of content.</p> <p>W.11-12.1.A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.1.B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>W.11-12.1.C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.11-12.1.D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.1.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the</p>		
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	topic).		
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>Grades 11-12:</b> W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Identify writing task type and its organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience appropriately</li> <li>● Understand and utilize appropriate style</li> <li>● Understand how structure, style and rhetorical devices convey the purpose of writing</li> </ul>	1,2,3,4s
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p><b>Grades 11-12:</b> W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Develop and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> <li>● Determine what details and/or information is most appropriate for a specific purpose</li> </ul>	3
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> W.9-10.6. Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products, taking advantage of technology’s</p>	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Choose and evaluate various platforms</li> <li>● Link and cite multiple sources</li> </ul>	2

	<p>capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>Grades 11-12:</b> W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>● Use various technological platforms to create and evaluate shared writing products</li> <li>● Link and cite sources</li> <li>● Create shared writing products</li> <li>● Adapt writing according to feedback</li> <li>● Respond to ongoing feedback utilizing digital software</li> <li>● Assess feedback from peers</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> W.9-10.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Grades 11-12:</b> W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information from a variety of sources achieving new insights</li> <li>● Evaluate multiple sources and understand their content</li> </ul>	3,4
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p><b>Grades 11-12:</b></p>	<ul style="list-style-type: none"> <li>● Gather print and digital information</li> <li>● Consider the sources in terms of task, audience, and purpose</li> <li>● Assess the validity of each source as it pertains to the specific task, purpose and audience</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize a variety of sources, not depending on one specific source</li> <li>● Paraphrase correctly</li> </ul>	4

	<p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b></p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p><b>Grades 11-12</b></p> <p>W.11-12.9. (Choice) Draw evidence from literary or informational to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>● Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>● Utilize evidence to support analysis, reflection, and research</li> </ul>	<p>4 A-4 B-4</p>

	<p>W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>W.11-12.9.B. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Grades 11-12:</b> W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>	3
<b>Standards</b>		<b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 1 Speaking &amp; Listening Standards</b>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> </ul>	<p>1,2,3,4 A-1 B-2 C-4 D-3</p>

	<p>SL.9-10.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p><b>Grades 11-12:</b></p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on <b>grade 11 topics, texts, and issues</b>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p>	<ul style="list-style-type: none"> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Set guidelines for class discussions</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in polite and democratic discussions and decision-making activities.</li> <li>● Self-monitor the work and assign specific tasks as needed</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● discuss and question the argument and evidence</li> <li>● Make certain that a variety of possible arguments have been heard</li> <li>● Respond thoughtfully</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others’ comments</li> </ul>	
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	<p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11.12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> SL.9-10.12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source</p> <p><b>Grades 11-12:</b> SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>● Utilize multiple sources of information in order to make decisions</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>	3
<p>WIDA 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p><b>Grades 11-12:</b> SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>● Use evidence from sources/text to prove fallibility in speaker’s reasoning</li> <li>● Engage as an active listener and participant</li> <li>● Consider and assess the speaker, argument, organization, diction, and tone</li> </ul>	3

WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10</b> SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>Grades 11-12</b> SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Consider and address opposing viewpoints</li> <li>● Organize, develop, and produce a presentation in a style appropriate to the purpose and audience</li> <li>● Present information clearly, concisely, and logically</li> <li>● Use correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> </ul>	4
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10</b> SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p> <p><b>Grades 11-12</b> SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> <li>● Adapt speech delivery to audience and purpose</li> <li>● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>	4
<b>Standards</b>		<b>Unit 1 Language</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 1 Language Standards</b>	<b>Critical Knowledge and Skills</b>	
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.A. Use parallel structure. L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<ul style="list-style-type: none"> <li>● Recognize and use appropriate grammar and usage in writing and speaking</li> <li>● Understand that language and appropriate usage changes</li> <li>● Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation</li> </ul>	1,2 A-2

	<p><b>Grades 11-12:</b> L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. L.9-10.2.B. Use a colon to introduce a list or quotation. L.9-10.2.C. Spell correctly</p> <p><b>Grades 11-12:</b> L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2.A. Observe hyphenation conventions. L.11-12.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses</li> <li>● Use a colon to introduce a list or quotation</li> <li>● Know and use standard English spelling conventions</li> <li>● Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>	<p>1</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p><b>Grades 11-12:</b> L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make</p>	<ul style="list-style-type: none"> <li>● Apply knowledge of language to understand how language functions in different situations</li> <li>● Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>● Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> <li>● Write using a variety of different syntaxes</li> </ul>	<p>4 A-4</p>

	<p>effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b></p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>Grades 11-12:</b></p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or</p>	<ul style="list-style-type: none"> <li>● Use context clues to derive word meaning</li> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> </ul>	<p>2 A-2 B-2 C-1 D-1</p>

	<p>function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p> <p><b>Grades 11-12:</b> L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox</li> <li>● Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk)</li> </ul>	<p>3 A-3 B-3</p>

<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> L.9-10.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>Grades 11-12</b> L.11-12.6: 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.</p>	<ul style="list-style-type: none"> <li>● Acquire general academic words from content-specific written texts</li> <li>● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level</li> </ul>	<p>2</p>
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**Instructional Plan**

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p>Quizzes using context, multiple-choice questions, writing sentences and definitions.            Reading checks and quizzes, small group and whole class discussion; completion of worksheets on specific topics.            Comprehensive tests            Individual and group presentations            Response journals            Reading strategies for poems/annotations            Journal Writing-both on literature and other topics            Literature discussion-various            Analysis of literary devices-metaphor, simile etc.            Reading for Hot Spots            Silent discussions</p>	<p>Unit Assessment            Project            Written and Oral test            Informative writing and speaking            Personal Narrative (seniors only)</p>

<b>Texts</b>	<b>Supplementary Resources</b>
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**Suggested Texts:**

*Persepolis* by Marjane Satrapi

*The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie

*Yaqui Delgado Wants to Kick Your Ass* by Meg Medina

*Basic Reading Power* by Beatrice Mikulecky and Linda Jeffries

*Breakthroughs in Critical Reading* by Patricia Ann Benner

*English, Yes!* By Burton Goodman (various levels)

*Oxford Picture Dictionary* ed. by Jayme Adelson-Goldstein, and Norma Shapiro

*Read All About it* by Lori Howard

*Reading Drills* by Edward Fry

*Ready to Write* by Karen Blanchard and Christine root

*Real Reading* by David Wiese (Series 1-4)

*Refining Compositional Skills* by Regina Smalley and Mary Ruetten

*Very Easy True Stories* by Sandra Heyer

Achieve 3000

**Film**

Bend It Like Beckham

Girlfight

Lady Bird

Miss Representation

Raising Victor Vargas

Real Women Have Curves

The Mask You Live In

**Other Sources for excerpts:**

Annas, Pamela J. and Robert C. Rosen (eds.) *Literature and Society: An Introduction to Fiction, Poetry, Drama, Nonfiction*. Upper Saddle River, NJ: Prentice Hall.

Atwan, Robert (ed.) *America Now: Short Readings from Recent Periodicals*. NY: St. Martins.

Barnet, Sylvan and Hugo Bedua (eds.) *Current Issues & Enduring Questions: A Guide to Critical Thinking and Argument, with Readings*. NY: St. Martins.

Brown, Wesley and Amy Ling (eds.) *Imagining America: Stories from the Promised Land*. NY: Persia Books.

Colombo, Gary and Robert Cullen (eds.) *Rereading America: Cultural Contexts for Critical Thinking and Writing*. NY: St. Martins.

Dilks, Stephan and Regina Hanson (eds.) *Cultural Conversations: The Presence of the Past*. NY: St. Martins.

Harris, Jeanette and Ann Mosley (eds.) *Interactions: A Thematic Reader*. NY: Houghton Mifflin.

Mano, Sandra and Barbara Roche Rico (eds.) *American Mosaic: Multicultural Readings in Context*. NY: Houghton Mifflin.

Films, short stories, newspaper and magazine articles, plays, artwork, photography, music.

Guest speakers and class trips.

Anchor Charts  
Annotating a Text  
Anticipation Guides  
Character Diaries  
Character Web  
Choral Reading  
Close Reading  
Cloze Exercises  
Comic Strips  
Context Clues  
Cooperative work groups  
Cornell Notes  
Dialogue Journals  
Fishbowl Discussion  
Gallery Walks  
Individual and Group Presentations  
Inside -Outside Circle  
Jigsaw  
KWL  
Literature Circles  
Modeling: The Writing Process, Summarizing  
Music and song  
Pantomime  
Peer-Editing  
Read alouds  
Reader's Theater  
Reading Logs  
Realia, Maps, photographs, and manipulatives  
Role Play  
Semantic Webs and graphic organizers  
Sentence Strips  
Silent Sustained Reading  
Socratic Seminar  
Student Led Discussion  
Summarizing and Notetaking



Teacher Conferences  
Teacher-Student conferences  
Think alouds  
Think-Pair-Share  
Vocabulary in Context  
Word Walls  
Writing Workshop

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[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills  
Academic Discussions  
Background Knowledge  
Resources  
Individual Assessment  
Culture

[NJDOE: 100 Scaffolds for ELLs](#)

## DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

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**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes:**

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

**21<sup>st</sup> Century Skills:**

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration
- Media Literacy
- Information Literacy
- Information, Communication & Technology
- Life & Career Skills

## Technology Infusion

<https://docs.google.com/document/d/1-5eI3aJdD9j0WJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

Smart Board Applications  
Achieve3000  
Autodraw  
Bookcreator  
CommonLit  
EDPuzzle  
FlipGrid  
Google Classroom  
Google G Suite  
InsertLearning  
Kahoot  
Kami  
Khan Academy  
Listenwise  
Nearpod  
Newsela  
Padlet  
Quizlet  
Rosetta Stone  
Seesaw  
Voice Thread

## Evidence of Student Learning

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language			<b>Grade:</b>	9,10,11,12
<b>Marking Period</b>	2	<b>Unit Title:</b>	Immigrant Experiences	<b>Pacing:</b>	10 Weeks

### Overview

#### Enduring Understandings (Big Ideas):

Through listening, reading, speaking, and writing students will explore:

- The American Dream is a set of ideals includes the opportunity for prosperity and success this can be tempered by socioeconomic, political, and cultural biases.
- The United States presents opportunities and limitations based on social and economic factors.
- Immigrants face a variety social, political, and economic challenges in the United States.
- Immigrants today share many of the same reasons for migration as the past, and these include economic, social, political or environmental and economic factors.
- Immigrant experiences vary and offer valuable lessons of hope, and struggle against injustice.

#### Essential Questions:

- What is the American Dream and to what extent is it achievable?
- Is the United States still the land of opportunity?
- What challenges do immigrants face in the United States?
- Do people still migrate for the same reasons as in the past?
- What are the lived experiences of immigrants within the United States?

NJSLs				
Standards			Unit 2 Reading	Depth of Knowledge
WIDA ELD	ELA: Unit 2 Reading Standards		Critical Knowledge and Skills	
WIDA ELD 1,2 L, S, R, W	<b>Grades 9-10:</b> RL.9-10.1. Cite strong and thorough textual evidence and make	<b>Grades 9-10:</b> RI.9-10.1. Accurately cite strong and thorough textual	<ul style="list-style-type: none"> <li>● Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> </ul>	2,3

	<p>relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>Grades 11-12</b>          RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>Grades 11-12</b>          RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> <li>Analyze the text and identify explicit and implicit textual evidence</li> <li>Determine the difference between strong and insufficient (unreliable) details</li> <li>Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>Draw inferences using implicit and explicit text evidence</li> <li>Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>Support inference using several examples from the text</li> <li>Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> <li>Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> </ul>	
<p>WIDA ELD 1,2          L, S, R, W</p>	<p><b>Grades 9-10:</b>          RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped</p>	<p><b>Grades 9-10:</b>          RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>Determine two or more themes or central ideas in a text</li> <li>Recognize supporting details for themes/central ideas</li> <li>Analyze themes/central ideas as it develops over the course of the text</li> </ul>	<p>3,4</p>

	<p>and refined by specific details, and provide an objective summary of the text.</p> <p><b>Grades 11-12</b> RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p>	<p><b>Grades 11-12</b> RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>● Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>● Use the text to draw conclusions</li> <li>● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension)</li> <li>● Construct an objective summary of the text</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p><b>Grades 11-12</b> RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or</p>	<p><b>Grades 9-10:</b> RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>Grades 11-12</b> RI.11-12.3. Analyze a complex set of ideas or sequence of events and</p>	<ul style="list-style-type: none"> <li>● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>● Explain how the order in which each is presented in the text impacts the overall text</li> <li>● Analyze those choices as they pertain to the overall story</li> </ul>	<p>2,3</p>

	drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	explain how specific individuals, ideas, or events interact and develop over the course of the text.		
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>Grades 11-12</b> RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic</p>	<p><b>Grades 9-10:</b> RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>Grades 11-12</b> RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>RL</p> <ul style="list-style-type: none"> <li>● Evaluate and critically examine how an author has chosen to structure a text and order events within it</li> <li>● Critically examine and evaluate how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader</li> </ul> <p>RI</p> <ul style="list-style-type: none"> <li>● Investigate how an author structures the text and develops ideas</li> <li>● Analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by the larger text</li> <li>● Evaluate how the form effectively follows the function of the text</li> </ul>	2,3,4



	impact.			
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature</p> <p><b>Grades 11-12</b> RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p><b>Grades 9-10:</b> RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p><b>Grades 11-12</b> RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>RL</p> <ul style="list-style-type: none"> <li>● Identify and assess the point of view</li> <li>● Determine what the text literally and figuratively states</li> <li>● Determine what the text actually means, considering satire, sarcasm, irony, and understatement</li> <li>● Explain the difference between the literal and the actual meaning as it pertains to the author's purpose</li> </ul> <p>RI</p> <ul style="list-style-type: none"> <li>● Determine the author's overall purpose</li> <li>● Analyze how an author uses various rhetorical strategies to advance that purpose.</li> <li>● Focus on both how the text is written and what the text is about</li> <li>● Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text</li> </ul>	2,3,4
WIDA ELD 1,2 L, S, R, W		<p><b>Grades 9-10:</b> RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in</p>	<ul style="list-style-type: none"> <li>● Compare and contrast how various accounts of a subject are told in multiple mediums</li> <li>● Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message</li> </ul>	3

		<p>both print and multimedia), determining which details are emphasized in each account.</p> <p><b>Grades 11-12:</b> RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> <li>● Use references to the different media to answer a question or to solve a problem</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>		<p><b>Grades 9-10:</b> RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><b>Grades 11-12</b> RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts,</p>	<ul style="list-style-type: none"> <li>● Evaluate the rationale used in a text</li> <li>● Understand and explain how text connects to the principles determined by the Constitution</li> <li>● Understand and explain how it connects to established laws and practices</li> <li>● Determine and explain the idea, reason, and logic behind public advocacy texts (like a presidential address)</li> </ul>	<p>2,3,4</p>

		including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).		
WIDA ELD 1,2 L, S, R, W		<b>Grades 9-10:</b> RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human	<ul style="list-style-type: none"> <li>• Study and evaluate influential U.S. documents</li> <li>• Identify and explain the themes and purposes</li> <li>• Identify and explain their rhetorical features such as diction, imagery, details, figurative language, and syntax</li> </ul>	3

		<p>Rights, etc.), including how they relate in terms of themes and significant concepts.</p> <p><b>Grades 11-12:</b>  RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>		
<b>Standards</b>			<b>Unit 2 Writing Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 2 Writing Standards</b>			
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b>  W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  W.9-10.1.A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and</p>		<ul style="list-style-type: none"> <li>Effectively select, organize, and analyze content</li> <li>Use the most relevant and sufficient facts, definitions, details, and quotes Examine and communicate complex ideas,</li> </ul>	3 A-3 B-2,3 C-3,4 D-4 E-2,3

	<p>create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1.B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>W.9-10.1.C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.9-10.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.1.E. Provide a concluding paragraph or section that supports the argument presented.</p> <p><b>Grades 11-12:</b></p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1.A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>	<p>concepts, or information clearly and accurately</p> <ul style="list-style-type: none"> <li>● Determine how many facts, definitions, details, quotations and other information are needed to effectively craft an argument</li> <li>● Use sources that are appropriate to task, audience, and purpose</li> <li>● Understand how much evidence is needed to satisfactorily support a point</li> <li>● Develop a topic</li> <li>● Learn how to introduce argument(s) clearly and accurately with regard to counterclaims</li> <li>● Understand and establish why the claim is important</li> <li>● Structure arguments so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence</li> <li>● Treat claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have</li> <li>● Develop unity and consistency in writing with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason</li> <li>● Maintain an appropriate style and tone for the task, omitting personal bias</li> <li>● Consider and anticipate the audience’s education, beliefs, and feelings about the subject</li> </ul>	
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	<p>W.11-12.1.B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1.C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1. D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> <li>● Choose precise words and domain-specific vocabulary</li> <li>● Introduce a topic arranging ideas, concepts, and information to show interrelationships</li> <li>● Format effectively</li> <li>● Organize graphics and provide multimedia when useful</li> <li>● Use transitions to link together the major sections of the text</li> <li>● Use varied syntax</li> <li>● Choose a formal style and objective tone</li> <li>● Decide what organization is most effective for purpose, audience, and task</li> <li>● Write a concluding statement that supports the information presented</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>Grades 11-12:</b> W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Determine writing task type and its appropriate organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience (intended reader) appropriately</li> <li>● Understand and utilize appropriate style</li> <li>● Understand how structure, style and rhetorical devices convey the purpose of writing</li> </ul>	<p>1,2,3,4</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing</p>	<ul style="list-style-type: none"> <li>● Create and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Understand writing as a process</li> </ul>	<p>3</p>

	<p>what is most significant for a specific purpose and audience</p> <p><b>Grades 11-12:</b> W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> <li>● Determine what details and/or information is most appropriate for a specific purpose</li> </ul>	
	<p><b>Grades 9-10:</b> W.9-10.6. Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>Grades 11-12:</b> W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Link and cite sources</li> <li>● Create shared writing products</li> <li>● Adapt writing according to feedback</li> <li>● Respond to ongoing feedback utilizing digital software</li> </ul>	2
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> W.9-10.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Grades 11-12:</b> W.11-12.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a</p>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information from a variety of sources achieving new insights</li> </ul>	3,4

	problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<ul style="list-style-type: none"> <li>Evaluate multiple sources and understand their content</li> </ul>	
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p><b>Grades 11-12:</b> W.11-12.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> <li>Gather print and digital information</li> <li>Consider the sources in terms of task, audience, and purpose</li> <li>Assess the validity of each source as it pertains to the specific task, purpose and audience</li> <li>Assess whether information from reliable and authoritative sources is relevant</li> <li>Utilize a variety of sources, not depending on one specific source</li> <li>Paraphrase correctly</li> <li>Follow a standard format for citation (MLA, APA, etc.)</li> </ul>	2,3
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from</p>	<ul style="list-style-type: none"> <li>Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>Utilize evidence to support analysis, reflection, and research</li> </ul>	4 A-4 B-4



	<p>mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p><b>Grades 11-12:</b></p> <p>W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>W.11-12.9.B. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b></p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> </ul>	<p>3</p>

	<p><b>Grades 11-12:</b> W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>	
<b>Standards</b>		<b>Unit 2 Speaking and Listening Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 2 Speaking &amp; Listening Standards</b>		
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.9-10.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. SL.9-10.1.C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Set guidelines for class discussions</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in polite and democratic discussions and decision-making activities.</li> <li>● Self monitor the work and assign specific tasks as needed</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> </ul>	1,2,3,4 A-1,2 B-2 C-4 D-3

SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

**Grades 11-12**

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on **grade 11 topics, texts, and issues**, building on others' ideas and expressing their own clearly and persuasively.

SL11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.

SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11.12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- discuss and question the argument and evidence
- Make certain that a variety of possible arguments have been heard
- Respond thoughtfully
- Summarize where others agree and disagree with ideas and perspectives
- Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments

<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source</p> <p><b>Grades 11-12:</b> SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>	<ul style="list-style-type: none"> <li>• Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>• Utilize multiple sources of information in order to make decisions</li> <li>• Evaluate the credibility and accuracy of each source</li> </ul>	<p>3</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p><b>Grades 11-12:</b> SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>• Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>• Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>• Use evidence from sources/text to prove fallibility in speaker’s reasoning</li> <li>• Engage as an active listener and participant</li> <li>• Consider and assess the speaker, argument, organization, diction, and tone</li> </ul>	<p>3</p>
<b>Standards</b>		<b>Unit 2 Language</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 2 Language Standards</b>	<b>Critical Knowledge and Skills</b>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>• Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>• Draw information from primary and secondary sources, and provide a conclusion</li> </ul>	<p>4</p>

	<p><b>Grades 11-12:</b> SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Consider and address opposing viewpoints</li> <li>● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>● Present information clearly, concisely, and logically</li> <li>● Use correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>Grades 11-12:</b> SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> <li>● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>	3
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p> <p><b>Grades 11-12:</b> SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> <li>● Adapt speech delivery to audience and purpose</li> <li>● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>	4
<b>Instructional Plan</b>			

Formative Assessment Plan	Summative Assessment Plan
<p>Quizzes using context, multiple-choice questions, writing sentences and definitions.</p> <p>Reading checks and quizzes, small group and whole class discussion; completion of worksheets on specific topics.</p> <p>Comprehensive tests</p> <p>Individual and group presentations</p> <p>Response journals</p> <p>Reading strategies for poems/annotations</p> <p>Journal Writing-both on literature and other topics</p> <p>Literature discussion-various</p> <p>Analysis of literary devices-metaphor, simile etc.</p> <p>Reading for Hot Spots</p> <p>Silent discussions</p>	<p>Unit Assessment</p> <p>Contribution to Newcomer Handbook</p> <p>Demonstration</p> <p>Written and Oral test</p> <p>Essay</p>
Texts	Supplementary Resources
<p><b>Suggested Texts:</b></p> <p><i>A Long Walk to Water</i> by Linda Sue Park</p> <p><i>American Born Chinese</i> by Gene Luen Yang</p> <p><i>Refugee</i> by Alan Gratz</p> <p><i>Basic Reading Power</i> by Beatrice Mikulecky and Linda Jeffries</p> <p><i>Breakthroughs in Critical Reading</i> by Patricia Ann Benner</p> <p><i>English, Yes!</i> By Burton Goodman (various levels)</p> <p><i>Oxford Picture Dictionary</i> ed. by Jayme Adelson-Goldstein, and Norma Shapiro</p> <p><i>Read All About it</i> by Lori Howard</p> <p><i>Reading Drills</i> by Edward Fry</p> <p><i>Ready to Write</i> by Karen Blanchard and Christine root</p> <p><i>Real Reading</i> by David Wiese (Series 1-4)</p> <p><i>Refining Compositional Skills</i> by Regina Smalley and Mary Ruetten</p> <p><i>Very Easy True Stories</i> by Sandra Heyer</p> <p>Achieve 3000</p>	<p><b>Film</b></p> <p>Becoming American</p> <p>Farmingville, POV</p> <p>Harvest of Empire</p> <p>Lost Boys of Sudan</p> <p>Sugar</p> <p>The Joy Luck Club</p> <p>Under the Same Moon</p> <p><b>Other Sources</b></p> <p>Annas, Pamela J. and Robert C. Rosen (eds.) <i>Literature and Society: An Introduction to Fiction, Poetry, Drama, Nonfiction</i>. Upper Saddle River, NJ: Prentice Hall.</p> <p>Atwan, Robert (ed.) <i>America Now: Short Readings from Recent Periodicals</i>. NY: St. Martins.</p> <p>Barnet, Sylvan and Hugo Bedua (eds.) <i>Current Issues &amp; Enduring Questions: A Guide to Critical Thinking and Argument, with Readings</i>. NY: St. Martins.</p> <p>Brown, Wesley and Amy Ling (eds.) <i>Imagining America: Stories from the Promised Land</i>. NY: Persia Books.</p> <p>Colombo, Gary and Robert Cullen (eds.) <i>Rereading America: Cultural Contexts for Critical Thinking and Writing</i>. NY: St. Martins.</p>

Dilks, Stephan and Regina Hanson (eds.) *Cultural Conversations: The Presence of the Past*. NY: St. Martins.  
Harris, Jeanette and Ann Mosley (eds.) *Interactions: A Thematic Reader*. NY: Houghton Mifflin.  
Mano, Sandra and Barbara Roche Rico (eds.) *American Mosaic: Multicultural Readings in Context*. NY: Houghton Mifflin.

Films, short stories, newspaper and magazine articles, plays, artwork, photography, music.

Guest speakers and class trips.

### Instructional Best Practices and Exemplars

Anchor Charts  
Annotating a Text  
Anticipation Guides  
Character Diaries  
Character Web  
Choral Reading  
Close Read  
Cloze Exercises  
Comic Strips  
Context Clues  
Cooperative work groups  
Cornell Notes  
Dialogue Journals  
Fishbowl Discussion  
Gallery Walks  
Individual and Group Presentations  
Inside -Outside Circle  
Jigsaw  
KWL  
Literature Circles  
Modeling: The Writing Process, Summarizing  
Music and song

Pantomime  
Peer-Editing  
Read alouds  
Reader's Theater  
Reading Logs  
Realia, Maps, photographs, and manipulatives  
Role Play  
Semantic Webs and graphic organizers  
Sentence Strips  
Silent Sustained Reading  
Socratic Seminar  
Student Led Discussion  
Summarizing and Notetaking  
Teacher Conferences  
Teacher-Student conferences  
Think alouds  
Think-Pair-Share  
Vocabulary in Context  
Word Walls  
Writing Workshop

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[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills  
Academic Discussions  
Background Knowledge  
Resources  
Individual Assessment  
Culture

[NJDOE: 100 Scaffolds for ELLs](#)



## DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student's IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student's heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

<ul style="list-style-type: none"> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> <li>● NJDOE Resources</li> </ul>			
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**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcr.org/studentactivities/language\\_k1.htm](http://www.fcr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

## Technology Infusion

<https://docs.google.com/document/d/1-5eI3aJdD9j0WJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>

Smart Board Applications  
Achieve3000  
Autodraw  
Bookcreator  
CommonLit  
EDPuzzle  
FlipGrid  
Google Classroom  
Google G Suite  
InsertLearning  
Kahoot  
Kami  
Khan Academy  
Listenwise  
Nearpod  
Newsela  
Padlet  
Quizlet  
Rosetta Stone  
Seesaw  
Voice Thread

## Evidence of Student Learning

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language			<b>Grade:</b>	9,10,11,12
<b>Marking Period</b>	3	<b>Unit Title:</b>	Voices of the Holocaust	<b>Pacing:</b>	10 Weeks

### Overview

**Enduring Understandings (Big Ideas):**

Through listening, reading, speaking, and writing students will explore:

- The Holocaust was watershed event in the entire history of humanity.
- The Holocaust helps us explore the dangers of remaining silent, apathetic, and indifferent in the face of other’s oppression.
- Remembering and commemorating the Holocaust helps remember difficult history and continue to work against inhumanity and towards justice.
- Injustice, bigotry, and hatred can lead to genocide.
- Empathy and understanding are vital towards building human’s responsibility to other humans.

**Essential Questions:**

- How was it possible for a modern society to carry out the systematic murder of a people for no reason other than they were Jews?
- What makes some people resist and some obey?
- What is the purpose of remembering? What are the consequences for forgetting?
- What is the cost of injustice, hatred, and bigotry?
- Under what conditions are most people likely to feel more responsible for helping others? What factors reduce feelings of personal responsibility?

### NJSLs

Standards		Unit 3 Reading Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD	ELA: Unit 3 Reading Standards		
WIDA ELD 1,2 L, S, R, W	<b>Grades 9-10:</b> RL.9-10.1. Cite strong and thorough textual evidence and make relevant	<b>Grades 9-10:</b> RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as	<ul style="list-style-type: none"> <li>● Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> <li>● Analyze the text and identify explicit and implicit textual evidence</li> </ul> 1,2,3

	<p>connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>Grades 11-12:</b> RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>Grades 11-12:</b> RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> <li>● Determine the difference between strong and insufficient (unreliable) details</li> <li>● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>● Draw inferences using implicit and explicit text evidence</li> <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>● Support inference using several examples from the text</li> <li>● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> <li>● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how</p>	<p><b>Grades 9-10:</b> RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p><b>Grades 11-12:</b></p>	<ul style="list-style-type: none"> <li>● Determine two or more themes or central ideas in a text</li> <li>● Recognize supporting details for themes/central ideas</li> <li>● Analyze themes/central ideas as it develops over the course of the text</li> </ul>	<p>3,4</p>

	<p>it emerges and is shaped and refined by specific details, and provide an objective summary of the text.</p> <p><b>Grades 11-12:</b> RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text</p>	<p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>● Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>● Use the text to draw conclusions</li> <li>● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension)</li> <li>● Construct an objective summary of the text</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other</p>	<p><b>Grades 9-10:</b> RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>RL:</p> <ul style="list-style-type: none"> <li>● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>● Explain how the order in which each is presented in the text impacts the overall text</li> <li>● Analyze those choices as they pertain to the overall story</li> </ul>	<p>2,4</p>

	<p>characters, and advance the plot or develop the theme.</p> <p><b>Grades 11-12:</b> RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p><b>Grades 11-12:</b> RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>RI:</p> <ul style="list-style-type: none"> <li>● Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc) of the text</li> <li>● Explain why the structure of the text is ordered as it is</li> <li>● Explain how the choices of text structure impact the meaning of the text</li> </ul>	<p>2,4</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the</p>	<p><b>Grades 9-10:</b> RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>Grades 11-12:</b> RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an</p>	<ul style="list-style-type: none"> <li>● Assess figurative meaning</li> <li>● Assess connotative meaning</li> <li>● Determine and evaluate technical meaning (jargon)</li> <li>● Identify tone of text</li> <li>● Critically examine how word choice impacts meaning</li> <li>● Critically examine how word choice impacts tone</li> <li>● Evaluate cumulative impact of word choice</li> <li>● Critically examine formal vs. informal tone</li> <li>● Explain how word choice creates tone</li> <li>● Explain how the tone supports the overall meaning of the text</li> </ul>	<p>2</p>

	<p>language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>Grades 11-12:</b>          RL.11-12.4.          Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>	<p>author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>		
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<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise.</p> <p><b>Grades 11-12:</b> RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p><b>Grades 9-10:</b> RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>Grades 11-12:</b> RL.11-12.5. Analyze and evaluate the effectiveness of structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.</p>	<p>RL</p> <ul style="list-style-type: none"> <li>● Identify the structure of the text (ex. en media res, flashbacks, tragic elements)</li> <li>● Describe how an author has chosen to structure a text and order events within it</li> <li>● Explain why the author chose that structure and how it enhances the work as a whole</li> <li>● Analyze how sequence contributes to the meaning and aesthetic impact</li> </ul> <p>RI</p> <ul style="list-style-type: none"> <li>● Investigate how an author structures the text and develops ideas</li> <li>● Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by the larger text</li> <li>● Evaluate how the form effectively follows the function of the text</li> </ul>	<p>2,3</p>
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<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>Grades 11-12:</b> RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p><b>Grades 9-10:</b> RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>Grades 11-12:</b> RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>RL:</p> <ul style="list-style-type: none"> <li>● Identify the point of view</li> <li>● Determine what the text literally states</li> <li>● Determine what the text actually means, considering satire, sarcasm, irony, and understatement</li> <li>● Explain the difference between the literal and the actual meaning as it pertains to the author's purpose</li> </ul> <p>RI:</p> <ul style="list-style-type: none"> <li>● Determine the author's overall purpose</li> <li>● Analyze how an author uses various rhetorical strategies to advance that purpose.</li> <li>● Focus on both how the text is written and what the text is about</li> <li>● Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text</li> </ul>	<p>3,4</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> RL.9-10.7. Analyze the representation of a subject or a key scene in two</p>	<p><b>Grades 9-10:</b></p> <p><b>Grades 11-12:</b></p>	<ul style="list-style-type: none"> <li>● Read and/or view different versions of the same text, recordings, film, and/or live performances</li> <li>● Compare and contrast the multiple versions</li> </ul>	<p>4</p>

	<p>different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p><b>Grades 11-12:</b>          RL.11-12.7.          Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>		<ul style="list-style-type: none"> <li>● Explain the differences between the multiple versions</li> <li>● Focus on significant changes to structure, order, plot, and/or character</li> <li>● Analyze how changes to structure, order, plot or character impact meaning of different versions of same text</li> </ul>	
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WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p><b>Grades 11-12:</b> RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two</p>	<p><b>Grades 9-10:</b></p> <p><b>Grades 11-12:</b></p>	<p><b>Grades 9-10:</b></p> <ul style="list-style-type: none"> <li>● Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums</li> <li>● Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message</li> <li>● Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text</li> <li>● Identify allusions</li> <li>● Compare and contrast use of common ideas/topics between texts or allusions within text</li> </ul>	4
			<p><b>Grades 11-12:</b></p> <ul style="list-style-type: none"> <li>● Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text</li> <li>● Recognize foundational and canonical American texts</li> <li>● Identify and explain how different texts from the same era/genre approach the same theme/topics</li> </ul>	2,3

	or more texts from the same period treat similar themes or topics.			
<b>Standards</b>		<b>Unit 3 Writing</b>		<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 3 Writing Standards</b>	<b>Critical Knowledge and Skills</b>		
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b>  W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  W.9-10.3.A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  W.9-10.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  W.9-10.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete, and comprehensive piece.  W.9-10.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  W.9-10.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p>	<ul style="list-style-type: none"> <li>● Convey experiences, real or imagined</li> <li>● Use time as the deep structure of the narrative</li> <li>● Form or structure based on a progression of events that build upon each other</li> <li>● Use effective details using precise language</li> <li>● Create clear point(s) of view established through a narrator, provide characters, and present a situation</li> <li>● Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures</li> <li>● Provide a conclusion to the events they set out at the beginning of their narrative</li> <li>● Include techniques for rhetorical effectiveness like the creation of tone, the plot of the narrative, and the overall coherence of the text</li> </ul>		3 A-3 B-3 C-4 D-2 E-3
	<p><b>Grades 11-12:</b>  W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>			

	<p>W.11-12.3.A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>W.11-12.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.11-12.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>W.11-12.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.11-12.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>Grades 11-12:</b> W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Determine writing task type and its appropriate organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience (intended reader) appropriately</li> <li>● Understand and utilize appropriate style</li> <li>● Understand how structure, style and rhetorical devices convey the purpose of writing</li> </ul>	1,2,3,4
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Grades 11-12:</b></p>	<ul style="list-style-type: none"> <li>● Create and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Understand writing as a process</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is</li> </ul>	3

	W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<p>most significant for a specific purpose or audience</p> <ul style="list-style-type: none"> <li>● Determine what details and/or information is most appropriate for a specific purpose</li> </ul>	
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> W.9-10.6. Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>Grades 11-12:</b> W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Link and cite sources</li> <li>● Create shared writing products</li> <li>● Adapt writing according to feedback</li> <li>● Respond to ongoing feedback utilizing digital software</li> <li>● Assess feedback from peers</li> </ul>	2
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> W.9-10.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Grades 11-12:</b> W.11-12.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information from a variety of sources achieving new insights</li> <li>● Evaluate multiple sources and understand their content</li> </ul>	2,3
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering</p>	<ul style="list-style-type: none"> <li>● Gather print and digital information</li> <li>● Consider the sources in terms of task, audience, and purpose</li> </ul>	2,3

	<p>the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p><b>Grades 11-12:</b> W.11-12.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<ul style="list-style-type: none"> <li>● Assess the validity of each source as it pertains to the specific task, purpose and audience</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize a variety of sources, not depending on one specific source</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p><b>Grades 11-12:</b></p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>● Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>● Utilize evidence to support analysis, reflection, and research</li> </ul>	<p>4 A-4 B-4</p>



	<p>W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>W.11-12.9.B. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</p>		
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Grades 11-12:</b> W.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>	3
<b>Standards</b>		<b>Unit 3 Speaking and Listening Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 3 Speaking &amp; Listening Standards</b>		
	<b>Grades 9-10:</b>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> </ul>	1,2,3,4 A-1,2

<p>WIDA ELD 1,2 L, S, R, W</p>	<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p><b>Grades 11-12:</b></p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on <b>grade 11 topics, texts, and issues</b>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>	<ul style="list-style-type: none"> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Set guidelines for class discussions</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in polite and democratic discussions and decision-making activities.</li> <li>● Self-monitor the work and assign specific tasks as needed</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● discuss and question the argument and evidence</li> <li>● Make certain that a variety of possible arguments have been heard</li> <li>● Respond thoughtfully</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others’ comments</li> </ul>	<p>B-2 C-4 D-3</p>
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	<p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11.12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p> <p><b>Grades 11-12:</b> SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>• Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>• Utilize multiple sources of information in order to make decisions</li> <li>• Evaluate the credibility and accuracy of each source</li> </ul>	3
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p><b>Grades 11-12:</b> SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises,</p>	<ul style="list-style-type: none"> <li>• Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>• Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>• Use evidence from sources/text to prove fallibility in speaker’s reasoning</li> <li>• Engage as an active listener and participant</li> </ul>	3

	links among ideas, word choice, points of emphasis, and tone used.	<ul style="list-style-type: none"> <li>Consider and assess the speaker, argument, organization, diction, and tone</li> </ul>	
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>Grades 11-12:</b> SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>Draw information from primary and secondary sources, and provide a conclusion</li> <li>Consider and address opposing viewpoints</li> <li>Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>Present information clearly, concisely, and logically</li> <li>Use correct eye contact</li> <li>Adapt volume and tone to audience and purpose</li> <li>Speak with clear pronunciation</li> </ul>	4
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p> <p><b>Grades 11-12:</b> SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> <li>Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>	2
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p> <p><b>Grades 11-12:</b></p>	<ul style="list-style-type: none"> <li>Adapt speech delivery to audience and purpose</li> <li>Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>	2

	SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		
<b>Standards</b>		<b>Unit 3 Language</b>	<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 3 Language Standards</b>	<b>Critical Knowledge and Skills</b>	
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.A. Use parallel structure. L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>Grades 11-12:</b> L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<ul style="list-style-type: none"> <li>Recognize and use appropriate grammar and usage in writing and speaking</li> <li>Understand that language and appropriate usage changes</li> <li>Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation</li> </ul>	1,2 A-2
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. L.9-10.2.B. Use a colon to introduce a list or quotation. L.9-10.2.C. Spell correctly</p> <p><b>Grades 11-12:</b> L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2.A. Observe hyphenation conventions. L.11-12.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>	1 A-1 B-1

<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language</p> <p><b>Grades 11-12:</b> L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>	<ul style="list-style-type: none"> <li>● Apply knowledge of language to understand how language functions in different situations</li> <li>● Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>● Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> <li>● Write using a variety of different syntaxes</li> </ul>	<p>4 A-4</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as clue to the meaning of a word or phrase. L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>● Use context clues to derive word meaning</li> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> </ul>	<p>2 A – 3 B – 3 C – 1 D – 1</p>

	<p><b>Grades 11-12:</b>  L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).  L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>		
<p>WIDA ELD 1,2  L, S, R, W</p>	<p><b>Grades 9-10:</b>  L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p> <p><b>Grades 11-12:</b>  L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox</li> <li>● Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk)</li> </ul>	<p>3  A-3  B-3</p>

<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> L.9-10.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>Grades 11-12:</b> L.11-12.6: 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.</p>	<ul style="list-style-type: none"> <li>● Acquire general academic words from content-specific written texts</li> <li>● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level</li> </ul>	<p>2</p>
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Instructional Plan	
Formative Assessment Plan	Summative Assessment Plan
<p>Quizzes using context, multiple-choice questions, writing sentences and definitions. Reading checks and quizzes, small group and whole class discussion; completion of worksheets on specific topics. Comprehensive tests Individual and group presentations Response journals Reading strategies for poems/annotations Journal Writing-both on literature and other topics Literature discussion-various Analysis of literary devices-metaphor, simile etc. Reading for Hot Spots Silent discussions</p>	<p>Narrative writing Projects Unit Assessment Written and Oral test</p>
Texts	Supplementary Resources



**Suggested Texts:**

*Maus I, II* by Art Spiegelman  
*Night* by Elie Weisel  
*The Book Thief* by Markus Zusak  
*The Diary of Anne Frank* by Anne Frank

*Basic Reading Power* by Beatrice Mikulecky and Linda Jeffries  
*Breakthroughs in Critical Reading* by Patricia Ann Benner  
*English, Yes!* By Burton Goodman (various levels)  
*Oxford Picture Dictionary* ed. by Jayme Adelson-Goldstein, and Norma Shapiro  
*Read All About it* by Lori Howard  
*Reading Drills* by Edward Fry  
*Ready to Write* by Karen Blanchard and Christine root  
*Real Reading* by David Wiese (Series 1-4)  
*Refining Compositional Skills* by Regina Smalley and Mary Ruetten  
*Very Easy True Stories* by Sandra Heyer

Achieve 3000

**Film**

Asch Experiment  
Genocide  
Milgram Experiment  
Schindler’s List  
Stanford Experiment  
The Hangman

**Other Sources**

Annas, Pamela J. and Robert C. Rosen (eds.) *Literature and Society: An Introduction to Fiction, Poetry, Drama, Nonfiction*. Upper Saddle River, NJ: Prentice Hall.  
Atwan, Robert (ed.) *America Now: Short Readings from Recent Periodicals*. NY: St. Martins.  
Barnet, Sylvan and Hugo Bedua (eds.) *Current Issues & Enduring Questions: A Guide to Critical Thinking and Argument, with Readings*. NY: St. Martins.  
Brown, Wesley and Amy Ling (eds.) *Imagining America: Stories from the Promised Land*. NY: Persia Books.  
Colombo, Gary and Robert Cullen (eds.) *Rereading America: Cultural Contexts for Critical Thinking and Writing*. NY: St. Martins.  
Dilks, Stephan and Regina Hanson (eds.) *Cultural Conversations: The Presence of the Past*. NY: St. Martins.  
Harris, Jeanette and Ann Mosley (eds.) *Interactions: A Thematic Reader*. NY: Houghton Mifflin.  
Mano, Sandra and Barbara Roche Rico (eds.) *American Mosaic: Multicultural Readings in Context*. NY: Houghton Mifflin.

Films, short stories, newspaper and magazine articles, plays, artwork, photography, music.

Guest speakers and class trips.

**Instructional Best Practices and Exemplars**

Anchor Charts  
Annotating a Text  
Anticipation Guides  
Character Diaries

Character Web  
Choral Reading  
Close Read  
Cloze Exercises  
Comic Strips  
Context Clues  
Cooperative work groups  
Cornell Notes  
Dialogue Journals  
Fishbowl Discussion  
Gallery Walk  
Individual and Group Presentations  
Inside -Outside Circle  
Jigsaw  
KWL  
Literature Circles  
Modeling: The Writing Process, Summarizing  
Music and song  
Pantomime  
Peer-Editing  
Read alouds  
Reader's Theater  
Reading Logs  
Realia, Maps, photographs, and manipulatives  
Role Play  
Semantic Webs and graphic organizers  
Sentence Strips  
Silent Sustained Reading  
Socratic Seminar  
Student Led Discussion  
Summarizing and Notetaking  
Teacher Conferences  
Teacher-Student conferences  
Think alouds  
Think-Pair-Share

Vocabulary in Context  
Word Walls  
Writing Workshop

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[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills  
Academic Discussions  
Background Knowledge  
Resources  
Individual Assessment  
Culture

[NJDOE: 100 Scaffolds for ELLs](#)

**DIFFERENTIATION**

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes:**

Global Awareness  
 Financial, Economic, Business and Entrepreneurial Literacy  
 Civic Literacy  
 Health Literacy  
 Environmental Literacy

**21<sup>st</sup> Century Skills:**

Creativity & Innovation  
 Critical Thinking & Problem Solving  
 Communication & Collaboration  
 Media Literacy  
 Information Literacy  
 Information, Communication & Technology  
 Life & Career Skills

**Technology Infusion**

<https://docs.google.com/document/d/1-5e13aJdDd9j0WIJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing>

#### Smart Board Applications

Achieve3000  
Autodraw  
Bookcreator  
CommonLit  
EDPuzzle  
FlipGrid  
Google Classroom  
Google G Suite  
InsertLearning  
Kahoot  
Kami  
Khan Academy  
Listenwise  
Nearpod  
Newsela  
Padlet  
Quizlet  
Rosetta Stone  
Seesaw  
Voice Thread

#### Evidence of Student Learning

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

## Montclair Public Schools Instructional Unit

<b>Content:</b>	English as a Second Language			<b>Grade:</b>	9,10,11,12
<b>Marking Period</b>	4	<b>Unit Title:</b>	And Justice for All	<b>Pacing:</b>	10 Weeks

### Overview

**Enduring Understandings (Big Ideas):**

Through listening, reading, speaking, and writing students will explore:

- *Justice* is what we as a society regard as “right” based on our moral concepts of ethics, rationality, law, religion, equity and fairness.
- Choices when facing injustice can be influenced by various factors.
- Communities use laws the rights of individuals and of groups to build a more just and democratic society.
- Race is a social construct that has been used in on an individual, institutional, and cultural level to maintain power

**Essential Questions:**

- What is justice? How can it be achieved?
- What choices do people make in the face of injustice?
- What can be done to strengthen the civil rights of individuals and groups?
- What is race? How can ideas about race be used and abused?

### NJSLs

Standards		Unit 4 Reading	Depth of Knowledge
WIDA ELD	ELA: Unit 4 Reading Standards		Critical Knowledge and Skills
WIDA ELD 1,2 L, S, R, W	<b>Grades 9-10:</b> RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as	<b>Grades 9-10:</b> RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including	<ul style="list-style-type: none"> <li>● Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> <li>● Analyze the text and identify explicit and implicit textual evidence</li> <li>● Determine the difference between strong and insufficient (unreliable) details</li> </ul>
			1,2,3

	<p>inferentially, including determining where the text leaves matters uncertain.</p> <p><b>Grades 11-12:</b> RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>determining where the text leaves matters uncertain.</p> <p><b>Grades 11-12:</b> RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> <li>● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>● Draw inferences using implicit and explicit text evidence</li> <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>● Support inference using several examples from the text</li> <li>● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> <li>● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.</p> <p><b>Grades 11-12:</b> RL.11-12.2. Determine two or more themes</p>	<p><b>Grades 9-10:</b> RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>● Determine two or more themes or central ideas in a text</li> <li>● Recognize supporting details for themes/central ideas</li> <li>● Analyze themes/central ideas as it develops over the course of the text</li> <li>● Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>● Use the text to draw conclusions</li> <li>● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension)</li> <li>● Construct an objective summary of the text</li> </ul>	<p>3,4</p>



	or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.			
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>Grades 11-12:</b> RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are</p>	<p><b>Grades 9-10:</b> RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>RL:</p> <ul style="list-style-type: none"> <li>● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>● Explain how the order in which each is presented in the text impacts the overall text</li> <li>● Analyze those choices as they pertain to the overall story</li> </ul>	2,4
		<p><b>Grades 11-12:</b> RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>RI:</p> <ul style="list-style-type: none"> <li>● Identify and evaluate the structure and sequence (chronological, spatial, compare/contrast, etc ) of the text</li> <li>● Explain why the structure of the text is ordered as it is</li> <li>● Explain how the choices of text structure impact the meaning of the text</li> </ul>	2,4

	introduced and developed).			
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>Grades 11-12:</b> RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or</p>	<p><b>Grades 9-10:</b> RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<ul style="list-style-type: none"> <li>● Evaluate figurative meaning</li> <li>● Evaluate connotative meaning</li> <li>● Critically examine how word choice impacts meaning</li> <li>● Critically examine how word choice impacts tone</li> <li>● Evaluate cumulative impact of word choice</li> <li>● Critically examine formal vs. informal tone</li> <li>● Determine and evaluate technical meaning (jargon)</li> <li>● Identify tone of text</li> <li>● Explain how word choice creates tone</li> <li>● Explain how the tone supports the overall meaning of the text</li> </ul>	1,2,3

	language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)			
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise.</p> <p><b>Grades 11-12:</b> RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p><b>Grades 9-10:</b> RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<ul style="list-style-type: none"> <li>● Identify the structure of the text (ex. en medias res, flashbacks, tragic elements)</li> <li>● Evaluate and critically examine how an author has chosen to structure a text and order events within it</li> <li>● Critically examine how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader</li> <li>● Describe how an author has chosen to structure a text and order events within it</li> <li>● Explain why the author chose that structure and how it enhances the work as a whole</li> <li>● Analyze how sequence contributes to the meaning and aesthetic impact</li> <li>● Use strong textual support to analyze how an author structures the text and develops ideas</li> <li>● Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text</li> </ul>	3,4

<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>Grades 11-12:</b> RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p><b>Grades 9-10:</b> RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>Grades 11-12:</b></p>	<p>RL.9-10.6:</p> <ul style="list-style-type: none"> <li>● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States</li> <li>● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view</li> </ul>	
	<p>RI.9-10.6:</p> <ul style="list-style-type: none"> <li>● Critically examine the author's overall purpose</li> <li>● Evaluate how an author uses various rhetorical strategies to advance that purpose</li> </ul>			
	<p>RL.11-12.6.</p> <ul style="list-style-type: none"> <li>● Closely read various forms of literature independently and literary nonfiction and fluently</li> <li>● Demonstrate comprehension of various forms of literary text by showing a steadily growing ability to discern more and make fuller use of text</li> <li>● Make connections among ideas and between texts</li> <li>● Consider a wider range of textual evidence</li> <li>● Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts</li> <li>● Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text</li> </ul>			

WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p>	<p><b>Grades 9-10:</b> RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>	<p>RL.9-10.9: Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text</p>	3
	<p><b>Grades 11-12:</b> RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>		<p>RI.9-10.9:</p> <ul style="list-style-type: none"> <li>● Study and evaluate influential U.S. documents</li> <li>● Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge</li> </ul>	3-4
			<p>RL.11-12.9:</p> <ul style="list-style-type: none"> <li>● Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text</li> <li>● Recognize foundational and canonical American texts</li> <li>● Identify and explain how different texts from the same era/genre approach the same theme/topics</li> </ul>	4

WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p><b>Grades 11-12:</b> RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>Grades 9-10:</b> RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.</p> <p><b>Grades 11-12:</b> RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> <li>● Closely read various forms of literature independently and fluently, including stories, dramas, and poems</li> <li>● Demonstrate comprehension of various forms of literary text</li> <li>● Make connections among ideas and between texts</li> <li>● Consider a wider range of textual evidence</li> <li>● Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts</li> <li>● Monitor comprehension</li> <li>● Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text</li> <li>● Closely read various forms of literature independently and literary nonfiction and fluently</li> <li>● Demonstrate comprehension of various forms of literary text by showing a steadily growing ability to discern more and make fuller use of text</li> </ul>	4
<b>Standards</b>		<b>Unit 4 Writing</b>		<b>Depth of Knowledge</b>
<b>WIDA ELD</b>	<b>ELA: Unit 4 Writing Standards</b>		<b>Critical Knowledge and Skills</b>	
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings),</p>		<ul style="list-style-type: none"> <li>● Effectively select, organize, and analyze content</li> <li>● Determine how many facts, definitions, details, quotations and other information are needed</li> <li>● Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience</li> </ul>	3 A-3 B-2,3 C-2,3 D-4 E-3,4 F-2,3

	<p>graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.9-10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>Grades 11-12:</b></p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.1.A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.1.B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and</p>	<ul style="list-style-type: none"> <li>● Use relevant and sufficient facts, definitions, details, and quotes</li> <li>● Examine and communicate complex ideas, concepts, or information clearly and accurately</li> <li>● Develop a topic</li> <li>● Introduce a topic by arranging ideas, concepts, and information to show interrelationships</li> <li>● Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing</li> <li>● Choose a formal style and objective tone</li>   <li>● Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies</li> <li>● Incorporate analysis of textual evidence to further content</li> <li>● Format effectively</li> <li>● Organize graphics</li> <li>● Provide multimedia when useful</li> <li>● Use transitions and syntax to link together the major sections of the text</li> <li>● Write a concluding paragraph or section that supports the information presented</li> </ul>	
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	<p>examples appropriate to the audience’s knowledge of the topic.</p> <p>W.11-12.1.C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.11-12.1.D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.1.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>Grades 11-12:</b> W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Determine writing task type and its appropriate organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience (intended reader) appropriately</li> <li>● Understand and utilize appropriate style</li> </ul>	2
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Grades 11-12:</b></p>	<ul style="list-style-type: none"> <li>● Create and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Understand writing as a process</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> </ul>	3



	W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> <li>Determine what details and/or information is most appropriate for a specific purpose</li> </ul>	
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> W.9-10.6. Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>Grades 11-12:</b> W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>Use technology proficiently for production, publication, and collaboration</li> <li>Link and cite sources</li> <li>Create shared writing products</li> <li>Adapt writing according to feedback</li> <li>Respond to ongoing feedback utilizing digital software</li> <li>Assess and evaluate feedback from peers</li> </ul>	2
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> W.9-10.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Grades 11-12:</b> W.11-12.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>Conduct short and more sustained research projects</li> <li>Conduct research drawing on multiple sources</li> <li>Understand steps of an investigation</li> <li>Develop an inquiry question</li> <li>Refocus inquiry/generate additional questions when appropriate</li> <li>Know how to broaden or narrow an inquiry</li> <li>Synthesize and summarize information from a variety of sources achieving new insights</li> <li>Evaluate multiple sources and understand their content</li> </ul>	3,4
	<p><b>Grades 9-10:</b> W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using</p>	<ul style="list-style-type: none"> <li>Gather print and digital information</li> <li>Consider the sources in terms of task, audience, and purpose</li> </ul>	2,3

<p>WIDA ELD 1,2 L, S, R, W</p>	<p>advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p><b>Grades 11-12:</b> W.11-12.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> <li>● Assess the validity of each source as it pertains to the specific task, purpose and audience</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize a variety of sources, not depending on one specific source</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>	
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]"). W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p><b>Grades 11-12:</b></p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>● Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>● Utilize evidence to support analysis, reflection, and research</li> </ul>	<p>4 A-4 B-4</p>

	<p>W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>W.11-12.9.B. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</p>		
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>Grades 11-12:</b> W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>	3
<b>Standards</b>		<b>Unit 4 Speaking and Listening Critical Knowledge and Skills</b>	
<b>WIDA ELD</b>	<b>ELA: Unit 4 Speaking &amp; Listening Standards</b>		<b>Depth of Knowledge</b>
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on <b>grade 11 topics, texts, and issues</b>, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> </ul>	1, 2, 3, 4 A-1, 2 B-2 C-4 D-3

	<p>SL11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11.12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>Grades 11-12:</b></p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on <b>grade 11 topics, texts, and issues</b>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p>	<ul style="list-style-type: none"> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Set guidelines for class discussions</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in polite and democratic discussions and decision-making activities.</li> <li>● Self- monitor the work and assign specific tasks as needed</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● Discuss and question the argument and evidence</li> <li>● Make certain that a variety of possible arguments have been heard</li> <li>● Respond thoughtfully</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others’ comments</li> </ul>	
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	<p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11.12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>		
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p> <p><b>Grades 11-12:</b> SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>● Utilize multiple sources of information in order to make decisions</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>	3
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p><b>Grades 11-12:</b> SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>● Use evidence from sources/text to prove fallibility in speaker’s reasoning</li> <li>● Engage as an active listener and participant</li> </ul>	3

<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>Grades 11-12:</b> SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Consider and address opposing viewpoints</li> <li>● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>● Present information clearly, concisely, and logically</li> <li>● Use correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> </ul>	<p>4</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b> SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>Grades 11-12:</b> SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> <li>● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>	<p>2</p>
<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 9-10:</b></p> <p><b>Grades 11-12:</b> SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> <li>● Adapt speech delivery to audience and purpose</li> <li>● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>	<p>2</p>

Standards		Unit 4 Language	Depth of Knowledge
WIDA ELD	ELA: Unit 4 Language Standards	Critical Knowledge and Skills	
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b>            SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.            SL.9-10.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.            SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.            SL.9-10.1.C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.            SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p><b>Grades 11-12:</b>            SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on <b>grade 11 topics, texts, and issues</b>, building on others’ ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Set guidelines for class discussions</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in polite and democratic discussions and decision-making activities.</li> <li>● Self-monitor the work and assign specific tasks as needed</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● discuss and question the argument and evidence</li> <li>● Make certain that a variety of possible arguments have been heard</li> <li>● Respond thoughtfully</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to</li> </ul>	1,2,3,4 A-1,2 B-2 C-4 D-3

	<p>SL11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11.12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	broader ideas as well as through reflection and evaluation of others' comments	
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p> <p><b>Grades 11-12:</b> SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>• Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>• Utilize multiple sources of information in order to make decisions</li> <li>• Evaluate the credibility and accuracy of each source</li> </ul>	4
WIDA ELD 1,2	<p><b>Grades 9-10:</b></p>	<ul style="list-style-type: none"> <li>• Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> </ul>	3



L, S, R, W	<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p><b>Grades 11-12:</b> SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>● Move from passive listener to active participant</li> <li>● Consider and assess the speaker, argument, organization, diction, and tone</li> <li>● Use evidence from sources/text to prove fallibility in speaker’s reasoning</li> </ul>	
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>Grades 11-12:</b> SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>● Use evidence from sources/text to prove fallibility in speaker’s reasoning</li> <li>● Engage as an active listener and participant</li> <li>● Consider and assess the speaker, argument, organization, diction, and tone</li> </ul>	4
WIDA ELD 1,2 L, S, R, W	<p><b>Grades 9-10:</b> SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>Grades 11-12:</b> SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>	<ul style="list-style-type: none"> <li>● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>	2

<p>WIDA ELD 1,2 L, S, R, W</p>	<p><b>Grades 11-12:</b> SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> <li>• Adapt speech delivery to audience and purpose</li> <li>• Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>	<p>4</p>
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**Instructional Plan**

Formative Assessment Plan	Summative Assessment Plan
<p>Quizzes using context, multiple-choice questions, writing sentences and definitions. Reading checks and quizzes, small group and whole class discussion; completion of worksheets on specific topics. Comprehensive tests Individual and group presentations Response journals Reading strategies for poems/annotations Journal Writing-both on literature and other topics Literature discussion-various Analysis of literary devices-metaphor, simile etc. Reading for Hot Spots Silent discussions</p>	<p>Demonstrations Informative compositions Speeches/Skits Unit Assessment Written and Oral test</p>

Texts	Supplementary Resources
<p><u>Suggested Texts:</u> <i>March (Trilogy)</i> by John Lewis <i>The Hate U Give</i> by Angie Thomas <i>Warriors Don't Cry</i> by Melba Pattillo Beals  <i>Basic Reading Power</i> by Beatrice Mikulecky and Linda Jeffries <i>Breakthroughs in Critical Reading</i> by Patricia Ann Benner <i>English, Yes!</i> By Burton Goodman (various levels) <i>Oxford Picture Dictionary</i> ed. by Jayme Adelson-Goldstein, and Norma Shapiro <i>Read All About it</i> by Lori Howard</p>	<p><b>Film</b> Black Panthers: Vanguard of the Revolution X Dolores Excerpts from Eyes on the Prize Palante Simpre Palante Chicano!  <b>Other Sources</b></p>

*Reading Drills* by Edward Fry  
*Ready to Write* by Karen Blanchard and Christine root  
*Real Reading* by David Wiese (Series 1-4)  
*Refining Compositional Skills* by Regina Smalley and Mary Ruetten  
*Very Easy True Stories* by Sandra Heyer

Achieve 3000

Annas, Pamela J. and Robert C. Rosen (eds.) *Literature and Society: An Introduction to Fiction, Poetry, Drama, Nonfiction*. Upper Saddle River, NJ: Prentice Hall.  
 Atwan, Robert (ed.) *America Now: Short Readings from Recent Periodicals*. NY: St. Martins.  
 Barnet, Sylvan and Hugo Bedua (eds.) *Current Issues & Enduring Questions: A Guide to Critical Thinking and Argument, with Readings*. NY: St. Martins.  
 Brown, Wesley and Amy Ling (eds.) *Imagining America: Stories from the Promised Land*. NY: Persia Books.  
 Colombo, Gary and Robert Cullen (eds.) *Rereading America: Cultural Contexts for Critical Thinking and Writing*. NY: St. Martins.  
 Dilks, Stephan and Regina Hanson (eds.) *Cultural Conversations: The Presence of the Past*. NY: St. Martins.  
 Harris, Jeanette and Ann Mosley (eds.) *Interactions: A Thematic Reader*. NY: Houghton Mifflin.  
 Mano, Sandra and Barbara Roche Rico (eds.) *American Mosaic: Multicultural Readings in Context*. NY: Houghton Mifflin.

Films, short stories, newspaper and magazine articles, plays, artwork, photography, music.

Guest speakers and class trips.

**Instructional Best Practices and Exemplars**

Anchor Charts  
 Annotating a Text  
 Anticipation Guides  
 Character Diaries  
 Character Web  
 Choral Reading  
 Close Read  
 Cloze Exercises  
 Comic Strips  
 Context Clues  
 Cooperative work groups  
 Cornell Notes  
 Dialogue Journals

Fishbowl Discussion  
Gallery Walks  
Individual and Group Presentations  
Inside -Outside Circle  
Jigsaw  
KWL  
Literature Circles  
Modeling: The Writing Process, Summarizing  
Music and song  
Pantomime  
Peer-Editing  
Read alouds  
Reader's Theater  
Reading Logs  
Realia, Maps, photographs, and manipulatives  
Role Play  
Semantic Webs and graphic organizers  
Sentence Strips  
Silent Sustained Reading  
Socratic Seminar  
Student Led Discussion  
Summarizing and Notetaking  
Teacher-Student conferences  
Think alouds  
Think-Pair-Share  
Vocabulary in Context  
Word Walls  
Writing Workshop

[WIDA Instructional Framework](#)

[NJDOE FABRIC: A Learning Paradigm for ELLs](#)

Foundational Skills

Academic Discussions

Background Knowledge  
Resources  
Individual Assessment  
Culture

[NJDOE: 100 Scaffolds for ELLs](#)

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

<ul style="list-style-type: none"> <li>• Utilize flexible/cooperative grouping based on instructional goals</li> <li>• Create lesson reminder sheets</li> <li>• Prioritize and chunk lengthy assignments</li> <li>• Utilize assistive technology, when appropriate</li> <li>• Provide ongoing, effective, specific feedback</li> <li>• Model/Utilize graphic organizers</li> <li>• Provide leveled reading materials</li> <li>• Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>• Utilize a multi-sensory approach to new topics</li> <li>• NJDOE Resources</li> </ul>			
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**CROSS CURRICULAR RESOURCES**

The Amistad Commission’s NJSLS Literacy components: <http://www.njamistadcurriculum.net/commoncore/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

**Technology Infusion**

<https://docs.google.com/document/d/1-5el3aJdD9j0WIJGA2gdtKQ8jwuuOCP98vx5zzJI6s/edit?usp=sharing>  
 Smart Board Applications

Achieve3000  
Autodraw  
Bookcreator  
CommonLit  
EDPuzzle  
FlipGrid  
Google Classroom  
Google G Suite  
InsertLearning  
Kahoot  
Kami  
Khan Academy  
Listenwise  
Nearpod  
Newsela  
Padlet  
Quizlet  
Rosetta Stone  
Seesaw  
Voice Thread

### Evidence of Student Learning

- **ACCESS for ELLs 2.0**
- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes