Department of Equity, Curriculum & Instruction

English as a Second Language Support Class

Curriculum Guide

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Montclair Public Schools

Course Title: English as a Second Language Support Class (Grades 9-12)

Curriculum Area: English as a Second Language **Credits:** 5 Credits

Course Pre-Requisites: N/A

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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

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

Performance Criteria		Features
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	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5 BRIDGING	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4 EXPANDING	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • 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
3 DEVELOPING	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • 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
2 BEGINNING	• general language related to the content areas • phrases or short sentences • 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
1 ENTERING	• pictorial or graphic representation of the language of the content areas • 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 • 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

WIDA PERFORMANCE DEFINITIONS FOR LISTENING AND READING

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 - Reaching: Language that meets all criteria through Level 5 - Bridging			
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (i.e. multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (i.e. noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas	• Specific content language, including expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (i.e. commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions

WIDA PERFORMANCE DEFINITIONS FOR SPEAKING AND WRITING

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 - Reaching: Language that meets all criteria through Level 5 - Bridging			
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas	• A variety of grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with expressive meanings through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	• Repetitive grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words and expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with common social and instructional situations	• General content-related words • Everyday social and instructional words and expressions

English as a Second Language Support Class, Grades 9-12

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: Grades 9-10: RI.9-10.1 RI.9-10.2 RI.9-10. 4 Grades 11-12: RI.11-12.1 RI.11-12.2 RI.11-12.4 Technology 8.1.A 8.1.B 21st Century 9.1.8.A.1-2 9.1.8.B.1-2 9.1.8.C.3 9.1.8.D.1-4 9.1.8.F.1 9.3.8.B.1-12	Primary Focus Standards: Grades 9-10: W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 W.9-10.7, Grades 11-12: W.11-12.2. W.11-12.4 W.11-12.5 W.11-12.10 W.11-12.7, Technology 8.1.A 8.1.B 21st Century 9.1.8.A.1-2 9.1.8.B.1-2 9.1.8.C.3 9.1.8.D.1-4 9.1.8.F.1 9.3.8.B.1-12	Primary Focus Standards: Grades 9-10: SL.9-10.1 SL.9-10.2 SL9-10.4 SL.9-10.6 Grades 11-12: SL.11-12.1. SL.11-12.2 SL.11-12.4 SL.11-12.6 Technology 8.1.A 8.1.B 21st Century 9.1.8.A.1-2 9.1.8.B.1-2 9.1.8.C.3 9.1.8.D.1-4 9.1.8.F.1 9.3.8.B.1-12	Primary Focus Standards: Grades 9-10: L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.6 Grades 11-12: L. 11-12.1 L.11-12.2 L.11-12.3 L.11-12.4. L.11-12.6 Technology 8.1.A 8.1.B 21st Century 9.1.8.A.1-2 9.1.8.B.1-2 9.1.8.C.3 9.1.8.D.1-4 9.1.8.F.1 9.3.8.B.1-12

Overview	Reading	Writing	Speaking and Listening	Language
	Text Type: • 2-3 short text	Writing Focus: • Routine Writing	Task Type: • Listen to podcasts, Ted Talks, and other media	Skill Focus: • Acquire, study, and apply vocabulary • Use transfer of concepts to understand meaning • Use cognates for meaning • Create Schema to connect vocabulary to what is already known
Unit 2	Primary Focus Standards: Grades 9-10: RI.9-10.1 RI.9-10.2 RI.9-10.4 Grades 11-12: RI.11-12.1 RI.11-12.2 RI.11-12.4 Technology 8.1.A 8.1.B 21st Century 9.1.8.A.1-2	Primary Focus Standards: Grades 9-10: W.9-10.1 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 W.9-10.7 Grades 11-12: W.1112.1 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 W.11-12.7 Technology 8.1.A 8.1.B	Primary Focus Standards: Grades 9-10: SL.9-10.1 SL.9-10.2 SL9-10.4 SL.9-10.5 SL.9-10.6 Grades 11-12: SL.11-12.1. SL.11-12.2 SL.11-12.4 SL.11-12.5 SL.11-12.6 Technology 8.1.A 8.1.B	Primary Focus Standards: Grades 9-10: L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.6 Grades 11-12: L. 11-12.1. L.11-12.2. L.11-12.3 L.11-12.4 L.11-12.6 Technology 8.1.A 8.1.B

Overview	Reading	Writing	Speaking and Listening	Language
	9.1.8.B.1-2 9.1.8.C.3 9.1.8.D.1-4 9.1.8.F.1 9.3.8.B.1-12	21st Century 9.1.8.A.1-2 9.1.8.B.1-2 9.1.8.C.3 9.1.8.D.1-4 9.1.8.F.1 9.3.8.B.1-12	21st Century 9.1.8.A.1-2 9.1.8.B.1-2 9.1.8.C.3 9.1.8.D.1-4 9.1.8.F.1 9.3.8.B.1-12	21st Century 9.1.8.A.1-2 9.1.8.B.1-2 9.1.8.C.3 9.1.8.D.1-4 9.1.8.F.1 9.3.8.B.1-12
	Text Type: • 2- 3 short texts	Writing Focus: • Routine Writing	Task Type: • Conduct online discussions • Report findings • Participate in dialogues • View Presentations and speeches • Listen to podcasts, Ted Talks, and other media	Skill Focus: • Acquire, study, and apply vocabulary • Use transfer of concepts to understand meaning • Use cognates for meaning • Create Schema to connect vocabulary to what is already known
Unit 3	Primary Focus Standards: Grades 9-10: RI.9-10.1 RI.9-10.2 RI.9-10.4	Primary Focus Standards: Grades 9-10: W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4	Primary Focus Standards: Grades 9-10: SL.9-10.1 SL.9-10.2 SL9-10.4	Primary Focus Standards: Grades 9-10: L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4

Overview	Reading	Writing	Speaking and Listening	Language
	Grades 11-12: RI.11-12.1 RI.11-12.2 RI.11-12.4 Technology 8.1.A 8.1.B 21st Century 9.1.8.A.1-2 9.1.8.B.1-2 9.1.8.C.3 9.1.8.D.1-4 9.1.8.F.1 9.3.8.B.1-12	W.9-10.5 W.9-10.6 W.9-10.10 W.9-10.7, Grades 11-12: W.11-12.3. W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 W.11-12.7 Technology 8.1.A 8.1.B 21st Century 9.1.8.A.1-2 9.1.8.B.1-2 9.1.8.C.3 9.1.8.D.1-4 9.1.8.F.1 9.3.8.B.1-12	SL.9-10.5 SL.9-10.6 Grades 11-12: SL.11-12.1. SL.11-12.2 SL.11-12.4 SL.11-12.5 SL.11-12.6 Technology 8.1.A 8.1.B 21st Century 9.1.8.A.1-2 9.1.8.B.1-2 9.1.8.C.3 9.1.8.D.1-4 9.1.8.F.1 9.3.8.B.1-12	L.9-10.6 Grades 11-12: L. 11-12.1. L.11-12.2. L.11-12.3. L.11-12.4. L.11-12.6 Technology 8.1.A 8.1.B 21st Century 9.1.8.A.1-2 9.1.8.B.1-2 9.1.8.C.3 9.1.8.D.1-4 9.1.8.F.1 9.3.8.B.1-12
	Text Type: • 2-3 short texts	Writing Focus: • Routine writing	Task Type: • Conduct discussions	Skill Focus: • Acquire, study, and apply grammar

Overview	Reading	Writing	Speaking and Listening	Language
			• Report findings • Participate in skits and dialogues • Presentations and speeches • Listen to podcasts, Ted Talks, and other media	• Acquire, study, and apply vocabulary • Use transfer of concepts to understand meaning • Use cognates for meaning • Create Schema to connect vocabulary to what is already known
Unit 4	Primary Focus Standards: Grades 9-10: RI.9-10.1 RI.9-10.2 RI.9-10.4 RI.9-10.5 Grades 11-12: RI.11-12.1 RI.11-12.10 Technology 8.1.A 8.1.B 21st Century 9.1.8.A.1-2 9.1.8.B.1-2	Primary Focus Standards: Grades 9-10: W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 W.9-10.7 Grades 11-12: W.11-12.2. W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 W.11-12.7	Primary Focus Standards: Grades 9-10: SL.9-10.1 SL.9-10.2 SL9-10.4 SL.9-10.5 SL.9-10.6 Grades 11-12: SL.11-12.1. SL.11-12.2 SL.11-12.4 SL.11-12.5 SL.11-12.6 Technology 8.1.A	Primary Focus Standards: Grades 9-10: L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.6 Grades 11-12: L. 11-12.1. L.11-12.2. L.11-12.3. L.11-12.4. L.11-12.6 Technology 8.1.A

Overview	Reading	Writing	Speaking and Listening	Language
	9.1.8.C.3 9.1.8.D.1-4 9.1.8.F.1 9.3.8.B.1-12	Technology 8.1.A 8.1.B 21st Century 9.1.8.A.1-2 9.1.8.B.1-2 9.1.8.C.3 9.1.8.D.1-4 9.1.8.F.1 9.3.8.B.1-12	8.1.B 21st Century 9.1.8.A.1-2 9.1.8.B.1-2 9.1.8.C.3 9.1.8.D.1-4 9.1.8.F.1 9.3.8.B.1-12	8.1.B 21st Century 9.1.8.A.1-2 9.1.8.B.1-2 9.1.8.C.3 9.1.8.D.1-4 9.1.8.F.1 9.3.8.B.1-12
	Text Type: • 2-3 short texts	Writing Focus: • Routine writing	Task Type: • Report findings • Participate in online dialogues • View Presentations and speeches • Listen to podcasts, Ted Talks, and other media	Skill Focus: • Acquire, study, and apply vocabulary • Use transfer of concepts to understand meaning • Use cognates for meaning • Create Schema to connect vocabulary to what is already known
Suggested Open Educational Resources	• Critical Reading	• The process and types of writing	• Active Listening	• Dictionary

Overview	Reading	Writing	Speaking and Listening	Language
	• Pre-reading Strategies • SQ3R Reading Method • KWL Reading Method • Marking and underlining • Reading difficult material • Reading Essays • Reading fiction • Reading speed and comprehension	• Develop your topic • Organizing and pre-writing • Write/Draft • Revising and editing • Proofreading • Five paragraph essay • Essays for literature class • Expository essays • Persuasive essay	• Classroom Discussion • Paying attention in the classroom • Taking notes in lecture • Language Learning Strategies • News in Levels • Flip grid • Nearpod • Pronunciation Practice • Listenwise • Ted Talks	• Thesaurus • Oxford Living Dictionaries • Online Etymology Dictionary • Khan Academy - Grammar • English Grammar Today On Cambridge Dictionary • EngVid • Oxford Picture Dictionary • Pronunciation Practice

Montclair Public Schools Instructional Unit					
Content:	English as a Second Language Support Class			**Grade:**	9,10,11,12
Marking Period	1	**Unit Title:**	Preparing for Optimal Learning	**Pacing:**	10 Weeks

Overview

Enduring Understandings (Big Ideas):

Topics covered in this unit are Learning Styles, Time Management, and Goal Setting:

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

- Preparation and organization are directly related to school success.
- Optimal study habits are directly correlated with academic success.
- Academic success is dependent on a system of preparation and organization.
- Organizational skills are a vehicle to transport individuals to become successful students.

Essential Questions:

- What are your academic and organizational goals?
- What are the organizational habits of successful students?
- Why is it important to be prepared with all the required materials to school and to class?
- How will preparation and/or organization help you to reach your goals?

NJSLS			
Standards		**Unit 1 Reading Critical Knowledge and Skills**	**Depth of Knowledge**
WIDA ELD	**ELA: Unit 1 Reading Standards**		
WIDA ELD 1,2	**Grades 9-10:** RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant	• Make personal connections, connections to other texts, and/or global/historical connections when relevant	1,2,3

L, S, R, W	connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. **Grades 11-12:** 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.	• Analyze the text and identify explicit and implicit textual evidence • Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) • Draw inferences using implicit and explicit text evidence • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Support inference using several examples from the text • Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text	
	Grades 9-10: 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. **Grades 11-12:** 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.	• Determine two or more central ideas in a text • Recognize supporting details for central ideas • Analyze central ideas as it develops over the course of the text • Make inferences through the use of details, word choice, and literary elements regarding the central idea development • Use the text to draw conclusions	3,4
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings **Grades 11-12:** RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	• Assess figurative meaning • Assess connotative meaning • Determine and evaluate technical meaning (jargon)	1,2,3

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	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Maintain a tone • Integrate multimedia when appropriate and effective • Use relevant and sufficient facts, definitions, details, and quotes • Use sources that are appropriate to task, audience, and purpose • Choose precise words and domain-specific vocabulary • Introduce a topic arranging ideas, concepts, and information to show interrelationships • Format effectively • Develop a topic • Organize graphics • Provide multimedia when useful • Use transitions to link together the major sections of the text • Write a concluding paragraph or section that supports the information presented • Choose an objective tone • Decide what organization is most effective for purpose, audience, and task • Incorporate facts, definitions, details, quotations and other information as needed	1,2,3,4
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Identify writing task type and its organizational structure • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style	1,2,3,4

	Grades 11-12: W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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 **Grades 11-12:** 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.	● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience ● Determine what details and/or information is most appropriate for a specific purpose	3
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products ● Link and cite sources ● Create shared writing products ● Adapt writing according to feedback ● Respond to ongoing feedback utilizing digital software ● Assess feedback from peers	2

WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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	• Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Know how to broaden or narrow an inquiry • Synthesize and summarize information from a variety of sources • Evaluate multiple sources and understand their content	3,4
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences	3
Standards		**Unit 1 Speaking and Listening Critical Knowledge and Skills**	**Depth of Knowledge**
WIDA ELD	**ELA: Unit 1 Speaking & Listening Standards**		
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)	• Effectively participate in one-on-one, group, and teacher-led discussions • Prepare for discussions	1,2,3,4

	with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **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.	• Read and research materials beforehand • Articulate ideas clearly and persuasively in a discussion • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Set guidelines for class discussions • Establish goals and roles for group members and adhere to assigned roles • Participate in polite and democratic discussions and decision-making activities. • Self-monitor the work and assign specific tasks as needed • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • 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	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** SL.9-10.12.2Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source	• Listen to and evaluate multiple sources of information in diverse formats and media • Utilize multiple sources of information in order to make decisions	3

	Grades 11-12: 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.	● Evaluate the credibility and accuracy of each source	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10** 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. **Grades 11-12** 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	● Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Consider and address opposing viewpoints ● Organize, develop, and produce a presentation in a style appropriate to the purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation	4
WIDA ELD 1,2 L, S, R, W	**Grades 9-10** 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.) **Grades 11-12** SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations	4
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	**Grades 9-10:** L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	● Recognize and use appropriate grammar and usage in writing and speaking	1

	Grades 11-12: L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• Understand that language and appropriate usage changes • Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Grades 11-12:** L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	• Use a colon to introduce a list or quotation • Know and use standard English spelling conventions • Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling	1
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work • Write using a variety of different syntaxes	4
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:**	• Use context clues to derive word meaning • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of word • Trace the etymology of words	1,2

	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.		
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12** 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.	• Acquire general academic words from content-specific written texts • Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level	2
WIDA ELD	**Standards** **Technology Unit 1 Standards**	**Unit 1 Technology Critical Knowledge and Skills**	**Depth of Knowledge**
WIDA ELD 1,2 L, S, R, W	**Grades 9-12** 8.1.A.1-3 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge**.**	• Understand and use technology systems. • Demonstrate knowledge of a real world problem using digital tools. • Select and use applications effectively and productively • Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	2,3,4

		• Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	
WIDA ELD	**Standards** **Career and Readiness Unit 1 Standards**	**Unit 1 Career and Readiness Critical Knowledge and Skills**	**Depth of Knowledge**
WIDA ELD 1,2 L, S, R, W	9.1-2.12.A.C Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort,experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.	• Analyze the relationship between various careers and personal earning goals. • Identify a career goal and develop a plan and timetable for achieving it, including • educational/training requirements, costs, and possible debt. • Review career goals and determine steps necessary for attainment. • Modify Personalized Student Learning Plans to support declared career goals.	2,3,4

Instructional Plan	
Formative Assessment Plan	**Summative Assessment Plan**
Quizzes using context, multiple-choice questions, writing sentences and definitions.	Daily Assignment sheets Genesis Conferencing

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 Discussion-various Reading for Hot Spots Silent discussions Application of study techniques with current texts from other classes. Application of note-taking techniques with current materials from other classes	Grade Action plan Written and Oral tests Informative writing and speaking Personal reflective responses
Texts	**Supplementary Resources**
Suggested Texts*:* *Essential Study Skills* by Linda Wong *Greek and Latin Roots -Keys to Building* by Timothy Rasinski *The Learning Works: Prefixes and Suffixes* by Trisha Callela	**Film** Khan Academy Videos Crash Course Videos BBC Learning English **Other Sources** *Everything You Need to Ace Science in One Big Fat Notebook: The Complete Middle School Study Guide* by Micahel Geisen *Everything You Need to Ace American History in One Big Fat Notebook: The Complete Middle School Study Guide* by Philip Bigler *Everything You Need to Ace Math in One Big Fat Notebook: The Complete Middle School Study Guide* by Ouida Newton Films, short stories, newspaper and magazine articles, plays, artwork, photography, music.

Instructional Best Practices and Exemplars
Khan Academy
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

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**
• Modify and accommodate as listed in student's IEP or 504 plan • Prioritize instruction • Teach thoroughly • Utilize wait-time • Ensure directions are clear and concise • Utilize probing and clarifying questions • Ask higher order questions equitably • Support instruction with scaffolding • Model (provide step by step instructions) use of learning strategies • Provide extended time for practice and review of learning strategies • Identify, categorize, and teach words critical to understanding instructional texts • Utilize multiple approaches to monitor student understanding • Create rubrics to develop assessments • Vary assessments • Assign peer assisted reading • Assign peer tutoring • Provide individual help to all students • Create opportunities for/Monitor peer collaboration • Monitor student progress frequently • Utilize flexible/cooperative grouping based on instructional goals • Create lesson reminder sheets • Prioritize and chunk lengthy assignments	• Get to know student • Set high expectations • Learn/Utilize/Display some words in student's heritage language • Allow electronic translator • Reword, repeat, and clarify directions • Determine student knowledge and level of understanding • Research instruction that best matches student need • Utilize ongoing informal assessments • Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ • NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf ***Review Special Education list for additional recommendations.***	• Tiered Interventions following RtI framework • RtI Intervention Bank • Fundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA On-Line • NJDOE resources	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: abstraction, complexity, variety, organization • Products should be modified: real world problems, audiences, deadlines, evaluation, transformations • Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

• 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			

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

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY	
21st Century/ Interdisciplinary Themes:	**21st Century Skills:**
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/1-5el3aJjDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing

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

Evidence of Student Learning

- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit Evaluations
- Quizzes

Montclair Public Schools Instructional Unit					
Content:	English as a Second Language Support Class			**Grade:**	9,10,11,12
Marking Period	2	**Unit Title:**	Using Effective Techniques	**Pacing:**	10 Weeks

Overview

Enduring Understandings (Big Ideas):

Reading Techniques and Vocabulary Learning:

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

- Reading requires the ability to apply a variety of strategies in order to support the growth of the reader.
- Reading comprehension skills increase success in various disciplines.
- The utilization of reading strategies increases comprehension and meaning in text
- Understanding the meanings of words helps students comprehend oral and written language.

Essential Questions:

- What do good readers do? How can one evolve as a reader?
- How does improvement in reading help us to learn in content area courses?
- How do texts differ, and how should I read as a result?
- How do parts of words help us understand meaning?

NJSLS			
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	**Grades 9-10:** 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 determining where the text leaves matters uncertain. **Grades 11-12** 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	● Make personal connections, connections to other texts, and/or global/historical connections when relevant ● Analyze the text and identify explicit and implicit textual evidence ● Determine the difference between strong and insufficient (unreliable) details ● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) ● Draw inferences using implicit and explicit text evidence ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text ● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence	1,2,3
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12**	● Determine two or more themes or central ideas in a text ● Recognize supporting details for themes/central ideas ● Analyze themes/central ideas as it develops over the course of the text	3,4

	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.	• Make inferences through the use of details, word choice, and literary elements regarding the thematic development • Use the text to draw conclusions • Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) • Construct an objective summary of the text	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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). **Grades 11-12** 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 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).	• Investigate how an author structures the text and develops ideas • 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 • Evaluate how the form effectively follows the function of the text	2,4
Standards		**Unit 2 Writing**	**Depth of Knowledge**
WIDA ELD	**ELA: Unit 2 Writing Standards**	**Critical Knowledge and Skills**	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	• Effectively select, organize, and analyze content • Use the most relevant and sufficient facts, definitions, details, and quotes Examine and communicate complex ideas, concepts, or information clearly and accurately • Determine how many facts, definitions, details, quotations and other information are needed to effectively craft an argument • Use sources that are appropriate to task, audience, and purpose	1,2,3,4

		• Understand how much evidence is needed to satisfactorily support a point • Develop a topic • Learn how to introduce argument(s) clearly and accurately with regard to counterclaims • Understand and establish why the claim is important • Choose precise words and domain-specific vocabulary • Introduce a topic arranging ideas, concepts, and information to show interrelationships • Format effectively • Organize graphics and provide multimedia when useful • Use transitions to link together the major sections of the text • Decide what organization is most effective for purpose, audience, and task • Write a concluding statement that supports the information presented	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **Grades 11-12:** W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience (intended reader) appropriately • Understand how structure convey the purpose of writing	1,2,3,4
	Grades 9-10: W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on	• Create and use appropriate planning templates • Understand and utilize revision techniques • Understand writing as a process	3

WIDA ELD 1,2 L, S, R, W	addressing what is most significant for a specific purpose and audience **Grades 11-12:** 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.	● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience ● Determine what details and/or information is most appropriate for a specific purpose	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	● Use technology proficiently for production, publication, and collaboration ● Link and cite sources ● Create shared writing products ● Adapt writing according to feedback ● Respond to ongoing feedback utilizing digital software	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** W.11-12.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-	● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information from a variety of sources achieving new insights ● Evaluate multiple sources and understand their content	3,4

	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.		
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences • Manage a long-term research project that incorporates research, reflection, and revision	3
Standards		**Unit 2 Speaking and Listening Critical Knowledge and Skills**	**Depth of Knowledge**
WIDA ELD	**ELA: Unit 2 Speaking & Listening Standards**		
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. . **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. .	• Draw from and build on the ideas of others in a discussion • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Set guidelines for class discussions • Establish goals and roles for group members and adhere to assigned roles • Participate in polite and democratic discussions and decision-making activities. • Self monitor the work and assign specific tasks as needed • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity	1,2,3

		• 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	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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 **Grades 11-12:** 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	• Listen to and evaluate multiple sources of information in diverse formats and media • Utilize multiple sources of information in order to make decisions • Evaluate the credibility and accuracy of each source	2
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Consider and address opposing viewpoints • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation	4

WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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	• Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements	3
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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.) **Grades 11-12:** SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	• Adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary	4
Standards		**Unit 2 Language Critical Knowledge and Skills**	**Depth of Knowledge**
WIDA ELD	**ELA: Unit 2 Language Standards**		
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Grades 11-12:** L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• Recognize and use appropriate grammar and usage in writing and speaking • Understand that language and appropriate usage changes • Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation	1,2
	Grades 9-10: L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• Use a semicolon or conjunctive adverb to link two or more closely related independent clauses • Use a colon to introduce a list or quotation	1

WIDA ELD 1,2 L, S, R, W	**Grades 11-12:** L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• Know and use standard English spelling conventions • Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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.. **Grades 11-12:** 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.	• Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work • Write using a variety of different syntaxes	4
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Use context clues to derive word meaning • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of words • Trace the etymology of words	1,2

WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12** 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.	• Acquire general academic words from content-specific written texts • Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level	2
WIDA ELD	**Standards** **Technology Unit 2 Standards**	**Unit 2 Technology** **Critical Knowledge and Skills**	**Depth of Knowledge**
WIDA ELD 1,2 L, S, R, W	**Grades 9-12** 8.1.A.1-3 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge**.**	• Understand and use technology systems. • Demonstrate knowledge of a real world problem using digital tools. • Select and use applications effectively and productively • Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or	2,3,4

		more digital applications to be critiqued by professionals for usability.	
WIDA ELD	**Standards** **Career and Readiness Unit 2 Standards**	**Unit 2 Career and Readiness Critical Knowledge and Skills**	**Depth of Knowledge**
WIDA ELD 1,2 L, S, R, W	9.1-2.12.A.C Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort,experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.	• Analyze the relationship between various careers and personal earning goals. • Identify a career goal and develop a plan and timetable for achieving it, including • educational/training requirements, costs, and possible debt. • Review career goals and determine steps necessary for attainment. • Modify Personalized Student Learning Plans to support declared career goals.	2,3,4

Instructional Plan

Formative Assessment Plan	Summative 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	Unit Assessment Project Written and Oral test Informative writing and speaking

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	Personal Narrative (seniors only)
Texts	**Supplementary Resources**
Suggested Texts*:* *Essential Study Skills* by Linda Wong *Greek and Latin Roots -Keys to Building* by Timothy Rasinski *The Learning Works: Prefixes and Suffixes* by Trisha Callela	**Film** Khan Academy Videos Crash Course Videos BBC Learning English **Other Sources** *Everything You Need to Ace Science in One Big Fat Notebook: The Complete Middle School Study Guide* by Micahel Geisen *Everything You Need to Ace American History in One Big Fat Notebook: The Complete Middle School Study Guide* by Philip Bigler *Everything You Need to Ace Math in One Big Fat Notebook: The Complete Middle School Study Guide* by Ouida Newton Films, short stories, newspaper and magazine articles, plays, artwork, photography, music.

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

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**
• Modify and accommodate as listed in student's IEP or 504 plan • Prioritize instruction • Teach thoroughly • Utilize wait-time • Ensure directions are clear and concise • Utilize probing and clarifying questions • Ask higher order questions equitably • Support instruction with scaffolding • Model (provide step by step instructions) use of learning strategies • Provide extended time for practice and review of learning strategies • Identify, categorize, and teach words critical to understanding instructional texts • Utilize multiple approaches to monitor student understanding • Create rubrics to develop assessments • Vary assessments • Assign peer assisted reading • Assign peer tutoring • Provide individual help to all students • Create opportunities for/Monitor peer collaboration • Monitor student progress frequently • Utilize flexible/cooperative grouping based on instructional goals • Create lesson reminder sheets • Prioritize and chunk lengthy assignments	• Get to know student • Set high expectations • Learn/Utilize/Display some words in student's heritage language • Allow electronic translator • Reword, repeat, and clarify directions • Determine student knowledge and level of understanding • Research instruction that best matches student need • Utilize ongoing informal assessments • Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ • NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf ***Review Special Education list for additional recommendations.***	• Tiered Interventions following RtI framework • RtI Intervention Bank • Fundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA On-Line • NJDOE resources	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: abstraction, complexity, variety, organization • Products should be modified: real world problems, audiences, deadlines, evaluation, transformations • Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

• 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			

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

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY	
21st Century/ Interdisciplinary Themes:	**21st Century Skills:**
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/1-5el3aJjDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing Smart Board Applications Google G Suite enVision applications Achieve3000 Autodraw Bookcreator CommonLit EDPuzzle FlipGrid Google Classroom InsertLearning Kahoot Kami Khan Academy Listenwise Nearpod Newsela Padlet Quizlet Rosetta Stone Seesaw Voice Thread
Evidence of Student Learning
• Guided reading observational records • Evaluation rubrics • Self-reflections • Teacher-student conferences • Running records • Students' published pieces • Unit Evaluations • Quizzes

Montclair Public Schools Instructional Unit					
Content:	English as a Second Language Support Class			**Grade:**	9,10,11,12
Marking Period	3	**Unit Title:**	Academic Notetaking	**Pacing:**	10 Weeks

Overview

Enduring Understandings (Big Ideas):

Taking Effective Book and Lecture Notes.

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

- Proper note-taking skills enhance student performance.
- Good note-taking leads to effective learning and improved comprehension of material.
- Class notes are an essential resource and reference for further learning

Essential Questions:

- Why is it important to learn good note-taking skills?
- How do I utilize notes from various sources?
- How do you decide what notes to take?

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	**Grades 9-10:** 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	• Make personal connections, connections to other texts, and/or global/historical connections when relevant • Analyze the text and identify explicit and implicit textual evidence	1,2,3

	well as inferentially, including determining where the text leaves matters uncertain. **Grades 11-12:** 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.	• Determine the difference between strong and insufficient (unreliable) details • Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Support inference using several examples from the text	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Determine two or more themes or central ideas in a text • Recognize supporting details for themes/central ideas • Analyze themes/central ideas as it develops over the course of the text • Make inferences through the use of details, word choice, and literary elements regarding the thematic development • Use the text to draw conclusions • Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) • Construct an objective summary of the text	3,4
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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 **Grades 11-12:**	• Assess figurative meaning • Assess connotative meaning • Determine and evaluate technical meaning (jargon) • Identify tone of text • Critically examine how word choice impacts meaning • Critically examine how word choice impacts tone	2

	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	● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone ● Explain how word choice creates tone ● Explain how the tone supports the overall meaning of the text	
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	**Grades 9-10:** 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 **Grades 11-12:** 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	● Effectively select, organize, and analyze content ● Use the most relevant and sufficient facts, definitions, details, and quotes Examine and communicate complex ideas, concepts, or information clearly and accurately ● Determine how many facts, definitions, details, quotations and other information are needed to effectively craft an argument ● Use sources that are appropriate to task, audience, and purpose ● Understand how much evidence is needed to satisfactorily support a point ● Develop a topic ● Learn how to introduce argument(s) clearly and accurately with regard to counterclaims ● Understand and establish why the claim is important ● Structure arguments so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence ● Treat claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have ● Develop unity and consistency in writing with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason	2,3,4

		• Maintain an appropriate style and tone for the task, omitting personal bias • Consider and anticipate the audience's education, beliefs, and feelings about the subject • Choose precise words and domain-specific vocabulary • Introduce a topic arranging ideas, concepts, and information to show interrelationships • Format effectively • Organize graphics and provide multimedia when useful • Use transitions to link together the major sections of the text • Use varied syntax • Choose a formal style and objective tone • Decide what organization is most effective for purpose, audience, and task • Write a concluding statement that supports the information presented	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Integrate multimedia when appropriate and effective • Use relevant and sufficient facts, definitions, details, and quotes • Use sources that are appropriate to task, audience, and purpose • Choose precise words and domain-specific vocabulary • Introduce a topic arranging ideas, concepts, and information to show interrelationships • Format effectively • Develop a topic • Organize graphics • Provide multimedia when useful	3,4

		• Use transitions to link together the major sections of the text • Write a concluding paragraph or section that supports the information presented • Decide what organization is most effective for purpose, audience, and task • Incorporate facts, definitions, details, quotations and other information as needed	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Convey experiences, real or imagined • Use time as the deep structure of the narrative • Form or structure based on a progression of events that build upon each other • Use effective details using language • Create clear point(s) of view established through a narrator, provide characters, and present a situation • Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures • Provide a conclusion to the events they set out at the beginning of their narrative • Include techniques for rhetorical effectiveness like the creation of tone, the plot of the narrative, and the overall coherence of the text	2,3,4
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,	• Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience (intended reader) appropriately	1,2,3,4

	purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **Grades 11-12:** W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Understand and utilize appropriate style • Understand how structure and style devices convey the purpose of writing	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Create and use appropriate planning templates • Understand and utilize revision techniques • Understand writing as a process • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience • Determine what details and/or information is most appropriate for a specific purpose	3
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Use technology proficiently for production, publication, and collaboration • Link and cite sources • Create shared writing products • Adapt writing according to feedback • Respond to ongoing feedback utilizing digital software • Assess feedback from peers	2
WIDA ELD 1,2	**Grades 9-10:**	• Conduct short and more sustained research projects	2,3

L, S, R, W	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. **Grades 11-12:** 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	● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information from a variety of sources achieving new insights ● Evaluate multiple sources and understand their content	
Standards		**Unit 3 Speaking and Listening**	**Depth of Knowledge**
WIDA ELD	**ELA: Unit 3 Speaking & Listening Standards**	**Critical Knowledge and Skills**	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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 **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.	● Effectively participate in one-on-one, group, and teacher-led discussions ● Prepare for discussions ● Read and research materials beforehand ● Articulate ideas clearly and persuasively in a discussion ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Set guidelines for class discussions ● Establish goals and roles for group members and adhere to assigned roles ● Participate in polite and democratic discussions and decision-making activities. ● Self-monitor the work and assign specific tasks as needed	1,2,3,4

		• Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • 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	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Listen to and evaluate multiple sources of information in diverse formats and media • Utilize multiple sources of information in order to make decisions • Evaluate the credibility and accuracy of each source	3
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker's reasoning is misleading • Use evidence from sources/text to prove fallibility in speaker's reasoning • Engage as an active listener and participant • Consider and assess the speaker, argument, organization, diction, and tone	3
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization,	• Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective	4

	development, and style are appropriate to task, purpose, and audience**.** **Grades 11-12:** 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.	• Draw information from primary and secondary sources, and provide a conclusion • Consider and address opposing viewpoints • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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 **Grades 11-12:** 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.	• Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements	2
Standards		**Unit 3 Language** **Critical Knowledge and Skills**	**Depth of Knowledge**
WIDA ELD	**ELA: Unit 3 Language Standards**		
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Grades 11-12:** L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• Recognize and use appropriate grammar and usage in writing and speaking • Understand that language and appropriate usage changes • Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation	1
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• Use a colon to introduce a list or quotation • Know and use standard English spelling conventions	1

	Grades 11-12: L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. . **Grades 11-12:** 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.	• Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work • Write using a variety of different syntaxes	4
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Use context clues to derive word meaning • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of word • Trace the etymology of words	1,2

WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12** 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.	• Acquire general academic words from content-specific written texts • Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level	2
WIDA ELD	**Standards** **Technology Unit 3 Standards**	**Unit 3 Technology** **Critical Knowledge and Skills**	**Depth of Knowledge**
WIDA ELD 1,2 L, S, R, W	**Grades 9-12** 8.1.A.1-3 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge**.**	• Understand and use technology systems. • Demonstrate knowledge of a real world problem using digital tools. • Select and use applications effectively and productively • Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or	2,3,4

		more digital applications to be critiqued by professionals for usability.	
WIDA ELD	**Standards** **Career and Readiness Unit 3 Standards**	**Unit 3 Career and Readiness Critical Knowledge and Skills**	**Depth of Knowledge**
WIDA ELD 1,2 L, S, R, W	9.1-2.12.A.C Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort,experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.	• Analyze the relationship between various careers and personal earning goals. • Identify a career goal and develop a plan and timetable for achieving it, including • educational/training requirements, costs, and possible debt. • Review career goals and determine steps necessary for attainment. Modify Personalized Student Learning Plans to support declared career goals.	2,3,4

Instructional Plan

Formative Assessment Plan	Summative 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 Response journals Reading strategies for poems/annotations Journal Writing-both on literature and other topics	Unit Assessment Project Written and Oral test Informative writing and speaking Personal Narrative (seniors only)

Literature discussion-various Analysis of literary devices-metaphor, simile etc. Reading for Hot Spots Silent discussions	
Texts	**Supplementary Resources**
Suggested Texts*:* *Essential Study Skills* by Linda Wong *Greek and Latin Roots -Keys to Building* by Timothy Rasinski *The Learning Works: Prefixes and Suffixes* by Trisha Callela	**Film** Khan Academy Videos Crash Course Videos BBC Learning English **Other Sources** *Everything You Need to Ace Science in One Big Fat Notebook: The Complete Middle School Study Guide* by Micahel Geisen *Everything You Need to Ace American History in One Big Fat Notebook: The Complete Middle School Study Guide* by Philip Bigler *Everything You Need to Ace Math in One Big Fat Notebook: The Complete Middle School Study Guide* by Ouida Newton Films, short stories, newspaper and magazine articles, plays, artwork, photography, music.
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

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**
• Modify and accommodate as listed in student's IEP or 504 plan • Prioritize instruction • Teach thoroughly • Utilize wait-time • Ensure directions are clear and concise • Utilize probing and clarifying questions • Ask higher order questions equitably • Support instruction with scaffolding • Model (provide step by step instructions) use of learning strategies • Provide extended time for practice and review of learning strategies • Identify, categorize, and teach words critical to understanding instructional texts • Utilize multiple approaches to monitor student understanding • Create rubrics to develop assessments • Vary assessments • Assign peer assisted reading • Assign peer tutoring • Provide individual help to all students • Create opportunities for/Monitor peer collaboration • Monitor student progress frequently • Utilize flexible/cooperative grouping based on instructional goals • Create lesson reminder sheets • Prioritize and chunk lengthy assignments	• Get to know student • Set high expectations • Learn/Utilize/Display some words in student's heritage language • Allow electronic translator • Reword, repeat, and clarify directions • Determine student knowledge and level of understanding • Research instruction that best matches student need • Utilize ongoing informal assessments • Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ • NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf ***Review Special Education list for additional recommendations.***	• Tiered Interventions following RtI framework • RtI Intervention Bank • Fundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA On-Line • NJDOE resources	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: abstraction, complexity, variety, organization • Products should be modified: real world problems, audiences, deadlines, evaluation, transformations • Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

• 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			

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

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY	
21st Century/ Interdisciplinary Themes:	**21st Century Skills:**
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/1-5el3aJjDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing Smart Board Applications Google G Suite enVision applications Achieve3000 Autodraw Bookcreator CommonLit EDPuzzle FlipGrid Google Classroom InsertLearning Kahoot Kami Khan Academy Listenwise Nearpod Newsela Padlet Quizlet Rosetta Stone Seesaw Voice Thread
Evidence of Student Learning
• Guided reading observational records • Evaluation rubrics • Self-reflections • Teacher-student conferences • Running records • Unit Evaluation • Quizzes

Montclair Public Schools Instructional Unit					
Content:	English as a Second Language Support Class			**Grade:**	9,10,11,12
Marking Period	4	**Unit Title:**	Effective Test Taking Strategies	**Pacing:**	10 Weeks

Overview

Enduring Understandings (Big Ideas):

Strenghening Test Taking Skills

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

- Why do we take tests?
- How does one develop the ability to prepare for different types of tests?
- Why is it important to predict information to be covered on a test?

Essential Questions:

- Evaluating test grades can improve future performance.
- Test-taking strategies can improve grades.
- Test-taking strategies can alleviate anxiety.

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	**Grades 9-10:** 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 determining where the text leaves matters uncertain. **Grades 11-12:**	• Make personal connections, connections to other texts, and/or global/historical connections when relevant • Analyze the text and identify explicit and implicit textual evidence • Determine the difference between strong and insufficient (unreliable) details	1,2,3

	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.	• Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) • Draw inferences using implicit and explicit text evidence • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Support inference using several examples from the text • Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text • Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** RI.11-12.2. 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.	• Determine two or more themes or central ideas in a text • Recognize supporting details for themes/central ideas • Analyze themes/central ideas as it develops over the course of the text • Make inferences through the use of details, word choice, and literary elements regarding the thematic development • Use the text to draw conclusions • Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) • Construct an objective summary of the text	3,4

WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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). **Grades 11-12:** 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 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).	• Evaluate figurative meaning • Evaluate connotative meaning • Critically examine how word choice impacts meaning • Critically examine how word choice impacts tone • Evaluate cumulative impact of word choice • Critically examine formal vs. informal tone • Determine and evaluate technical meaning (jargon) • Identify tone of text • Explain how word choice creates tone • Explain how the tone supports the overall meaning of the text	1,2,3,4
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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). **Grades 11-12:** RI.11-12.5. 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).	• Identify the structure of the text (ex. en media res, flashbacks, tragic elements) • Evaluate and critically examine how an author has chosen to structure a text and order events within it • Critically examine how the author's choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader • Describe how an author has chosen to structure a text and order events within it • Explain why the author chose that structure and how it enhances the work as a whole • Analyze how sequence contributes to the meaning and aesthetic impact • Use strong textual support to analyze how an author structures the text and develops ideas • Critically examine how the structure of a text and order of ideas or claims within it affect the overall	3,4

		purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text	
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	**Grades 9-10:** 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. **Grades 11-12:** 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.	● Effectively select, organize, and analyze content ● Determine how many facts, definitions, details, quotations and other information are needed ● Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience ● Use relevant and sufficient facts, definitions, details, and quotes ● Examine and communicate complex ideas, concepts, or information clearly and accurately ● Develop a topic ● Introduce a topic by arranging ideas, concepts, and information to show interrelationships ● Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing ● Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies ● Incorporate analysis of textual evidence to further content ● Format effectively ● Organize graphics ● Provide multimedia when useful ● Use transitions and syntax to link together the major sections of the text ● Write a concluding paragraph or section that supports the information presented	2,3,4

WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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.) **Grades 11-12:** W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience (intended reader) appropriately • Understand and utilize appropriate style	2
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Create and use appropriate planning templates • Understand and utilize revision techniques • Understand writing as a process • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience • Determine what details and/or information is most appropriate for a specific purpose	3
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Use technology proficiently for production, publication, and collaboration • Link and cite sources • Create shared writing products • Adapt writing according to feedback • Respond to ongoing feedback utilizing digital software • Assess and evaluate feedback from peers	2
	Grades 9-10:	• Conduct short and more sustained research projects	3,4

WIDA ELD 1,2 L, S, R, W	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. **Grades 11-12:** 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.	● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information from a variety of sources achieving new insights ● Evaluate multiple sources and understand their content	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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). **Grades 11-12:** 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).	● Gather print and digital information ● Consider the sources in terms of task, audience, and purpose ● Assess the validity of each source as it pertains to the specific task, purpose and audience ● Assess whether information from reliable and authoritative sources is relevant ● Utilize a variety of sources, not depending on one specific source ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)	2,3
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.	● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.	4

	Grades 11-12: W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.	• Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme • Utilize evidence to support analysis, reflection, and research	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences • Synthesize research gathered over shorter time frames into a long-term research project • Manage a long-term research project that incorporates research, reflection, and revision	3
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	**Grades 9-10:** 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 **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.	• Effectively participate in one-on-one, group, and teacher-led discussions • Prepare for discussions • Read and research materials beforehand • Articulate ideas clearly and persuasively in a discussion • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Set guidelines for class discussions • Establish goals and roles for group members and adhere to assigned roles • Participate in polite and democratic discussions and decision-making activities.	1, 2, 3, 4

		• Self- monitor the work and assign specific tasks as needed • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • 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	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Listen to and evaluate multiple sources of information in diverse formats and media • Utilize multiple sources of information in order to make decisions Evaluate the credibility and accuracy of each source	3
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:**	• Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker's reasoning is misleading • Use evidence from sources/text to prove fallibility in speaker's reasoning	3

	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.	• Engage as an active listener and participant •	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Consider and address opposing viewpoints • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation	4
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	• Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements	2
WIDA ELD	**ELA: Unit 4 Language Standards**	**Unit 4 Language Critical Knowledge and Skills**	**Depth of Knowledge**
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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.	• Effectively participate in one-on-one, group, and teacher-led discussions • Prepare for discussions • Read and research materials beforehand • Articulate ideas clearly and persuasively in a discussion	1,2,3,4

	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.	• Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Set guidelines for class discussions • Establish goals and roles for group members and adhere to assigned roles • Participate in polite and democratic discussions and decision-making activities. • Self-monitor the work and assign specific tasks as needed • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • 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	
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively,	• Listen to and evaluate multiple sources of information in diverse formats and media • Utilize multiple sources of information in order to make decisions Evaluate the credibility and accuracy of each source	4

	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.		
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Move from passive listener to active participant ● Consider and assess the speaker, argument, organization, diction, and tone ● Use evidence from sources/text to prove fallibility in speaker's reasoning	3
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Use evidence from sources/text to prove fallibility in speaker's reasoning ● Engage as an active listener and participant ● Consider and assess the speaker, argument, organization, diction, and tone	4
WIDA ELD 1,2 L, S, R, W	**Grades 9-10:** 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. **Grades 11-12:** 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	● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements	2

WIDA ELD 1,2 L, S, R, W	**Grades 11-12:** SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	• Adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary	4
WIDA ELD	**Standards** **Technology Unit 4 Standards**	**Unit 4 Technology** **Critical Knowledge and Skills**	**Depth of Knowledge**
WIDA ELD 1,2 L, S, R, W	**Grades 9-12** 8.1.A.1-3 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge**.**	• Understand and use technology systems. • Demonstrate knowledge of a real world problem using digital tools. • Select and use applications effectively and productively • Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. • Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	2,3

WIDA ELD	Standards Career and Readiness Unit 4 Standards	Unit 4 Career and Readiness Critical Knowledge and Skills	Depth of Knowledge
WIDA ELD 1,2 L, S, R, W	9.1-2.12.A.C Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort,experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.	• Analyze the relationship between various careers and personal earning goals. • Identify a career goal and develop a plan and timetable for achieving it, including • educational/training requirements, costs, and possible debt. • Review career goals and determine steps necessary for attainment. Modify Personalized Student Learning Plans to support declared career goals.	2,3,4

Instructional Plan

Formative Assessment Plan	Summative 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 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	Unit Assessment Project Written and Oral test Informative writing and speaking Personal Narrative (seniors only)

Texts	Supplementary Resources
Suggested Texts*:* *Essential Study Skills* by Linda Wong *Greek and Latin Roots -Keys to Building* by Timothy Rasinski *The Learning Works: Prefixes and Suffixes* by Trisha Callela	**Film** Khan Academy Videos Crash Course Videos BBC Learning English **Other Sources** *Everything You Need to Ace Science in One Big Fat Notebook: The Complete Middle School Study Guide* by Micahel Geisen *Everything You Need to Ace American History in One Big Fat Notebook: The Complete Middle School Study Guide* by Philip Bigler *Everything You Need to Ace Math in One Big Fat Notebook: The Complete Middle School Study Guide* by Ouida Newton Films, short stories, newspaper and magazine articles, plays, artwork, photography, music.

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

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**
• Modify and accommodate as listed in student's IEP or 504 plan • Prioritize instruction • Teach thoroughly • Utilize wait-time • Ensure directions are clear and concise • Utilize probing and clarifying questions • Ask higher order questions equitably • Support instruction with scaffolding • Model (provide step by step instructions) use of learning strategies • Provide extended time for practice and review of learning strategies • Identify, categorize, and teach words critical to understanding instructional texts • Utilize multiple approaches to monitor student understanding • Create rubrics to develop assessments • Vary assessments • Assign peer assisted reading • Assign peer tutoring • Provide individual help to all students • Create opportunities for/Monitor peer collaboration • Monitor student progress frequently • Utilize flexible/cooperative grouping based on instructional goals • Create lesson reminder sheets • Prioritize and chunk lengthy assignments	• Get to know student • Set high expectations • Learn/Utilize/Display some words in student's heritage language • Allow electronic translator • Reword, repeat, and clarify directions • Determine student knowledge and level of understanding • Research instruction that best matches student need • Utilize ongoing informal assessments • Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ • NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf ***Review Special Education list for additional recommendations.***	• Tiered Interventions following RtI framework • RtI Intervention Bank • Fundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA On-Line • NJDOE resources	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: abstraction, complexity, variety, organization • Products should be modified: real world problems, audiences, deadlines, evaluation, transformations • Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

• 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			

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

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY	
21st Century/ Interdisciplinary Themes:	**21st Century Skills:**
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/1-5el3aJjDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing Smart Board Applications Google G Suite enVision applications Achieve3000 Autodraw Bookcreator CommonLit EDPuzzle FlipGrid Google Classroom InsertLearning Kahoot Kami Khan Academy Listenwise Nearpod Newsela Padlet Quizlet Rosetta Stone Seesaw Voice Thread
Evidence of Student Learning
• Guided reading observational records • Evaluation rubrics • Self-reflections • Teacher-student conferences • Running records • Unit evaluations • Quizzes