

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grades 6-8 ESL Curriculum



Adopted by the Board of Education September 2017

This curriculum is aligned with the WIDA English Language Standards, the 2016 New Jersey Student Learning Standards in Mathematics and English Language Arts and the 2014 New Jersey Student Learning Standards in Science, Social Studies Technology and 21st Century Life and Careers Standards

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ESL Curriculum
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Program Philosophy

The Branchburg Township ESL Program accelerates the acquisition of English through the use of thematic and topic based ESL curriculum. Themes are basic to learning language. Topic related language and concepts are reinforced throughout the year to ensure ELL's conceptualization. Our philosophy is also to provide an opportunity for students to increasingly be able to communicate their ideas on both social and academic topics. During this process, ELL's will develop all of the four language domains: listening, speaking, reading, and writing. By integrating four language domains, along with grade level topics from academic curriculum, ELL's are able to develop academic language skills. The ESL teacher provides explicit instruction and learning strategies for both content and language acquisition.

The ESL curriculum serves as a tool in which teachers could develop strategies to enhance language development of key concepts related to a particular content area. Students will learn new material and transfer this knowledge to other areas of curriculum and everyday life.

Teachers from all areas will use cooperative learning strategies and give students opportunities to work in groups, learn new skills, and develop social language.

Program Goal

English Language Learners (ELLs) will learn to speak, read, and comprehend written and spoken English. The ESL teacher will follow state guidelines for entry and exit procedures.

General Curriculum & Instruction Objectives

- All units and lessons will be differentiated to meet the needs of each child.
- Teachers will write and deliver lessons that are aligned to our curriculum by utilizing current research based methods and techniques that focus on individual student achievement.
- Curriculum will be student focused.
- WIDA Standards will support ESL teachers in the development of ongoing formal and informal assessments.
- Data will be utilized to gauge student growth, both socially and academically.
- WIDA CAN DO Descriptors will provide ESL teachers with a starting point to work with ELLs and also serve as tool to help guide homeroom and content area teachers in their expectations for student performance.
- Content area teachers should participate in professional development.
- Cooperative learning activities should be implemented to give students opportunities to work in groups and aid in helping ELLs develop both social and oral language skills.
- Teachers will motivate ELLs to become active participants in learning and to be an integral part of the class and school community.

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Description of ELP Levels

ELP Level	Description
Level 1- Entering	<ul style="list-style-type: none"> ● pictorial/graphic representation of language of the content areas ● words, phrases, or chunks of language when presented with one step commands, directions, WH questions, statements
Level 2- Beginning	<ul style="list-style-type: none"> ● General language related to the content areas ● phrases/short sentences ● Oral or written language with phonological, semantical, or semantic errors that often impede the meaning of communication
Level 3- Developing	<ul style="list-style-type: none"> ● General or specific language of content areas ● Expanded sentences in oral interaction or written paragraphs ● Oral or written language with phonological, semantical, or semantic errors that may impede the meaning of communication
Level 4- Expanding	<ul style="list-style-type: none"> ● Some technical and specific language of content areas ● Oral or written language with phonological, semantical, or semantic errors that do not impede the meaning of communication ● A variety of sentence lengths with varying in linguistic complexity
Level 5-	<ul style="list-style-type: none"> ● The technical language of the content areas

Bridging	<ul style="list-style-type: none"> Oral and written language approaching comparability of an English proficient student when presented with grade level material.
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Recommended Teaching Strategies Checklist for ELLs by English Language Proficiency Levels

ELP Level 1- Beginner

ELP Level 2- Early Intermediate

ELP Level 3- Intermediate

ELP Level 4- Early Advanced

ELP Level 5- Advanced

Teaching Strategy	1	2	3	4	5
❖ Always display language and content objectives	x	x	x	x	x
❖ Use of manipulatives, props, games, hands on activities, realia, and visuals	x	x	x	x	x
❖ Cooperative learning groups	x	x	x	x	x
❖ Display print to support oral language	x	x	x	x	x
❖ Create a positive climate	x	x	x	x	x
❖ Model activities and differentiate to meet the needs of each student	x	x	x	x	x
❖ Make connections both academically and socially	x	x	x	x	x

❖ Use modified speech	X	X	X	X	X
❖ Be aware of body language, social cues, facial expression, and gestures	X	X	X	X	X
❖ Ask yes/no questions	X	X			
❖ Allow physical response to check for understanding (thumbs up/down)	X	X	X	X	X
❖ Engage students in retelling, describing, and comparing two things			X	X	X
❖ Build on students prior knowledge and activate background knowledge			X	X	X
❖ Incorporate numerous strategies for reading/writing	X	X	X	X	X
❖ Avoid sarcasm, idiomatic expressions, and figurative language	X	X			
❖ Teach greek and latin roots to expand students vocabulary		X	X	X	X
❖ Simplify language and not content		X	X	X	X
❖ Use bilingual peer helpers	X	X	X		
❖ Use bilingual books, text books, and and other tools if available	X	X			
❖ Encourage students to respond in first language	X				
❖ Verbal prompting and praise throughout a lesson	X	X	X	X	X
❖ Ask students questions that require at least a two word response		X	X	X	X
❖ Use of word walls	X	X	X	X	X
❖ Picture dictionaries and bilingual dictionaries	X	X	X		

❖ Promote meaningful language		X	X	X	X
❖ Introduce figurative language				X	X
❖ Chunk text	X	X	X	X	X
❖ Modify assessments (not content)	X	X	X		
❖ Small group learning	X	X	X		
❖ Preteach vocabulary and lessons	X	X	X		
❖ Provide sentence frames and starters	X	X	X	X	
❖ Graphic organizers, brainstorming, and listing			X	X	X
❖ Ask questions that will solicit a detailed response.			X	X	X
❖ Incorporate everyday skills (notetaking, study skills, and organizational skills)		X	X	X	X
❖ Teach and practice test taking skills			X	X	X
❖ Adjust formative assessment strategies	X	X	X		
❖ Provide students with mini personal word wall for their folders	X	X	X	X	
❖ Work with ESL teacher for strategies tailored to fit the need of each student	X	X	X	X	X
❖ Look at curriculum units for modifications for specific units and areas of academic study.	X	X	X	X	X

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Grades 6-8

All units will be designed using culturally authentic materials that are appropriate to the students abilities, interest levels, and age. Teachers will meet the objectives described in the Grades 6-8 ELP Levels 1-5 Curriculum. Teachers should select materials that are culturally diverse and materials that are rich across the content areas. Teachers should provide students with multiple opportunities to use meaningful communication that relates to real world situations. Lesson plans and activities should target purposeful and meaningful language.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>September <u>All About Me</u></p> <ul style="list-style-type: none"> ● Adjectives of personality/ appearance ● Clothing, hobbies, age, town, native language ● Physical traits and character traits ● Personal data/personal items/phone number 	<p>November <u>Thanksgiving -</u></p> <ul style="list-style-type: none"> ● the first thanksgiving ● the mayflower ● life in the colonies <p>December <u>Holidays Around the World/Winter</u></p> <ul style="list-style-type: none"> ● Celebrations in 	<p>February <u>Nonfiction Genres</u></p> <ul style="list-style-type: none"> ● Biographies ● Summarizing ● Describe the connection between text and images(charts/ illustrations) <p>March <u>Self Discovery</u></p>	<p>May <u>Animals/Mammals/Sea Creatures</u></p> <ul style="list-style-type: none"> ● Names of animals ● Features and characteristics ● Classifications of animals ● Movement and behavior of animals

<p><u>School Environment/Adjustment Skills</u></p> <ul style="list-style-type: none"> ● Rooms/Offices in School ● Read a map ● Classroom objects ● School Schedule ● Locker Use ● Gym/Lunch/Classroom Procedures ● Health Practices ● Cultural Differences between school in USA and their previous school <p><u>My Body and Mind</u></p> <ul style="list-style-type: none"> ● Feelings/Social behavior ● Senses, body parts, and systems ● Hygiene and safety ● Basic food (healthy vs not healthy) ● Medicine/Health problems ● Creating mental images- implementing the five senses to assist in reading for meaning <p>October</p>	<p>different countries/traditions, food, customs, currency, cultural comparisons</p> <ul style="list-style-type: none"> ● Express and create their awareness of the various winter holidays ● L1 heritage- facts about the native country- location, size, climate, etc) ● Classify and categorize various food items ● New winter terminology <p>January</p> <p><u>Fulfilling our Dreams</u></p> <ul style="list-style-type: none"> ● Discuss and evaluate long term goals (dreams) ● Discuss and evaluate short term goals ● Create a new year's resolution ● Abilities and talents <p>Integrated Skills Throughout the Quarter-</p>	<ul style="list-style-type: none"> ● Compare and Contrast ● Comparative adjectives ● Understanding characters ● Personal narratives ● Personal connections to a text <p><u>Discovering New Things</u></p> <ul style="list-style-type: none"> ● Informational Text ● Retell and summarize informational text ● Connect and compare similar texts with their own experiences. ● Distinguishing fact vs opinion <p><u>Personal Conflict</u></p> <ul style="list-style-type: none"> ● Conflicts in personal life and how they were solved ● Author's Purpose ● Fables, tall tales, multicultural stories <p>April</p> <p><u>All About Earth</u></p> <ul style="list-style-type: none"> ● Materials ● regions of the world(<ul style="list-style-type: none"> ● Animals can be represented in both fiction and nonfiction texts <p>June</p> <p><u>Becoming a Great Student</u></p> <ul style="list-style-type: none"> ● Review study skills ● Review academic topics ● Practice new language ● Create a bucket list for summer ● Read simple texts, both fiction and nonfiction with fluency that is appropriate with the child's proficiency level. ● Use writing in everyday life ● Develop a collection of writing (portfolio) ● The season of summer ● Summer bucket list ● Author's Purpose ● Comprehension
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<p><u>Family Characteristics and Traits</u></p> <ul style="list-style-type: none"> ● House, room, furniture, prepositions of location, family titles, occupations, age, school, home, chores and responsibilities ● Explore families, make personal connections, and understand vocabulary in context about families and homes <p>November (first two weeks)</p> <p><u>Coming to America</u></p> <ul style="list-style-type: none"> ● What are some of the reasons why many groups came to America? ● Origins, currency, clothing and accessories, foods ● Pledge of Allegiance/US Flag/Symbols <p><u>The Season of Fall</u></p> <ul style="list-style-type: none"> ● Integrate fall holidays and weather into different thematic units ● Integrate the five senses 	<ul style="list-style-type: none"> ● Sentence stress ● Reduction of going to ● Sentence intonation ● Leisure activities ● Food groups ● Advice(moral of story) ● Examine the importance of numbers ● Realistic fiction ● Identify and explore the characteristics of a personal narrative ● Identify the components of fantasy and realistic fiction ● Retelling a story ● Components of non fiction text ● Adjectives, adverbs, verb tenses,can, and should ● Weather:Understanding weather reports, clouds, hurricanes, blizzards, etc ● Identify and examine characteristics of an expository non fiction text. ● Words with th 	<p>polar, desert, rain forest, jungle, grasslands, oceans</p> <ul style="list-style-type: none"> ● Earth Day/What a wonderful World ● Reduce, reuse, recycle ● Plants ● Earth science concepts: rotation, revolution, water cycle, weather phenomenon, etc. ● Actions of humans affect the earth <p><u>The Balance of Nature</u></p> <ul style="list-style-type: none"> ● Habitats, biomes, and ecosystems ● Food chains, life cycle terminology, conservation <p>Integrated Skills Throughout the Quarter-</p> <ul style="list-style-type: none"> ● Explore and analyze various environments with related to clothing for seasons ● Identify and examine characteristics of an expository non fiction 	<p>Strategies</p> <ul style="list-style-type: none"> ● 14 ● Dialogue ● Editing and Revising ● Fact and Opinion ● Figures of Speech ● Fluency Strategies ● Literary Devices ● Main Idea and Supporting Details ● Metaphors and Similes ● Multiple Meanings ● Personification ● Point of Views (First, Second, and Third) ● Story Elements ● Test-Taking Strategies ● Word Origins ● Memorial Day ● Summer
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into the seasons

Integrated Skills Throughout the Quarter-

- Greetings
- Concepts about Print
- Numbers 1-100
- Clothing ,Colors, and shapes, gestures, weather/seasons
- Understand and use basic vocabulary related to the content areas
- Comprehension Skills- yes/no answers, either/or questions, total physical response, sentence answer
- Build language production by introducing the concept of yes/no answers, do-support for have questions, and plural forms.
- Vowel sounds
- Components of a story
- Use simple contractions
- Rising and falling intonation

- The letters s and sh
- Understand the meaning of and correctly use present progressive tense
- Reduction of do/does

text.

- Identify the characteristics of an informational text
- Observe, measure , and compare different kinds of rocks
- Begin to connect new information to information previously learned
- Groundhogs Day
- Valentine’s Day
- Saint Patrick’s Day
- Earth Day

<ul style="list-style-type: none"> • Describe basic mathematical operations • Understand and use the steps of the writing process 			
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Grades 6-8

*Differentiate Units according to ESL Levels
 ESL Level 4 should use push in model support*

Language Needs		
<i>Vocabulary Usage</i>	<i>Language Forms and Conventions</i>	<i>Discourse Complexity</i>
<p>Level 1 <i>Focus on vocabulary of instructional language of the classroom and everyday life.</i> <u>Examples-</u> alphabet, numbers, weeks, months, colors, shapes, time telling, classroom objects, routines, commands, general content related</p>	<p>Level 1 <i>Focus on common social and instructional patterns. With support and prompting, ELL's will produce and understand simple grammatical commands.</i> <u>Examples-</u> commands/WH questions</p>	<p>Level 1 <i>ELL's will begin by producing communicating non verbally and through words, phrases, or chunks of language.</i></p> <p>Levels 2-3 <i>At level two, students will start to use short</i></p>

<p>words, body parts, clothing, people, family, foods, weather, seasons , parts of speech, word classifications and study, parts of text, genres,telephone numbers, address, cardinal and ordinal numbers, body parts, senses, habits and health, holidays around the world and cross cultural comparisons.</p> <p>Level 2-3 <i>Students will move from communication with single words and set phrases to using phrases and short sentences. Focus on expanding simple sentences, while using complexity and a greater use of detail.</i></p> <p>Level 4 <i>Students will begin using specific and some technical language related to the content areas.</i></p>	<p>Declaratives Pronouns Different verb tenses Adverbs</p> <p>Level 2-3 <i>Students will move beyond the most common instructional words and patterns, to communication at the sentence level.</i> <u>Examples-</u> Compound grammatical constructions and repetitive phrasal and sentence patterns across the content areas.</p> <p>Level 4 <i>Students will display a variety of sentence length and employ a variety of linguistic complexity.</i></p>	<p><i>phrases or sentences to express their thoughts. ELL's will move from use of short oral phrases to simple and expanded sentences. Oral responses should show emerging complexity use to add detail. This will be reflected in both oral and written communication.</i></p> <p>Level 4 <i>Students will still make errors that reflect their first language but it will not impede their learning.</i></p>
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Grades 6-8 Quarter 1		
Themes and Standards	Understandings	Essential Questions
All About Me School Environment	<p><u>Language</u> Language is a multi-faceted layered system of communication.</p>	Who am I and what language will I need to communicate in my new home and school?

<p>My Body and Mind</p> <p>Family Characteristics and Traits</p> <p>The Season of Fall</p> <p>Concepts About Print</p> <p><u>Standards</u></p> <p><u>WIDA Standards</u></p> <p><i>ELD Standard 1-</i> numbers,calendar, colors, shapes, school environment, classroom objects, routines,general content related words, body parts, feelings, seasons, and weather.</p> <p><i>ELD Standard 2-</i> word classifications, parts of speech, letter ID/sounds, sight</p>	<p>Taking risks and learning from one’s mistakes is part of language learning.</p> <p>Being familiar with my surroundings will help me adapt to my new country successfully.</p> <p>Students can express and communicate their feelings in a positive way.</p> <p>Students will be able to share and discuss their ideas and work and participate in group discussions.</p> <p>Students will respond and give feedback to other students’ work.</p> <p>Student will present their writing/projects.</p> <p>Good speakers view oral discussion as a way to build connections to others and create opportunities for learning.</p> <p>Effective listeners are able to interpret and evaluate increasingly complex messages.</p> <p>Good readers use organizational strategies to aid in the comprehension of text.</p> <p>Good readers employ strategies to help them understand text.</p> <p>Readers can use the pictures to help them read a book and learn about the world.</p> <p>Readers make their words match the book’s pictures and words</p> <p>Strategic readers can develop, select, and apply strategies to enhance</p>	<p>What’s special about me? How am I the same as others? How am I different?</p> <p>What do I need to know to help me verbalize my needs and wants?</p> <p>How can I communicate my feelings successfully?</p> <p>How is my native country and USA the same? How are they different?</p> <p>How can I analyze a text?</p> <p>How do good writers express themselves?</p> <p>How can discussion increase our knowledge and understanding of an idea?</p> <p>How does a listener understand a message?</p> <p>How can we be readers even if we can’t read the words?</p> <p>How can we be writers even if we</p>
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<p>words, and word study</p> <p><i>ELD Standard 3-</i> telephone numbers, address, cardinal and ordinal numbers.</p> <p><i>ELD Standard 4-</i> body parts, senses, habits and health.</p> <p><i>ELD Standard 5-</i> holidays around the world and cross cultural comparisons.</p> <p><u>NJSLS</u> L.K-8. 1-2 L.K-8.3 L.L-8.4-5 SL.K-8.1-6 RF.K-8.1-4 RI.8.1-10 RL.K-8-10 W.K8.1-9</p>	<p>their comprehension.</p> <p>Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</p> <p>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</p> <p>Writers can use a combination of talking, drawing, and/ or letters/words to create a piece and share their ideas.</p> <p>Numbers have names and we can use them to count.</p> <p>Number names tell us how many objects are in groups and allow us to compare groups.</p> <p>Addition is putting groups together and making more, and subtraction is taking groups apart and making less.</p> <p>Shapes have names.</p> <p>Different parts of the body do different things.</p>	<p>don't know how to spell lots of words?</p> <p>How are shapes different?</p> <p>What number represents a given number of objects?</p> <p>What number comes next? (Successor function)</p> <p>Which group has more? Fewer? Same?</p> <p>How can these shapes be classified?</p> <p>What are the different parts of the body and what are their functions?</p>
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Language

- Learn appropriate survival responses
- Students will demonstrate and express needs
- Students will demonstrate the ability to recognize and locate various rooms and offices in school
- Students will demonstrate the ability to understand and use a daily school schedule.
- Demonstrate an understanding of rules by following most classroom routines.
- Demonstrate responsibility by initiating simple classroom tasks and jobs
- Students will demonstrate the ability to buy lunch and follow lunchroom procedures
- Role play with students before they buy lunch
- Demonstrate appropriate behavior when collaborating with others
- Students will demonstrate the ability to recognize cultural differences as related to school.
- Draw pictures of how school in the US is different/same as schools in native country
- Students will demonstrate the ability to recognize when a question is being asked.
- Students will demonstrate the ability to ask questions eliciting survival skills
- Students will demonstrate the ability to respond physically to oral directions.
- Teach students the strategy of using “thumbs up and thumbs down
- Students will demonstrate the ability to understand and answer self identification questions.
- Students will demonstrate the ability to introduce themselves using common greetings.
- Students will demonstrate the ability to use simple contractions.
- Students will demonstrate the ability to understand the meaning of and correctly use present progressive tense.
- Students will demonstrate the ability to understand and use basic vocabulary related to the content areas.
- Students will be able to sort words and pictures into categories- colors, clothing, etc to start to gain a sense of the concepts the categories represent
- Students will be able to define words by category and by one attribute. (a tiger is a cat)
- Students will be able to repeat new language related to story pictures modeled by teachers
- Students will be able to match oral statements from narrative or expository materials to their illustrated pictures
- Students will understand social and instructional language across the curriculum
- Students will learn the names of objects related to school and home, learn colors, and learn common expressions
- Students will learn to follow simple rules and directions
- Students will be able to communicate in words and phrases using the target language.
- Students will be able to ask and answer questions to clarify or repeat directions

- Students will be able to learn date, months, and seasons using the calendar
- Students will be able become aware of holidays around the world.
- Students will describe themselves and their thoughts and feelings using spoken english with prompting and visuals.
- Students will be able identify ideas, actions, or objects related self from pictures and oral statements
- Students will be able answer yes/no questions about likes and dislikes.
- Students will be able follow oral directions to simple commands using real life objects
- Students will be able match icons and pictures to target vocabulary items
- Students will be able tell classroom rules based on gestures or modeling
- Students will be able trace, copy, or reproduce words about target thematic vocabulary using models and pictures
- Students will be able to understand and use interrogatives and frequently occurring prepositions
- Students will be able to communicate in words and phrases using target language
- Students will be able to listen for a variety of purposes
- Students will be able to listen and recognize types of language by context and tone
- Students will be able to follow increasingly difficult oral directions
- Students will be able to listen and contribute to class discussions
- Students will be able to ask and answer questions for clarification or to resolve problems.
- Students will be able to use language acquired in through classroom instruction for real life communication

Social Studies

- Students will be able use maps to obtain information about people and places with assistance from a teacher.
- Students will be able to develop an awareness of the physical features of their community
- Students will be able to identify, discuss, and role-play the duties of a range of community workers with support from teachers.
- Students will be able describe characteristics of oneself, one's family, and others with support from teachers.
- Students will be able to demonstrate an understanding of family roles and traditions
- Students will be able express individuality and cultural diversity
- Students will be able to learn about and respect other cultures within the classroom and community

Reading Readiness

- Students will be able to recognize that letters make up words
- Environmental print

- Students will be able learn to identify letters and their corresponding sounds.
- Students will be able recognize and produce the alphabet using both upper and lower case letters
- Students will be able demonstrate understanding of spoken words, syllables, and sounds

Decoding and Word Recognition

- With prompting and support identifies sight words and word families. Students should decode by chunking letters together.
- Use memorization, phonetics, and knowledge of letter/sound relationships to spell words correctly.

Writing and Conventions

- Recognition, name, and correctly employ end punctuation marks
- Capitalize the first word of a sentence and the pronoun I
- With prompting and support students will write narratives by using appropriate and varied transitions, phrases, and clauses using drawings and
- With prompting and support students will write narratives in sentences of varying length.
- With prompting and support students will use short phrases or captions under pictures in English with key content based vocabulary
- With prompting and support students will develop and organize sentences, in a task, which are appropriate to the reader using the appropriate r
- With prompting and support students will be able to use graphic organizers to complete cloze sentences.
- With prompting and support students will use technology to produce and publish writing

Reading Comprehension

- With prompting and support students will rely on labeled diagrams and illustrations to understand new words
- With prompting and support students will describe and sequence how the story's plot unfolds. Students will be able to sequence the plot by usi
- With prompting and support students will describe changes and responses of characters as plot moves to resolution by answering yes/no or eith
- With prompting and support students will implement strategies to help them use meaning to read books by looking at the pictures and saying v
- With prompting and support students will retell a story from a read aloud using pictures
- With prompting and support students will define words from appropriately leveled text and identify examples of figurative and connotative lan
- With prompting and support students will write narratives using effective technique such as dialogue, pacing, and description to develop exper either/or questions related to illustrated text.
- With prompting and support students will analyze one sentence and discuss how it connects to the theme.
- With prompting and support students will students will analyze words in one sentence and how they connect to the theme.
- With prompting and support students will demonstrate understanding of word relationships and nuances of words

- With support from teachers, distinguish shades of meaning among verbs differing in manner (look, stare, glare)
- Ask and answer questions about unknown words in a text

Math

- Provide identifying information that involves real world numbers.
- Students will demonstrate the ability to read and recognize all numbers.
- Students will demonstrate the ability to count from 1 to 100.
- Students will demonstrate the ability to recognize geometric shapes
- With prompting and support students will write numbers 0 -100
- With prompting and support students will count with one to one correspondence up to 100.
- With prompting and support students will identify that a successive number is one larger than the previous number
- With prompting and support students will compare numbers greater than, less than, or equal to.
- With prompting and support students will illustrate and label whole numbers, from graphs or visuals and word banks
- With prompting and support students will restate math problems with visual support
- With prompting and support students will use and understand basic academic vocabulary for math
- With prompting and support students will use number line to round whole numbers to nearest 10 or 100.
- With prompting and support students will fluently add and subtract within 100 with a calculator if needed
- With prompting and support students will tell time to nearest minute calculate elapsed time
- With prompting and support students will measure mass of objects represent and interpret data on bar graphs
- Students will solve multiplication number stories with use of a calculator
- Use addition and subtraction within 100 to solve word problems
- Apply properties of operations as strategies to add or subtract
- Understand that subtraction as an unknown addend problem
- Relate counting to addition and subtraction
- Add and subtract within 20, demonstrating fluency with visual support
- Count to 120, starting at any number less than 120.
- Understand that the two digits of a two-digit number represent amounts of tens and ones.
- Compare two two-digit numbers recording the results of comparisons with symbols $>$, $=$, and $<$ with a scribe
- Given a two-digit number, using visuals find 10 more or 10 less than the number
- Order three objects by length; compare the lengths of two objects indirectly by using a third object.

- Express the length of an object as whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end;
- Tell and write time in hours and half-hours using analog and digital clocks.
- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how they differ.
- Distinguish between defining attributes versus non-defining attributes build and draw shapes to possess defining attributes.
- Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.
- Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters and use the phrase "half of" and "fourths of" to describe the shares.

Science

- Students will name parts of the body
- With prompting and support students will associate body parts with senses
- Review social behavior, hygiene, and safety.
- With prompting and support students will sort and understand healthy foods vs non healthy foods
- Students will understand and use terminology related to the weather and the four seasons

Learning Paths Grades 6-8 Entering Quarter 1

Teacher Texts

- The Reading Strategies Book by Jennifer Serravallo
- I am Reading by Kathy Collins & Matt Glover (*this book isn't referenced in any lessons, but gives the teacher lots of background information on Emergent reading)
- Words Their Way by Bear, Invernizzi, Templeton & Johnston *For word study instruction
- Writing Fiction: Big Dreams, Tall Ambitions by Lucy Calkins and Colleen Cruz (found in previous Writing Units of Study Grades

3-5 kit)

- Interpreting Characters: The Heart of the Story by Lucy Calkins and Kathleen Tolan (from the Units of Study for Teaching Reading)
- Teacher's College Assessment for Independent Reading Levels

Read Alouds

Marvelous Me: Inside And Out (eBook) Series: All About Me Bullard, Lisa

My Home: Walls, Floors, Ceilings, And Doors (eBook) Series: All About Me Bullard, Lisa

My Day: Morning, Noon, And Night (eBook) Series: All About Me Bullard, Lisa

My Body: Head To Toe (eBook) Series: All About Me Bullard, Lisa

My Family: Love and Care, Give And Share (eBook) Series: All About Me Bullard, Lisa

Grow Strong! A Book About Healthy Eating Habits Series: Being The Best Me! Meiners, Cheri J. and Elizabeth Allen

The Magic School Bus Explores the Senses

The Magic School Bus Inside the Human Body

I Hate English! by Ellen Levine

Pa Lia's First Day by Michelle Edwards

Coming To America (eBook) Series: Primary Source Readers McArthur, Marcus

Fall Holidays, Frank Schaeffer

Halloween (eBook) Series: Celebrations In My World Aloian, Molly

Fire Safety Series: First Step Nonfiction - Safety Rivera, Sheila

How Many Days To America: A Thanksgiving Story by Eve Bunting

Thanksgiving Day by Gail Gibbons

My Mom Made Me Go To School by Judy Delton

Johnny Appleseed Series: Little Birdie Green Readers, Level K-1 Suen, Anastasia

Johnny Appleseed Kurtz, Jane (H)

Johnny Appleseed (eBook) Series: Classics Illustrated Juniors

Fall Series: Read And Discover (Norwood House) Lindeen, Mary

Columbus Day Series: Rookie Read-About Holidays Gardeski, Christina Mia

Fall Dawson, Emily

Pumpkins Series: First Step Nonfiction - Plant Life Cycles Nelson, Robin

Winter Series: Read And Discover (Norwood House) Lindeen, Mary
Holiday Spirit (eBook) Series: Cheer! (Book: 3) Evans, Zoe
Christmas / Navidad (eBook) Series: All About Winter Rustad, Martha E. H.
Kwanzaa Pettiford, Rebecca
The Gingerbread Man (Different Versions)

Online Resources

Song – Them Bones Video
A map of the school/united states/world
Song – Neil Diamond’s America
Dear America – Thanksgiving Story – Video
Schoolhouse Rock Video – America
Pop Up Theater – Who Built The Statue of Liberty?
Reading A-Z, Science A-Z, and Writing
Pebble Go

Supplemental Materials

Venn diagram
Writing paper/rubrics
Holiday recipe and ingredients/cooking materials
E.S.L./picture dictionaries
Inflatable globes(if possible)
Sight word ring
Bilingual picture dictionaries
Words I Use student notebook
Non-Fiction Leveled Readers
Highlighter tape
Alphabet linking chart
Student writing journal
The Oxford Content Dictionary

Wordless picture books

Current Mainstream Science Text – (Check level for appropriateness)

Sample Activities and Strategies

Language

- Comparing verbal and nonverbal cues
- Self-monitoring and self-evaluating language development
- Learning and using language chunks
- Emphasize inflection and body language associated with questions
- Model questions and use role playing and paired drills.
 - Example- "Where is the _____?" "May I have (go to) the _____?"
- Use simple dialogue, repetition, role playing during classroom activities
- Display flashcards and alphabet chart in the room and mini anchor charts in folders.
- Use/demonstrate upper/lowercase letters
- Demonstrate and model with books and magazines, charts and signs of high interest
- Use number cards and concrete objects to teach mathematical terminology
- Role play
- Use partner practice and repetition:
 - "Number your paper from 1 to 10," "Underline the third letter," etc.
- Use realia of classroom objects and lingo
- Demonstrate physical responses and use TPR to show comprehension while reinforcing student names
- Use magazine pictures to identify various age categories of people. Conduct classroom discussions that focus on personal characteristics
- Use construction paper to identify colors. Identify class objects or student's clothing of specific color.
 - Use riddles: "I'm thinking of something (adj.) and (color)." "What is it?"
 - Give oral directions to color a picture/design. Have students use adjectives to describe pictures.
 - Have students find or draw pictures representing adjectives and label them.
- Make floor plan of the school and label rooms. Put personnel in appropriate places within the building. Give students oral directions to other locations:

- "Put the teacher in the gym, hall, library, first floor, stairway, and other structures.
- "He's the custodian." "She's in the office." "It's on the first floor." "Is she a teacher?" "No, he's _____.",
- Locate pictures of clothing in magazines and catalogs. Make a poster illustrating clothing categories: summer clothes, dress clothes, outerwear, etc
- Provide an oral description of what a person is wearing and someone else guess who the person is. Wearin.
- Using supermarket flyers, have students write a shopping list for their family.
- Personal Poster- Each student creates a collage about themselves.
 - Students place the posters on a wall.
 - With string, students make “connections” to others (i.e., you’re a coffee drinker and so am I) by “drawing a line” with the string
- Personal Symbols of the USA- Students create as a class a poster or bulletin board with pictures representing what the USA means to them (i.e., pizza, skyscrapers, jeans, football, etc.)

Reading/Writing Readiness

- Review the following terminology- language, speak, listen, write, word, sentence, period, question mark, capital (uppercase), small letter (lowercase), paragraph, composition, story, etc
- Practice reading and writing sight words
- Have student go back and forth between sight word ring and book of choice during ELA time.
- Sight Word ring

Reading/Reading Comprehension

- Brainstorm how they felt on the first day of school or first day in school in the United States
- Discuss feeling “alone” or out of place
- Read first two chapters aloud of Pa Lia or read the book I Hate English! , and predict what will happen next after key points in story
 - Make a chart about Pa Lia’s feelings during different parts of the story using pictures
 - Discuss how they feel when someone calls them a name
 - Sequence story action
 - Identify favorite part of a story
 - Develop listening strategies to understand what is heard
 - Draw a picture and write about a time when they felt like their stomachs were filled with 1,000 fluttering butterflies

- Read Aloud-My Mom Made Me Go To School by Judy Delton. Take a detailed picture walk before reading and ask students to tell you what is going on on each page. Ask students basic comprehension questions about the story. Activate prior knowledge before reading the story, asking students how they felt about coming to school.
- Compare and contrast two characters from a story
- Read Aloud- Read a book about the Season of Fall. Make a chart of all the things the students know about the fall before reading.
- Retell Columbus story by sequencing events on sentence strips or by creating a timeline using pictures
- Read different versions of the Gingerbread Boy and have students retell using pictures
- Read different stories about different winter holidays. Compare and Contrast using pictures the difference between the USA holidays and students L1 holidays.
- Labor Day books

Writing

- Write a letter to a friend about your school/class (a few sentences)
- A sentence or two about doing something fun outside in good weather
- Description of how to make something that looks like a symbol
- What you did last weekend?
- Have students draw their own homes and label rooms, furnishings, etc.
- Draw a picture of the flag from their native countries and label
- Label a picture of a pumpkin using appropriate colors, initial consonants, and season. Have students write sentences using sight words about the season of fall
- Label a picture of a Turkey and the turkey's body parts. Talk about thanksgiving
- Emergent writers can list five things they are thankful for in an art project where they draw a turkey, and then write their sentences on the turkey's feathers.
- Label parts of the body on people, animals, and characters from the Gingerbread Boy
- Write descriptions of holiday shapes/symbols
- Read and create a holiday recipe
- Have students draw and write a sentence using high frequency words after read alouds (favorite part, connection)
- Have students draw pictures and label. Leave out initial or final consonant depending on student's level. Thematic pictures will help build vocabulary.
- Write/draw a short description of someone performing an activity or sport (linked to science standards)

Social Studies

- Inside Outside Circles- Have students stand in two circles facing each other. Ask questions and allow students to answer, moving to discuss information with new partners.
 - Differentiate by having all the lower proficiency level students in the same circle. Provide written questions for them if necessary. Have them ask the questions first in order to hear an oral model.
 - Which family member do you resemble most and why?
 - If you have children, which characteristic would you like them to inherit and why?
 - Which ancestor of yours would you most like to meet or have lunch with?
- Students analyze families on television-
 - Students learn the difference between websites with informational text and those who entertain.
- Provide game boards with empty rooms and pictures of household items. Have students place items in correct rooms.
- Have students draw a street and label buildings according to teacher's oral directions. Use a local map to follow directions from one location of buildings in pictures. Use a map of buildings to follow directions from one class to another.
- Review what their own voyage to the United States was like (if applicable)
- Hear an oral background on the Pilgrims and why they left England Brainstorm a list of objects they think the Pilgrims would need to bring to the New World Read books on Pilgrims, the voyage of the Mayflower, the hardships of the first year, and life in the Pilgrim colony
- Construct a T-chart to compare Pilgrims' trip to America and their own trip Read a simplified version of the Mayflower
- Practice new vocabulary to describe a Pilgrim life in Plymouth Compare schools in early Plymouth with schools in the 21st century
- Draw a picture of the flag from their native countries and describe it to the group
- Locate their countries on a map
- Hear the national anthem from their country on the internet
- Recognize symbols such as the seal of their country
- Review vocabulary for the Pledge of Allegiance; demonstrate understanding of correct behavior during the Pledge
- Recognize and demonstrate respect for the U.S. flag
- Brainstorm where they have seen U.S. flags displayed
- Listen to Star Spangled Banner; recognize music and demonstrate correct behavior when it is
- Using context to get meaning
- Explain what types of events they have attended where the Pledge is recited
- Demonstrate understanding of U.S. President, Vice President, local and state government

- Identify local and state government officials' names on the Internet
- Recognize various symbols of the U.S. such as the seal, Uncle Sam, the Bald Eagle, etc.
- Reinforce and review the following terminology- map, ocean, sea, water, land, country, continent, nation, state, city, river, lake, mountain, valley, plain, earth, etc.
- Have students bring in pictures of their families to describe to classmates. Complete a family tree using fictional characters.
- Share their stories with the group Become aware of holidays and seasonal festivals celebrated around the world
- Draw a picture of their family
- Have students create a map of the school using key pictures.
- Give explanations for places/locations on maps or globes (e.g., "I know this city is the capital because there is a star.")
- Read a map
- Locate and show places on maps or globes
- Define locations of places on maps or globes (e.g., using relational language "The United States is north of Mexico.")
- Give directions from one place/location to another on maps or globes (e.g., using sequential language) to a partner
- Safety (discuss the danger that Columbus and his men faced on his journey)
- Fire Prevention Week – October- talk about community helpers and their role in the community.
- Talk about how the Pilgrims and Native Americans got along after read aloud
- Create a map
- Find locations in the school by following a map
- Have students cut pictures out of old magazines of things they are thankful for. Make a collage
- Talk about Christmas and Holidays around the world and how each culture is different.
- Have students create a poster of how they celebrate their holidays and explain it to the class
- Have student present to the class about their culture and their tradition. Have students ask questions about the presentation when it is over. (bring in previous ELLs at a higher level to model appropriate speaking skills.
- Read different versions of The Gingerbread Boy and retell using pictures.
- Talk about how different versions are different using pictures.

Math

- Introduce and reinforce the following terminology - add, subtract, multiply, divide, addition, subtraction, multiplication, division, plus, minus, times numerals, fractions, percent, etc.
- Using clothing catalogs and ads have students "Buy" a wardrobe within a given budget.
- Role playing: order food from a menu. Have students act as waiters/ waitresses. Tally the "check."

- Review money and making change. Determine appropriate tip.
- Identify values of coins and bills.
- Display sets of coins and have students determine the total value.
- Have students identify different ways to make specific amounts of money. Practice making change. Role play going to a store or a restaurant and making a purchase.
- Restate math problems with visual support
- Create collages using paper shapes.
- Sorting bags (a variety of objects...different textures, shapes, etc. e.g., cotton balls, rubber bands, pebbles, stamps)
- Make a graph of the class favorite activities (linked to science standards)
- Answer survey questions about your favorite sport, food, etc

Science

- Keep daily calendar and weather chart. Have students identify day and date and describe the weather. Match appropriate clothing and accessories with weather pictures (umbrella, raincoat, sweater, sunglasses, etc.).
- Play "Concentration" or "Memory" with weather and accessory pairs. Practice time with students-made analog and/or digital clocks. Match time of day with appropriate activities. Use a clock and demonstrate student schedules
- Categorize foods and make posters: fruits, vegetables, dairy products, etc. Create a menu.
- Play bingo with types of foods.
- Play "Simon Says." Have students draw a monster according to oral directions. Collect pictures of people and label body parts
- Label the body and five senses that go with each part using
- Have students talk about how they are feeling everyday using the feeling chart
- Name and describe the five senses. Create a picture and label a person with the five senses and the corresponding body parts.
- Participate in games and songs that use parts of the body Example: Simon Says
- Using a simple rubric with pictures to determine whether or not someone's activities are healthy
- The Magic School Bus Inside the Human Body Song – Them Bones – Traditional (listening activity)
- Thanksgiving meal- Place traditional foods in a food pyramid after talking about thanksgiving meals

Assessments

<ul style="list-style-type: none"> ● WIDA ACCESS for ELLs/WIDA Model 6-8 ● Concepts about Print ● DRA/TC ● Benchmark/unit assessments ● Short quizzes 	<ul style="list-style-type: none"> ● Anecdotal notes from reading, writing, and math conferences ● Running records/Exit slips ● Observation ● One sentence summaries ● Participation in classroom discussions ● Journals
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Grades 6-8 ESL Quarter 2		
Sample Themes and Standards	Understandings	Essential Questions
<u>Coming to America</u> <u>The Season of Fall</u> <u>Holidays Around the World/Winter</u> <u>Concepts About Print</u> <u>Fulfilling our Dreams</u> WIDA ELP 1-5(see vocabulary usage for standards above) <u>NJSLS</u>	<p>Language is a multi-faceted, multi layered system of communication.</p> <p>Language learning involves taking risks and learning from one’s mistakes.</p> <p>Students will be able to discuss and evaluate goals and dreams.</p> <p>Students will be able to highlight their abilities and talents.</p> <p>Students will be able to evaluate story elements, complete reading responses, and create a pre-writing and simple sentence writing piece about a New Year's Resolution with pictures and words</p>	<p>What language will I need to successfully communicate in my new home and school?</p> <p>What do I need to know to help me communicate my needs?</p> <p>What mistakes will interfere with my communication?</p> <p>Who am I and what is my place in this word?</p> <p>What are my dreams and aspirations?</p> <p>What are the important story elements?</p>

<p><u>Literacy</u> RI 1.1-1.10, RF.1.2 RF.1.2.B , RF.1.2.C ,RF.1.2.D, RF.1.3 ,RF.1.4 ,SL.1.1.A SL.1.1.B ,SL.1.1.C SL.1.6, W.1.2 W.1.5, W.1.7, W.1.3 W.1.5,RF.1.1 ,L.1.2 L.1.5 ,SL.1.2, SL.1.4, RL.2.1 , RL.2.5 ,RI.2.7 RF.2.3, RF.2.3.B RF.2.3.C, RF.2.3.D RF.2.3.E ,RF.2.3.F RF.2.4 ,L.2.4. SL.2.4 ,W.2.3 RL.2.2,SL.2.2. L.2.2.,L.2.4 L.2.4, L.2.4.B L.2.4.C ,L.2.4.D, L.2.4.E</p> <p><u>Math</u> 1.MD.A.1-2, 1.OA.C.6,1.NBT.A.1, 1.MD.C.4, 1.OA.B.3,1.NBT.C.5 ,1.OA.A.1 1.OA.A.2,1.NBT.B.2. ,1.NBT.A.1, 1.OA.C.6, 1.NBT.B.3, 1.OA.D. 7, 1.OA.B.3 1.MD.A.1-2 1.OA.A.1</p>	<p>Readers identify and ask questions about key details in an informational text.</p> <p>Readers describe the connections between a nonfiction text and its images.</p> <p>Readers connect and compare similar texts with their own experiences.</p> <p>Readers compare and contrast story plots, characters, settings, and themes.</p> <p>Readers match the picture in their mind with the words on the page.</p> <p>Good readers use many tools to figure out a tricky word.</p> <p>Good readers check their reading by asking does it make sense? does it look right? does it sound right?</p> <p>Writers can incorporate all they know (word study features and high frequency word) to make writing more understandable to others.</p> <p>Good readers get to know the characters in their books.</p> <p>Good readers look for clues that tell them how the character is feeling at different points in the story.</p> <p>Good readers notice when the characters learn a lesson.</p>	<p>What do readers think about while they read?</p> <p>How do readers make sense of the words on the page?</p> <p>How can I be strong when I get to the hard parts in books so that I don't give up?</p> <p>How can I use all the strategies that I know in ways that let me understand and figure out words in the books that I read?</p> <p>How can readers get to know the characters in the books they meet?</p> <p>How can I be on the lookout for ways the character changes?</p> <p>Can I sometimes notice that when they change, it might be because they have learned a lesson?</p> <p>How do readers get to know characters in their books?</p> <p>How can I write realistic fiction?</p>
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<p>1.OA.A.8 1.OA.B.4 1.MD.B.3</p> <p>Technology Standards and 21st Century Skills: 8.1.2.E.1 8.2.2.A.4 8.2.2.A.4 8.1.2.A.4 8.1.2.D.1 CRP4,CRP10</p>	<p>Writers elaborate their story by adding small action, talking, feeling, and thinking.</p> <p>Writers edit their stories for capital letters and punctuation</p> <p>Students will be able to outline a story by specifying the characters, setting, plot, problem, and solution.</p> <p>Students will be able to demonstrate writing as a process by using prewriting, drafting, revising, editing, and publishing.</p>	<p>How do writers make their writing clear?</p> <p>How do writers make their stories easy to read?</p> <p>What makes writing interesting? What can I learn from reading about famous people? How do I connect with their experiences?</p>
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Skills/ Performance Indicators
<p style="text-align: center;"><u>Language</u></p> <ul style="list-style-type: none"> ● Students will participate appropriately in class conversations ● Students will ask and answer questions about information presented orally ● Students will demonstrate a basic understanding of the distinguishing features of a sentence ● Students will describe people, places, things, and events with some details ● Students will speak clearly using appropriate voice volume ● Students will use the context of a sentence to predict the meaning of an unknown word ● Students will sort words into categories and define those categories ● Students will use conjunctions to join ideas orally ● Students will alphabetize words using the alphabet linking chart ● Students will talk about their abilities and talents with a partner ● Students will talk about their dreams and aspirations in a small group. ● Students will talk about various occupations and how they relate to their dreams and goals ● Students will give directions with prompting to a peer

- Students will use because when giving a reason
- Students will give positive feedback
- Students will identify a problem using I statements.
- Students will include all members of a group in a discussion
- Students will use phrases for showing interest in a conversation
- Students will use demonstrate knowledge of comparative adjectives, adverbs, and verb tenses
- Students will demonstrate and apply knowledge of modals of can, could, should, and must.
- Students demonstrate and apply knowledge of conjunctions “and” and “but”
- Students will begin to use adverbs of frequency, future tense using will and be going to.
- Students will demonstrate knowledge of cause and effect
- Students will begin to use definite articles such as some, any, the.

Reading Readiness

- Student will recognize and apply knowledge of short vowel sounds
- Students will be able to set a purpose for reading
- Students will hear and record consonant digraphs and blends
- Students will blend phonemes to produce words using the alphabet linking chart
- Students will isolate and pronounce the initial, middle, and final sounds using elkonin boxes in a single syllable word
- Students will demonstrate knowledge of rhyming and repetition in poetry.

Decoding and Word Recognition

- Students will apply decoding strategies
- Students will monitor and self-correct reading
- Students will begin to read with fluency (echo reading)

Comprehension

- With prompting, students will ask and answer comprehension questions in group and guided reading experiences
- With prompting, students will identify cause and effect.
- With prompting, students will retell and demonstrate understanding of central message or lesson of a story in group and

guided reading experiences using pictures and words.

- With prompting, students will identify characters, setting, and major events of a story in group and guided reading experiences using pictures and words.
- With prompting, students will match simple dialogue to the speaker in group and guided reading experiences using pictures
- With prompting and support. students will use illustrations to gain information about the characters, setting, or events in group and guided reading experiences with prompting
- With prompting, students will discuss characters and their experiences (including problems they have and solutions to those problems) in group and guided reading experiences
- With support, students will begin to make simple inferences about character (feelings, traits, or lessons learned)
- Students will make simple predictions about a text
- Students will understand and demonstrate knowledge of authors purpose on a surface level with prompting and teacher support.
- Students will identify facts learned after reading an informational text from pictures or words with support
- With support, students will begin to identify a main topic of a text
- Students will make connections between two individuals, events, ideas, or pieces of information in a text in group reading experiences
- Students will use strategies to determine the meaning of unknown words during group reading experiences
- Students will use simple non-fiction text features to find information during group reading experiences with prompting
- Students will use illustrations to gain information from a text during group reading experiences
- Students will demonstrate awareness of biographies
- Students will ask information questions about a text
- Students will be able to make personal connections to a text
- Students will distinguish fact from opinion
- Students will be introduced fables, tall tales, multicultural stories

Writing and Conventions

- Students will capitalize dates, names, and the beginning of sentences
- Students will use end punctuation when writing a sentence
- Students will attempt to spell untaught words phonetically when writing
- Students will write taught sight words quickly and accurately.

- Students will write short descriptive narrative stories that include a sequenced beginning, middle, and end with detailed pictures and support
- Students will write informative/ explanatory text in which they introduce a topic, state facts, and provide a conclusion with support and pictures
- Students will demonstrate knowledge and components of expository writing.
- Students will demonstrate knowledge of persuasive writing
- Students will write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply a reason for the opinion, and supply some sense of closure with support
- Students will share writing with peers
- Students will apply suggestions to add to writing using visuals
- Students will participate appropriately in group writing experiences

Math

- Students will explain their thinking when solving a math problem using a step by step process with prompting and support
- Students will read a math word problem and discover how to solve them with prompting and support from the teacher.
- Students will be able to write a math word problem with support from the teacher.
- Students will apply properties of operations as strategies to add or subtract prompting and support
- Students will relate counting to addition and subtraction
- Students will add and subtract within 100
- Students will measure to nearest 1/2 inch and centimeter
- Students will calculate area and perimeter
- Students will classify polygons based on attributes
- Students will multiply within 100 prompting and support
- Students will recognize equivalent fractions
- Students will understand the meaning of the equal sign
- Students will determine the unknown whole number an addition or subtraction equation relating whole numbers.
- Students will count to 100, starting at any number less than 100. In this range, read and write numerals and represent a number of objects with a written numeral.
- Students will understands that the two digits of a two-digit number represents amounts of tens and ones.

- Students will multiply within 100 solve number stories apply order of operations prompting and support
- Students will subtract within 1000
- Students will solve number sentences with parenthesis prompting and support
- Students will generalize and analyze patterns
- Students will use place value understanding and properties

Science

- Students will use basic science terms and topic-related science vocabulary.
- Students will name body parts and associate them with senses and their physical action
- Students will understand the season of Spring and how the seasons change.
- Students will the temperature and how it changes over time
- Students will understand night vs. day
- Students will understand weather reports, clouds, hurricanes, blizzards, etc

Social Studies

- Students will understand and demonstrate knowledge of famous people, presidents past and present, and black history month.
- Students will understand and demonstrate knowledge of community workers and their roles in our community.
- Students will demonstrate knowledge about Martin Luther King and his role in our country.
- Students will demonstrate knowledge about the US presidents and their role in our country.

Learning Paths and Sample Activities

Grades 6-8

Quarter 2

Teacher Texts

The Reading Strategies Book by Jennifer Serravallo

Teacher's College Assessment for Independent Reading Levels

Words Their Way by Bear, Invernizzi, Templeton & Johnston

Writing Fiction: *Big Dreams, Tall Ambitions* by Lucy Calkins and Colleen Cruz
Interpreting Characters: *The Heart of the Story* by Lucy Calkins and Kathleen Tolan
I am Reading by Kathy Collins & Matt Glover

Read Alouds

Magic Tree House Research Guide: Tsunamis and Other Natural Disasters
Mr. Putter and Tabby Drop the Ball by Cynthia Rylant (or another text that highlights a strong character)
Celebrating Chinese New Year: Nick's New Year Series: Learn To Read -- Holiday Drew, Rosa
Happy New Year! (eBook) Series: Happy Holidays! Appleby, Alex
It's New Year's Day! Series: Bumba Books - It's A Holiday Sebra, Richard
Emily Arrow Promises To Do Better This Year Series: Kids Of Polk Street School (Book: 14) Giff, Patricia Reilly (level M)
No Roses For Harry Zion, Gene (conflict resolution)
The Berenstain Bears Get In A Fight Series: Berenstain Bears First Time Books Berenstain, Stan and Jan (conflict resolution)
This is Our House Rosen, Michael (making connections)
The Bear Who Wasn't There Pham, LeUyen (Authors Purpose)

Author's Purpose-

- *The True Story of the Three Little Pigs* by Jon Scieszka
- *Icarus at the Edge of Time* by Brian Greene
- *Tikki Tikki Tembo* by Arlene Mosel

Informational texts with clear examples of structure, ones that resemble what you hope your students will write

- *National Geographic for Kids, Sports Illustrated for Kids, and DK Readers (early chapter books)*
- *Deadliest Animals (Nat Geo)* Melissa Stewart
- *VIP Pass to a Pro Baseball Game Day (Sports Illustrated for Kids)* by Clay Latimer

Supplemental Materials-

A short book read aloud that you can use to model reading strategies

Choose read alouds that connect to current science unit

A picture book with a realistic plotline, few central characters, and good writing

Choose read alouds that connect to current science unit

The Oxford Content Dictionary

Current Mainstream Science Text – (Check level for appropriateness)

Sight word ring
Bilingual picture dictionaries
Words I Use student notebook
Non-Fiction Leveled Readers
Highlighter tape
Alphabet linking chart
Student writing journal
Pre-writing worksheet organizer
Writing paper/rubrics
E.S.L./picture dictionaries
Listening Center Materials
Story Maps/Graphic Organizers (for prewriting)
“My Reading Life” folder for each student with a stapled packet of blank reading logs, pencil, post-its, and a reading notebook
Reading notebooks for each student
Book bins/baggies (for in class reading materials)
Large Ziploc baggies for students to carry books between home and school (child reads same book in school and at home)
Modified Reading logs students update at home and in school
Short stack of just-right books
Post-its

Online Resources-

Reading A-Z, Science A-Z, and Writing

Storytimeonline.net

Pebble Go

Anchor Charts

How to Get Super Smart about Nonfiction Topics

Good Habits for Solving Hard Words

How to Read Aloud Like an Expert

Tools for Solving and Checking Hard Words

Ways to Sound Like a Reading Star

Activities and Strategies

Language-

- Have students draw their own dream house and present it to the class
- Pairs of students face each other and spend one minute observing their partner. Partners turn and face away from each other and change three things about their appearance. Students turn back around and look for the changes in their partners, saying what they notice that's changed. Debrief on powers of observation, discovering changes, etc.
- What Do We Have In Common? Students stand up. The teacher asks a series of questions, one at a time. After thinking about a response, one student begins by calling out a response. If other students like the idea, they stand next to him indicating why. Teacher continues calling on other students until all students have orally or physically responded to the question. The teacher repeats this process with new questions.
 - An example question might be: Where would you like to go on vacation if money is no object? "India, because I love the spicy, food." If others like this idea, they stand next to this student and say why.
 - If students want to keep their original ideas, they stay in place until another idea is presented and then move, or until the teacher calls on that student.)
 - Debrief on the fact that with each question there are new groups and almost everyone in the class has something in common with everyone else.
- Play kinesthetic games while introducing prepositions.
- Give students sentence starters
- Focus on having ELL's use complete sentences. (Have students lead morning meeting, calendar, weather, etc.)
- Give student a popsicle stick. Read a poem geared to what you are teaching (CVC, blend, digraph, noun/verb). Have students raise their popsicle whenever they hear the goal words.
- Continue to have students map out their stories and draw their pictures before writing
- Use of personal word wall
- Seasonal personal word walls
- Give students conversation starters to build language, listening, and speaking skills.
- Compare & Contrast
 - Option 1: Read a newspaper account of an event and view a documentary of the same event. Compare and contrast point of view, main idea, characters, voice, etc.
 - Option 2: Read an historical account and look at an artist's rendition of that same event and compare and contrast the two.

- Nominate a famous person who you think should have a holiday and state why
- Students compare their lives now to 5 years ago and explain to the class how it is the same and different (personal narrative)

Science-

- Make a list of weather words such as snow, sun, rain, cloud. Have the students select one and draw a picture that goes with it and write a sentence for each.
- Give students four trees with branches. Have students use tissue paper, dot markers, and other materials to show how the seasons change over time.
- Read Non-fiction books about Winter Animals to build background knowledge and schema.
- Draw and label the seasons and how they change over time.
- Draw and label winter animals, clothing, etc to build schema

Social Studies-

- Students cut out pictures or use clip art of places in the community (i.e., restaurants, movie theater, etc.) and create a map of their town. Students work in pairs to give directions. Students can use game board pieces to “move” on the map.
 - Option 1: The student receiving the directions moves the game piece according to the directions given and see if he/she ends up in the intended location.
 - Option 2: There is a starting point and an ending point on the map. The student moves the game piece according to the directions.
- Cut out pictures from magazines of community helpers and write the name of each community helper and their role in the community.
- Draw and label a community helper, along with their articles of clothing and what they are used for.
- New Year's Craftivity/set new goals for the year
- Talk about different celebrations across cultures- food and tradition, currency, Valentine’s Day, Saint Patrick’s Day, Groundhogs Day and Spring
- Have previous ESL students come in and talk about their cultures (Chinese New Year and Diwali) and have students ask questions to the presenters at the end or name one fact they learned.
- Complete a simple research project by choosing an influential person from a class list and sharing who they are and what they have contributed as important people to society, listen to jazz music and learn about its history
- Imagine you are a news reporter in history. Write an article about the event.

- Students sign up for a day to present a news article regarding a conflict somewhere in the world. The student creates a few presentation slides summarizing the story. On the last slide the student presents two to three questions for the class to answer regarding the conflict to get at various opinions and ideas. The student presenter leads the class discussion
- Talk about a conflict in your life and how you solved it.

Math-

- Use numbers to relay personal information
- Students in Level 1 write math problems for Level 2 students to solve. Problems should include fractions to practice speaking ordinal numbers (e.g., $\frac{3}{5}$ is three fifths).
- Identify tools used to measure
- Illustrate and label whole numbers with use of visual and word banks
- Students can explain their mathematical thinking and procedures while the teacher scribes
- Teach students key words to look for and their meaning while solving math problems
- Modify assessments that are too rich in mathematical language
- Read problems aloud
- Have students fill out personal form using real world numbers (name, age, address, weight, etc).
- Read mathematical read alouds to introduce topics.
- Use brainpop ESL to introduce topics
- Leave laminated number grid, timeline, or hundreds chart in students math folder for the classroom.
- Recreate mini anchor charts to keep in folder as a resource

Reading and Writing Readiness-

- pre-teach as much as possible to make the child feel more comfortable in the classroom.
- Start integrating phonics, spelling, and vocabulary learning.
- Connect the pattern being learned through their sounds.
- Have students draw pictures and label. Leave out initial or final consonant depending on student's level. Thematic pictures will help build vocabulary.
- Going on sight word hunts in books using highlighter tape. (thematic books will help build vocabulary)

Reading Comprehension-

- Talk about a time when a character discovers something about himself.
- During independent reading have the student alternate between reading a book and practicing their sight word ring.
- Give student a list of prefixes and their meanings to keep in book box
- Have students go on a hunt in their leveled readers for the affix or inflected ending you teach that day and write them down or use highlighter tape (word hunts)
- Review and reinforce previously taught academic vocabulary
- Reinforce connections and favorite part of the story
- Have students sort books into nonfiction and fiction by looking at the pictures and text features
- Remind students to look at the picture and check the beginning letter of a tricky word
- Compare and contrast the dreams of the character in the fiction book (or with someone else) with your own dreams
- Choose books that are themed towards the season, holiday, or month to build background knowledge and schema.
- Pre-teach the concept of using context clues to figure out the meaning of a tricky words (Context Clue Pirate Board Game from Lakeshore)
- Have a guest reader come into the classroom to read to the students
- Make a problem/solution chart
- If a child is struggling with feelings, ask the student to “put on the character’s face”, then ask the student how he/she feels when they make that same face. Higher ELL’s- ask for synonyms for basic feeling words to get them out of the habit of using happy and sad. Emergent ELL’s- give student sticky notes and have them draw either a happy face or sad face to represent the character feeling. The ESL teacher will keep reinforcing big feeling words in small group.
- Give ELL’s sentence starters on sentence strips or index cards to use during book club.
 1. I agree with _____ because _____
 2. I disagree with _____ because _____
 3. I think my character is _____ because _____.
 4. This reminds me of _____.

Writing, Word Study, and Conventions

- Level 1 students write invitations to another class to come see the play that Level 2 will perform. Level 1 students write thank-you notes to Level 2 students after the play has been performed.
- Have students keep a reflection journal
- Write about someone you know (biography) with prompting and support
- Write an advice letter to a character in your favorite fiction book with prompting and support

- With prompting and support write about the best and worst place you have ever been (descriptive writing)
- Compare and contrast the dreams of the character in the fiction play (or with someone else) with your own dreams in writing
- Have students write their own manuals for conflict resolution (i.e., for younger children, for parents, for world leaders, etc.). Students can use the internet to find guides and models
- Reproduce word pairs by families
- Consonant blends and digraphs in English may not exist in the student's' primary language. Names of the pictures of words that begin with blends and digraphs are often unknown. The ESL teacher will help to pre-teach the pictures for the sorts. In CVC words, final sounds /d/, /t/, /n/, may be omitted or replaced with similar sounds from that student's primary first language.
- Teach digraphs through poems
- Tap out sounds for CVC words.
- Picture card elkonin boxes. These cards help build the child's vocabulary as well as focus on hands on CVC learning.
Introduce pictures- say the word out loud and have the student repeat it back. Then have students use the word in the sentence. Have students practice saying and using new words in small group activities.
- *Sort, check, reflect-* give each student a copy of the set of pictures for guided practice. Have students repeat the sort using the same key pictures as the column headers. Have students work with partners to mix up the pictures and take turns drawing a card, saying its name out loud, and sorting it in the correct column. Pair the ELL up with a child who is a more fluent English speaking partner who can supply the vocabulary for the ELL. After sorting, remind students to check their sort in each column to be sure the vowel sounds are the same. Only have them sort the pictures not the words.
- Write sight words on mini dry erase board as center
- Write words that follow a CVC pattern
- Hear and record digraphs (sh, ch, th, wh) in words
- Hear and record consonant blends in words
- Use appropriate noun/ verb agreement in sentences
- Have students count the number of words in their sentence. Teach students the strategy of drawing lines to represent words. This helps students remember how many words are in their sentence.
- Leave out initial letter in words, but scribe the rest for ELL's. This will reinforce letter id/sound.
- Leave out sight words in the sentence and have students fill in. Prompt students to use word wall to help.
- Give student a personal word wall in their writing folders so that the sight words are right in front of them and they learn to go back and look.
- Give students sentence starters

- Have students check CVC words in their writing using elkonin boxes. Teach them how to independently draw the boxes on a whiteboard and tap out each letter in each box. This is how they can check their word.
Give ELL's a word bank with words they can use on their topics
- Create a class generated fictional story to use as you model strategies

Assessment

WIDA ACCESS for ELLs/WIDA MODEL 6-8
Words Their Way- Spelling Inventory
DRA/TC

Running records, exit tickets
Reading, math, and writing conference notes
Teacher observation/journals/writing samples

**Grades 6-8 ESL
Quarter 3**

Sample Themes and Standards	Understandings	Essential Questions
<u>Nonfiction Genres</u> <u>Self Discovery</u> <u>Discovering New Things</u> <u>Personal Conflict</u> <u>All about Earth</u> <u>The Balance of Nature</u>	<p>Language learners recognize root words, prefixes, and suffixes.</p> <p>Language learners can clarify information using if/then statements.</p> <p>Language learners can ask and answer questions about daily routines and activities.</p> <p>Language learners can give directions without prompting or assistance.</p>	<p>How can I use the clues in a story to help me figure out the meaning of a tricky word?</p> <p>How can I use the pictures and the words in my books to learning important information about my character?</p> <p>How can we solve number stories?</p> <p>How does the earth change throughout the year?</p>

<p><u>Standards</u> ELD Standards 1-5 (see above for breakdown)</p> <p><u>NJSLS</u> <u>Literacy</u> RL.1.2 ,RL.1.3, RL.1.7 ,L.1.4.A, L.1.4.B ,L.1.4.C RF.1.2,RF.1.2 RF.1.2.B,RF.1.2.C RF.1.2.D ,RF.1.3 RF.1.4 ,SL.1.1.A SL.1.1.B ,SL.1.1.C SL.1.6, W.1.3 W.1.5 ,RF.1.1 L.1.2 ,L.1.5 SL.1.2,SL.1.4 W.1.3 ,W.1.5 W.1.6 ,L.1.1.H ,L.1.1.I L1.1.J, L.1.2.A</p> <p><u>Math</u> 1.OA.C.6, 1.OA.D.8 1.OA.C.5, 1.NBT.A.1 , 1.MD.A.1, 1.OA.B.3</p> <p>Technology Standards and 21st Century Skills: 8.1.2.A.1, 8.1.2.A.4</p>	<p>Language learners can use context clues to find the meaning of tricky words.</p> <p>Language learners can put events in chronological order.</p> <p>Good readers can identify the main idea and details of a nonfiction book.</p> <p>Good writers of realistic fiction create believable characters, settings, and problems.</p> <p>Good writers of realistic fiction use previously taught narrative writing techniques to make their stories even better.</p> <p>Good readers can read and enjoy poetry.</p> <p>Good writers can write about topics they know well to inform others. We can find missing numbers in a math sentence/equation or word problem using addition and subtraction We can use different addition or subtraction strategies to solve number stories</p> <p>Students will be able to read and use concept web organizers to reinforce science vocabulary.</p> <p>Students will be able to describe natural occurrences of</p>	<p>What are some of the natural phenomenon that occurs on earth?</p> <p>Why is it necessary to take care of the earth?</p>
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	the earth and why taking care of the earth is important.	
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Skills/ Performance Indicators

Language

- Students will listen effectively to the speaker and contribute to the discussion with appropriate comments or questions
- Students will identify the main idea and details of materials presented orally
- Students will ask and answer relevant questions with appropriate elaboration and details
- Students will present and report information to others clearly
- Students will speak in complete sentences when presenting information
- Students will follow increasingly difficult oral, multi step directions
- Students will use the context of a sentence to predict the meaning of an unknown word
- Students will produce simple sentences with subject/verb agreement
- Students will demonstrate correct usage of capitals, conventional spelling, and punctuation
- Students will recognize difference between spoken and written standard English
- Students will recognize that words and phrases may have multiple meanings
- Students will sort words into categories and define those categories with assistance
- Students will use conjunctions to join ideas orally
- Students will repeat new language related to story pictures
- Students will answer/ask questions for clarification or to resolve problems
- Students will participate in full class, group, or pair discussions.
- Students will actively engage in group reading activities with purpose and understanding
- Students will demonstrate an understanding of purpose of punctuation marks and use to read with proper phrasing and expression
- Students will use a variety of adjectives to describe people and things.
- Students will use knowledge of Greek and Latin roots to comprehend new vocabulary
- Students will identify and use common affixes

Reading Comprehension

- Retell and summarize previously read stories
- Compare stories and make connections to own experiences
- Ask and answer comprehension questions in group and guided reading experiences
- With assistance, retell and demonstrate understanding of central message or lesson of a story in group and guided reading experiences
- Identify characters, setting, and major events of a story in group and guided reading experiences using pictures
- Notice the author's word choice in group and guided reading experiences
- Identify features of a fiction text in group and guided reading experiences with prompting
- Match simple dialogue to the speaker in group and guided reading experiences with prompting
- Use illustrations to gain information about the characters, setting, or events in group and guided reading experiences
- Discuss characters and their experiences in group and guided reading experiences
- With support, begin to make simple inferences about characters (feelings, traits, motivations)

Phonemic Awareness

- Recognize short vowel sounds in stories read orally
- Blend phonemes to produce words using the alphabet linking chart and elkonin boxes
- Isolate and pronounce the initial, middle, and final sounds in a single syllable word using elkonin boxes
- Learn consonant digraphs, consonant blends, and mixed short vowel word families
- With support, begin to recognize common long vowel spelling patterns

Writing

- Students will capitalize dates, names, and the beginning of sentences
- Students will use end punctuation when writing a sentence
- Students will write a simple narrative stories that include a sequenced beginning, middle, and end with assistance and prompting
- Students will write informative/ explanatory text in which they introduce a topic, state facts, and provide a conclusion with assistance and prompting
- With guidance and support from peers and adults, work to develop and strengthen writing as needed by planning, revising, and editing

- Students will use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events to tell about the events in order in which they occurred, and provide a reaction to what happened.
- Students will read and write high frequency words by sight
- Students will use memorization, phonetics, and sound/letter knowledge to spell words correctly.
- Reproduce illustrated word pairs by families
- Demonstrate a basic understanding of the distinguishing features of a sentence

Math

- Start to integrate grade level mathematical thinking into curriculum. See grade level or one below Math Units.

Science

- Demonstrate ability to use academic vocabulary in science context.
- Identify and explain non-fiction text features that aid and contribute to comprehension.
- Demonstrate the ability to apply knowledge to various organizers and graphs.
- Demonstrate knowledge of our world and how to make it a better place.

Learning Paths and Activities Grades 6-8 Entering Level Quarter 3

Teacher Texts

The Reading Strategies Book by Jennifer Serravallo
Words Their Way by Bear, Invernizzi, Templeton & Johnston

Read Alouds-

The Magic School Bus Inside the Earth by Joanna Cole
Magic School Bus (Earth Science Themes) by Joanna Cole
Weather Words and What They Mean by Gail Gibbons

The Water's Journey by Eleonore Schmid
The Reason for Seasons by Gail Gibbons
The Lifecycle of a Frog by Bobbie Kalman and Kathryn Smithyman
Frogs and Toads by Bobbie Kalman and Tammy Everts
Frogs! by Elizabeth Carney
Deadliest Animals (Nat Geo) Melissa Stewart
Plants Bite Back! by Richard Platt
Earth Day Series: Celebrations In My World Aloian, Molly
Earth Day Series: On My Own Holidays Lowery, Linda
Nature's Patterns Carr, John
Nature Made Series: Science Readers Montgomery, Anne
Food Chains Series: Talk About Iversen
Backyard Food Chains Series: Exploring Food Chains And Food Webs Kawa, Katie
In The Sea Elliott, David
Sea Turtles Series: Bookworms -- Migrating Animals Best, B. J.
Everything Sharks Series: National Geographic Everything Series Musgrave, Ruth
Everything Sharks Series: National Geographic Everything Series Musgrave, Ruth

Supplemental Materials

A short book read aloud that you can use to model reading strategies
Choose read alouds that connect to current science unit
A picture book with a realistic plotline, few central characters, and good writing
Choose read alouds that connect to current science unit
The Oxford Content Dictionary
Sight word ring
Bilingual picture dictionaries
Words I Use student notebook
Non-Fiction Leveled Readers
Highlighter tape
Alphabet linking chart

Student writing journal

Reading A-Z, Science A-Z, and Writing

Nonfiction materials such as texts, articles, and photos from the time period

Activities and Strategies

Language

- Provide opportunities for students to use affixes/inflected endings in their everyday dialogue
- Students will determine the meanings of multiple-meaning words using dictionaries and prior knowledge
- Introduce a few multiple meaning words a week
- Inflected endings are extremely difficult for ELL's. Verb forms and plurals may be constructed differently in home languages. Perceiving the pronunciation of /ed/ at the end of the word may be difficult for an ELL.
- Consider teaching a mini lesson or pre-teach and review inflected endings.
- Go on a word hunt for words that have inflected endings
Do not count the missing inflected ending as an error for ESL students.
- Multiple meaning, synonym/antonym puzzles with pictures
- Simon Says- use multi-step directions
- Context Clue Pirate Game
- Categorize This! (game)

Reading and Writing Readiness

- Sight Words-Use of highlighter tape go on a word hunt and highlight the sight words
- Sight Word Ninja- App

Reading Comprehension

- Use the affix/inflection (-ed, -ing, re-, un-, pre-, -ful, etc) as a clue to the meaning of the word (teacher supported)
- Provide students with mini anchor charts for their book box with strategies and sight word rings.
- Create mental images by implementing the five senses to assist in reading for meaning
- Read books and then give the main idea or theme of a story
- Reinforce character and setting in the story.

Writing, Word Study, and Conventions-

- Students will write sentences and paragraphs to demonstrate correct use of multiple-meaning words in context
- Cloze sentences with both choices
- Have students draw picture of the poem to use as a visual
- Provide students with rubric or checklist
- Use visuals and examples to show a seed vs watermelon idea(4th Grade)
- Provide graphic organizers to help jot elements of student's story (Beginning, Middle, End; Simple Story Map; SWBST; Parts of Story (using hand/fingers); First, Next, Then, After that, Finally; Movie Strip Scenes...)
- Use comic strips and mentor texts to show and help students write dialogue
- Provide word lists for feelings and actions

Social Studies-

- Cross cultural comparisons
- Make a poster of geographical land features
- Use technology and websites to learn about the seven continents, landforms, bodies of water, and plants.

Science-

- Identify, name, and sort pictures of living vs nonliving things, fruits vs. vegetables, reptiles and mammals, real animals versus fantasy.
- Review senses
- Label animals and their habitat (farm and zoo)
- Label and identify parts of a plant
- Review weather during morning meeting
- Earth Day Craftivity
- Earth is in Space/Astronauts
- Reduce, Reuse, Recycle book and craftivity
- “What a Wonderful World”- Play the song “What a Wonderful World” and have students close their eyes and imagine what a wonderful world looks like based on the lyrics. Have students read a lyric and draw a picture of what that lyric represents. Put all the lyrics and paper together to make a class world.
- Take a walk around the school and write a language experience story about the observations of nature.
- Creating picture dictionary of content words, locating new words in text, and pairing up with more advanced students to practice

saying and reading content vocabulary

- Suggested Literature- Magic School Bus (Earth Science Themes) by Joanna Cole, Weather Words and What They Mean by Gail Gibbons, The Water's Journey by Eleonore Schmid, The Reason for Seasons by Gail Gibbons

Math-

- Matching games
- Quizlet games
- Continue to use calendar and the number of days in school to reinforce place value (bundle of ten)
- Use 3D shapes to describe attributes of the shape

Assessments

WIDA ACCESS for ELL's
WIDA MODEL Grades 6-8
Words Their Way- Spelling Inventory
DRA/TC
Running records
Reading and writing conference notes
Math conference notes
pre/post assessments for opinion writing
Exit tickets
Teacher observation
journals/writing samples

**Grades 6-8 ESL
Quarter 4**

Sample Themes

Understandings

Essential Questions

and Standards		
<u>Becoming a Better Student</u>	Students will read and respond in individual, literal, critical, and evaluative ways to literary, informational, and persuasive texts.	How can we use newly developed academic language to help us learn?
<u>Animals/Mammals/Sea Creatures</u>	Students will produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.	How can we use what we know about the conventions of English to help us with our speaking and writing skills?
<u>Standards</u> ELD Standards 1-5 (see above for breakdown)	Students will apply the conventions of standard English language in oral and written communication.	How can we use our knowledge of concepts from social studies to help promote understanding of our world?
<u>NJSLS Literacy</u>	Students will use the language arts to explore and respond to classical and contemporary texts from many cultures and literary periods.	How did specific events in history impact our country?
RL.1.2 ,RL.1.3, RL.1.7 ,L.1.4.A, L.1.4.B ,L.1.4.C RF.1.2,RF.1.2	Students will demonstrate knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.	How can limited resources influence us economically?
RF.1.2.B,RF.1.2.C RF.1.2.D ,RF.1.3	Students will demonstrate an understanding of specific events and themes in United States history.	How can I apply my new English skills for social and academic purposes?
RF.1.4 ,SL.1.1.A SL.1.1.B ,SL.1.1.C	Students will demonstrate an understand of significant events and themes in world history/international studies	
SL.1.6, W.1.3 W.1.5 ,RF.1.1 L.1.2 ,L.1.5	Students will demonstrate an understanding of geographical space and place.	
SL.1.2,SL.1.4 W.1.3 ,W.1.5	Students will describe patterns of human movement across time and place.	

<p>W.1.6 ,L.1.1.H ,L.1.1.I L1.1.J, L.1.2.A</p> <p>Math 1.OA.C.6, 1.OA.D.8 1.OA.C.5, 1.NBT.A.1 , 1.MD.A.1, 1.OA.B.3</p> <p>Technology Standards and 21st Century Skills: 8.1.2.A.1, 8.1.2.A.4</p>	<p>Students will explain how limited resources influence economic decisions.</p> <p>Quantitative relationships can be expressed numerically in multiple ways in order to make connections and simplify calculations using a variety of strategies, tools and technologies.</p> <p>Students will communicate for social and instructional purposes within the school setting.</p> <p>Students will communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts, Social Studies, Science, and Mathematics.</p>	
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Skills/ Performance Indicators

Language

- Students will listen effectively to the speaker and contribute to the discussion with appropriate comments or questions
- Students will identify the main idea and details of materials presented orally
- Students will ask and answer relevant questions with appropriate elaboration and details
- Students will present and report information to others clearly
- Students will speak in complete sentences when presenting information
- Students will follow increasingly difficult oral, multi step directions
- Students will use the context of a sentence to predict the meaning of an unknown word

- Students will produce simple sentences with subject/verb agreement
- Students will demonstrate correct usage of capitals, conventional spelling, and punctuation
- Students will recognize difference between spoken and written standard English
- Students will recognize that words and phrases may have multiple meanings
- Students will sort words into categories and define those categories with assistance
- Students will use conjunctions to join ideas orally
- Students will repeat new language related to story pictures
- Students will answer/ask questions for clarification or to resolve problems
- Students will participate in full class, group, or pair discussions.
- Students will actively engage in group reading activities with purpose and understanding
- Students will demonstrate an understanding of purpose of punctuation marks and use to read with proper phrasing and expression
- Students will use a variety of adjectives to describe people and things.
- Students will use knowledge of Greek and Latin roots to comprehend new vocabulary
- Students will identify and use common affixes

Reading Comprehension

- Retell and summarize previously read stories
- Compare stories and make connections to own experiences
- Ask and answer comprehension questions in group and guided reading experiences
- With assistance, retell and demonstrate understanding of central message or lesson of a story in group and guided reading experiences
- Identify characters, setting, and major events of a story in group and guided reading experiences
- Notice the author's word choice in group and guided reading experiences
- Identify features of a fiction text in group and guided reading experiences with prompting
- Match simple dialogue to the speaker in group and guided reading experiences with prompting
- Use illustrations to gain information about the characters, setting, or events in group and guided reading experiences
- Discuss characters and their experiences in group and guided reading experiences
- With support, begin to make simple inferences about characters (feelings, traits, motivations)

Phonemic Awareness

- Recognize short vowel sounds in stories read orally
- Blend phonemes to produce words using the alphabet linking chart and elkonin boxes
- Isolate and pronounce the initial, middle, and final sounds in a single syllable word using elkonin boxes
- Learn consonant digraphs, consonant blends, and mixed short vowel word families
- With support, begin to recognize common long vowel spelling patterns

Writing

- Students will capitalize dates, names, and the beginning of sentences
- Students will use end punctuation when writing a sentence
- Students will write a simple narrative stories that include a sequenced beginning, middle, and end with assistance and prompting
- Students will write informative/ explanatory text in which they introduce a topic, state facts, and provide a conclusion with assistance and prompting
- With guidance and support from peers and adults, work to develop and strengthen writing as needed by planning, revising, and editing
- Students will use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events to tell about the events in order in which they occurred, and provide a reaction to what happened.
- Students will read and write high frequency words by sight
- Students will use memorization, phonetics, and sound/letter knowledge to spell words correctly.
- Reproduce illustrated word pairs by families
- Demonstrate a basic understanding of the distinguishing features of a sentence

Math

- Start to integrate grade level mathematical thinking into curriculum. See grade level or one below Math Units.

Science

- Demonstrate ability to use academic vocabulary in science context.

- Identify and explain non-fiction text features that aid and contribute to comprehension.
- Demonstrate the ability to apply knowledge to various organizers and graphs.
- Demonstrate knowledge of our world and how to make it a better place.

Learning Paths and Activities
Grades 6-8
Quarter 4

Teacher Texts

The Reading Strategies Book by Jennifer Serravallo

Words Their Way by Bear, Invernizzi, Templeton & Johnston

Materials

A short book read aloud that you can use to model reading strategies

Choose read alouds that connect to current science unit

A picture book with a realistic plotline, few central characters, and good writing

Choose read alouds that connect to current science unit

The Oxford Content Dictionary

Sight word ring

Bilingual picture dictionaries

Words I Use student notebook

Non-Fiction Leveled Readers

Highlighter tape

Alphabet linking chart

Student writing journal

Reading A-Z, Science A-Z, and Writing

Nonfiction materials such as texts, articles, and photos from the time period

Teachers and Students Resources

Standard 1: Social and Instructional Language

<http://eslcafe.com>

www.eslkidstuff.com

www.Esl-kids.com

www.esltreasure.com

<http://www.brainpop.com>

www.brainpopjr.com

www.funenglishgames.com

www.literactive.com

www.starfall.com

www.esl4kids.com

www.eslkid.com

www.eslgalaxy.com

<http://www.esl-lab.com/>

<http://www.englishpage.com/verbpage/verbtenseintro.html>

<http://www.edufind.com/english-grammar/verbs/>

<http://www.spellingcity.com/>

Standard 2: The Language of Language Arts

<http://www.breakingnewsenglish.com/>

<http://www.englishforeveryone.org/Topics/Sentence-Correction.htm>

<http://www.allthingsgrammar.com/>

Standard 3: The Language of Mathematics

<https://www.mathsisfun.com/measure/metric-system.html>

<http://www.mathsisfun.com/measure/us-standard-units-introduction.html>

Standard 4: The Language of Science

<http://www.nationalgeographic.com/geography-action/habitats.html>

<http://www.discoveryeducation.com>

Standard 5: The Language of Social Studies

<http://www.socialstudiesforkids.com/>

<http://www.timemaps.com/home/time-map/>

http://www.educationworld.com/a_lesson/lesson187.shtml

Activities and Strategies

Language

- Provide opportunities for students to use affixes/inflected endings in their everyday dialogue
- Students will determine the meanings of multiple-meaning words using dictionaries and prior knowledge
- Introduce a few multiple meaning words a week
- Inflected endings are extremely difficult for ELL's. Verb forms and plurals may be constructed differently in home languages. Perceiving the pronunciation of /ed/ at the end of the word may be difficult for an ELL.
- Consider teaching a mini lesson or pre-teach and review inflected endings.
- Go on a word hunt for words that have inflected endings
Do not count the missing inflected ending as an error for ESL students.
- Multiple meaning, synonym/antonym puzzles with pictures
- Simon Says- use multi-step directions
- Context Clue Pirate Game
- Categorize This! (game)

Reading and Writing Readiness

- Sight Words-Use of highlighter tape go on a word hunt and highlight the sight words
- Sight Word Ninja- App

Reading Comprehension

- Use the affix/inflection (-ed, -ing, re-, un-, pre-, -ful, etc) as a clue to the meaning of the word (teacher supported)
- Provide students with mini anchor charts for their book box with strategies and sight word rings.
- Create mental images by implementing the five senses to assist in reading for meaning

- Read books and then give the main idea or theme of a story
- Reinforce character and setting in the story.

Writing, Word Study, and Conventions-

- Students will write sentences and paragraphs to demonstrate correct use of multiple-meaning words in context
- Cloze sentences with both choices
- Have students draw picture of the poem to use as a visual
- Provide students with rubric or checklist
- Use visuals and examples to show a seed vs watermelon idea(4th Grade)
- Provide graphic organizers to help jot elements of student's story (Beginning, Middle, End; Simple Story Map; SWBST; Parts of Story (using hand/fingers); First, Next, Then, After that, Finally; Movie Strip Scenes...)
- Use comic strips and mentor texts to show and help students write dialogue
- Provide word lists for feelings and actions

Social Studies-

- Cross cultural comparisons
- Use technology and websites to learn about the seven continents, landforms, bodies of water, and plants.

Science-

- Identify, name, and sort pictures of living vs nonliving things, fruits vs. vegetables, reptiles and mammals, real animals versus fantasy.
- Review senses
- Label animals and their habitat (farm and zoo)
- Label and identify parts of a plant
- Review weather during morning meeting
- Earth Day Craftivity
- Earth is in Space/Astronauts
- Reduce, Reuse, Recycle book and craftivity
- “ What a Wonderful World”- Play the song “ What a Wonderful World” and have students close their eyes and imagine what a wonderful world looks like based on the lyrics. Have students read a lyric and draw a picture of what that lyric represents. Put all the

lyrics and paper together to make a class world.

- Take a walk around the school and write a language experience story about the observations of nature.
- Creating picture dictionary of content words, locating new words in text, and pairing up with more advanced students to practice saying and reading content vocabulary
- Suggested Literature- Magic School Bus (Earth Science Themes) by Joanna Cole, Weather Words and What They Mean by Gail Gibbons, The Water's Journey by Eleonore Schmid, The Reason for Seasons by Gail Gibbons

Math-

- Matching games
- Quizlet games
- Continue to use calendar and the number of days in school to reinforce place value (bundle of ten)
- Use 3D shapes to describe attributes of the shape

Assessments

WIDA ACCESS for ELL's
WIDA MODEL Grades 6-8
Words Their Way- Spelling Inventory
DRA/TC
Running records
Reading and writing conference notes
Math conference notes
pre/post assessments for opinion writing
Exit tickets
Teacher observation
journals/writing samples