

TOWNSHIP OF UNION PUBLIC SCHOOLS



ESL Grades 6-8

Curriculum Guide

Curriculum Guide Re Approved December 2018



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ESL Grades 6-8

Curriculum Committee Members

**Sonia Decker
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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

ESL PHILOSOPHY

English language learners (ELLs) are linguistically and culturally diverse students who have been identified as having levels of English language proficiency that preclude them from assessing, processing, and acquiring unmodified grade level content in English. ELLs are those students who learned a language other than English as their first language. These students may be immigrants, refugees, or native born Americans.

ELL students are of varying needs, interests, and abilities and it is the responsibility of the ESL department to employ a number of teaching techniques in a variety of learning contexts to meet those needs. Each child's program is designed to fit his/her needs. Factors considered include age, level of English proficiency, previous schooling, mental or physical abilities, and native language and culture.

The English as a Second Language (ESL) program is a language acquisition program designed to teach English to students whose primary home language is not English. It is an instructional process designed specifically to develop English skills in listening, speaking, reading and writing.

The ESL program is a sequential course that meets the needs of individual ELL students as determined by the W-APT, the WIDA ACCESS for ELLs, and the ESL teacher's evaluation.

Students' need for ESL instruction is identified by the guidance counselors at the time of registration as well as mainstream teachers who complete a Teacher Observation Rating Sheet (TORS form). An informal interview is conducted by a certified ESL instructor. The W-APT (WIDA ACCESS PLACEMENT TEST) screener is administered to verify the necessity for ESL instruction as well as to ascertain the appropriate placement level.

Differentiated instruction in a variety of learning contexts is employed in order to meet the needs, interests, and abilities of individual students. The program allows flexibility in methodology affording both the teacher and the student the opportunity to instruct and to learn according to preferred styles. An eclectic approach is utilized to maximize the results. Every effort is made to provide a comfortable environment for the students to accelerate the development of language skills and acculturation. Emphasis is placed upon the total development of the student which includes the physical, the social, the emotional, and the cognitive domains.

Linguistic, academic, and communicative competence is our goal. Students are instructed in the four skill areas (listening, speaking, reading and writing) virtually simultaneously. Vocabulary is consistently taught in context and the concrete vocabulary is presented before the more abstract. Real situations that encourage language acquisition are the preferred method whenever possible. Such activities as role playing, utilizing newspapers, games, songs, plays, audio/visual support are employed to facilitate language acquisition.

According to Dr. Stephen Krashen's hypothesis of the affective filter, second language learning will be more successful if the child has a low anxiety level--if he is relaxed and not defensive. The teaching implication is that we should create a positive and accepting environment to motivate him/her and lower his/her anxiety and lift this affective filter. Understanding the stages of acquisition that the child passes through is essential.

In summary, all students need to learn how to listen carefully, speak comfortably, read efficiently, write effectively, and think critically, in order to be successful both in and out of the school setting. Teachers who are sensitive to their needs will help the ELL to reach literacy and fluency, and to become comfortable with his/her new culture.

ESL GOALS

The ESL goals listed below enable the district to provide developmental language instruction in accordance with State guidelines. On achieving these goals, a student will be prepared to function successfully in mainstream classes and will be familiar with American culture.

ESL GOALS

To provide appropriate instruction which will:

1. Enable students to achieve communicative competence in the English language
2. Enable students to function successfully in mainstream classes
3. Assist students in adjusting to a new environment
4. Develop, in each student, a positive self-image enabling the student to achieve success in the classroom
5. Provide students with an awareness of cultural diversity

Based upon these goals, an ESL curriculum was developed to insure communicative competence and multi-cultural awareness. The following objectives are incorporated into the curriculum:

1. To provide developmental English language instruction at four levels of proficiency: Beginning, Advanced Beginning, Intermediate, and Advanced.
2. To provide opportunities for the development of multi-cultural awareness.
3. To develop Basic Interpersonal Communication Skills (BICS) at the beginner level. This will enable students to function in daily life situations.
4. To develop Cognitive Academic Language Proficiency (CALP) at the intermediate and advanced levels. This will enable students to participate more fully in academic endeavors.
5. To develop critical thinking skills.

ESL ENTRANCE/EXIT POLICY

I. Identification

- Registration
- Teacher recommendation
- Informal evaluation by an ESL instructor

II. Multiple Entrance Criteria

- W-APT- Placement test
- ACCESS for ELLs - students must score at or below state established cut-offs
- ESL teacher recommendation

III. Program

- Two periods of ESL daily for beginning students
- One period of ESL daily for intermediate and advanced students

IV. Monitoring

- Supervisor
- ESL instructor

V. Multiple Exit Criteria

- ACCESS for ELLs and other Performance and Standardized tests
- ESL teacher recommendation
- Mainstream classroom performance

VI. Follow up

- Teacher recommendation
- Re-entry if student fails to perform well in mainstream

Course Description

ESL - INTERMEDIATE / ADVANCED

This course is designed to aid the students in learning to use the English language correctly and effectively by participating in a variety of activities that foster the development of English language skills in listening, speaking, reading and writing. In addition, an appreciation of other cultures and critical thinking are emphasized.

At the INTERMEDIATE level of English proficiency, English language learners will process, understand, produce or use:

- **General and some specific language of the content areas**
- **Expanded sentences in oral interaction or written paragraphs**
- **Oral or written language with errors that do not interfere with meaning presented with sensory, graphic or interactive support**

At the ADVANCED level of English proficiency, English language learners will process, understand, produce or use:

- **Specific and some technical language of the content areas**
- **A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs**
- **Oral or written language with minimal errors presented with sensory, graphic, or interactive support**

Recommended Textbooks

- **Keystone Series– Longman**
- **The Oxford Picture Dictionary for the Content Areas**
- **Scholastic Action Magazine**
- **Easy English Newspaper**
- **Ancillary Books and materials**
- **Online Resources**

Course Proficiencies (WIDA STANDARDS (Intermediate & Advanced))

I.: Listening

SWBAT:

Intermediate

Locate, select, and order information from oral descriptions
Follow multi -step oral directions
Categorize or sequence oral information
Analyze and apply oral information
Identify cause and effect from oral discourse

Advanced

Connect and evaluate information from various sources
Compare and contrast ideas from oral information
Draw conclusions or infer from oral information
Interpret information from oral discourse
Identify cause and effect from oral discourse

II.: Speaking

SWBAT:

Intermediate

Formulate hypotheses and make predictions
Describe processes and procedures
Give a speech or oral report
Retell stories or events
Ask and answer questions
Discuss holidays and culture

Advanced

Critique and evaluate plays, films, and books
Give a persuasive speech
Express and defend points of view
Discuss different literary genres
Discuss holidays and culture

III.: Reading**SWBAT:****Intermediate**

Follow multi-step directions
Use context clues to determine meaning of words
Organize information from a text
Identify main ideas and supporting details
Research a topic

Advanced

Locate specific information in text
Use context clues to determine meaning of words
Interpret information from a text
Draw conclusions and infer from text
Research a topic

IV.: Writing**SWBAT:****Intermediate**

Describe people and events
Edit and revise writing
Summarize information from graphics or notes
Compare and contrast information
Correspond for social purposes
Produce expository or narrative text

Advanced

Write an essay
Write in different genres
Correspond for formal and informal purposes
Apply information to new contexts
Produce a report from notes or outlines

Curriculum Units

Grade 6 – Keystone A

Unit 1: Mysteries

Unit 2: Growing Up

Unit 3: Helping Others

Unit 4: Winning and Losing

Unit 5: Courage and Imagination

Unit 6: Life in the Future

Grade 7 – Keystone B

Unit 1: Natural World

Unit 2: Journeys

Unit 3: Success

Unit 4: Change

Unit 5: Frontiers

Unit 6: What is true?

Grade 8 – Keystone C

Unit 1: Change

Unit 2: Challenges

Unit 3: Relationships

Unit 4: Home

Unit 5: Human spirit

Unit 6: The Sky

Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
Unit 1:	25
Unit 2:	25
Unit 3:	25
Unit 4:	25
Unit 5:	25
Unit 6:	25
Scholastic Action Magazine & Easy English Newspaper (Throughout the year)	30
	<hr/>
	180 days

GRADE 6
Unit 1:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>Can all mysteries be solved? What do you believe? How mysteries are usually solved? What are some mysteries that have been solved and have not been solved? What are your favorite kinds of mysteries?</p>	<p>Literary Words: Idioms, puns, character & character traits, plot Word Study: Same sounds, diff. spellings, compound nouns, ai, ay, ee oa words, prefixes un- dis- Reading Strategy: Preview, draw conclusions, use visuals, predict Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: Parts of speech/sent, possessive nouns, adjectives, pronouns, indefinite pronouns; comparison structures, comp./ superlative adjectives, single/multi word prepositions of location Writing: Descriptive - place, event, object, character</p>	<p>Write Descriptive Essay Descriptive Guessing Game Write a biography Write an autobiography Reader's Theater Games</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How does growing up change us? Do boys and girls have different experiences of growing up? What are some of the positive things about growing up? What are some of the positive things about growing up?</p>	<p>Literary Words: dialogue, setting, Point of V, narrator Word Study: long vowel e & o, suffixes -ness, -tion, -ation, Sound-letter relationships Reading Strategy: compare & contrast, visualize, recognize historical context Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: showing contrast, coordinating conjunctions, conj. Adverbs, count/non-count nouns, simple past reg. irreg verbs, direct quotations – statements & questions Writing: Write about character & setting, story from a different point of view, personal narrative, sequence of events, spatial order, chronol order, memorable exp.</p>	<p>Write a friendly letter. Write a short story Personal narrative Points of View piece Biography Autobiography Reader's Theater Games</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How does helping others help us all?</p> <p>Have you ever helped anyone?</p> <p>How did that person feel when you helped him or her?</p> <p>How did helping someone else make you feel?</p>	<p>Literary Words: dialect, mood, suspense, figure of speech, hyperbole</p> <p>Word Study: uses of apostrophe, silent gh, synonyms/ antonyms, Greek and Latin roots</p> <p>Reading Strategy: Inferences, problems/solutions, fact and opinion, main ideas and details</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: Sentence agreement, prepositions/phrases of time, adjective placement, participial adjectives</p> <p>Writing: Persuasion, critical evaluation</p>	<p>Write a book review</p> <p>Write a persuasive paragraph</p> <p>Diary entry</p> <p>Persuasive speech</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>What do we learn from winning and losing?</p> <p>Have you ever won something? How did it make you feel?</p> <p>What can you learn from winning?</p> <p>What can you learn from losing?</p>	<p>Literary Words: rhythm, repetition, rhyme scheme, simile, metaphor, personification, myth</p> <p>Word Study: long vowel i, homophones, spellings for r</p> <p>Reading Strategy: read for enjoyment, cause and effect, author's purpose, ask questions</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: present perfect, complex sentences with subordinating conjunctions, adverb clauses, past perfect</p> <p>Writing: Expository, who, what, where, when, why; Compare and contrast two topics; How are causes and effects logically related?</p>	<p>Write a response to literature, cause and effect paragraph</p> <p>Compare and contrast games</p> <p>Write a newspaper article</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How are courage and imagination linked?</p> <p>What have you done that might be considered brave?</p> <p>How did it make you feel?</p> <p>What kinds of things have you done that require imagination?</p> <p>In what ways do you think courage and imagination can be linked?</p>	<p>Literary Words: Setting the scene, list of characters, stage directions, humor, colorful language</p> <p>Word Study: spelling words with oo and ea, suffixes – ic, -ist, -able, prefixes mega-, tele-, re-</p> <p>Reading Strategy: Analyze text structure, follow steps in a process, summarize, classify</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: future tense, imperatives – sequence words/phrases, reported speech, active/passive voice</p> <p>Writing: Expository</p>	<p>Write a formal e-mail</p> <p>how-to instructions</p> <p>plot summary</p> <p>paragraph that classifies</p> <p>expository essay</p> <p>Games</p> <p>Reader's Theater</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>What is your vision of life in the future?</p> <p>What do you think schooling will be like in the future?</p> <p>How do you think students will learn their subjects?</p> <p>How will we communicate with each other? What is already happening in communication that will help answer this question? How will forms of entertainment be different?</p>	<p>Literary Words: simile, metaphor, stanzas, science- fiction, setting</p> <p>Word Study: diphthongs oi, ou, Greek and Latin roots, Schwa a, e, i, o, u, cognates</p> <p>Reading Strategy: taking notes, analyze text structure, skim, analytical skills</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: transitions, capitalization, punctuation, abbreviations, quotations for exact quotes</p> <p>Writing: Research, intro. Paragraph, support main ideas, quotations/citations, paraphrasing</p>	<p>Write an introductory paragraph</p> <p>Write a research report</p> <p>Reader's Theater</p> <p>Create graphic organizers</p> <p>Write poetry</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

GRADE 7
Unit 1:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How does the natural world affect us?</p> <p>What parts of the natural world are essential for our survival?</p> <p>What parts of the natural world are essential for our enjoyment?</p>	<p>Literary Words: imagery, sensory details, figurative language, personification, setting</p> <p>Word Study: prefixes in- re- over- un- decoding digraphs, compound nouns, long a</p> <p>Reading Strategy: predict, preview, visualize, identify main ideas and details</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: adjectival phrases, appositives, pronoun modifiers, parallel structure, subject-verb agreement</p> <p>Writing: Descriptive</p>	<p>Write descriptive essay for object, place, person, event</p> <p>Reader's Theater</p> <p>Games for word study and grammar</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>Where can a journey take you?</p> <p>Do all journeys actually involve physical travel?</p> <p>What is the difference between a journey and a trip?</p> <p>What are some ways you can grow on a journey?</p> <p>Is life a journey or a destination?</p>	<p>Literary Words: plot, character, POV, simile, metaphor</p> <p>Word Study: Roots vict, laps, vis, mem, mand, suffixes er, or, words ending in y, words multiple parts of speech</p> <p>Reading Strategy: identify problems/solutions, use visuals, inferences, cause and effect</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: simple past, active/passive voice, adverbial clauses, past progressive</p> <p>Writing: Narration, write a story from a different POV</p>	<p>Write a personal narrative</p> <p>Write a personal letter</p> <p>Write a story with a starter</p> <p>Give a presentation</p> <p>Write a descriptive essay</p> <p>Write a biography</p> <p>Autobiography</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>What defines success? What do people do in order to be successful? Name people that you think are successful? What makes him or her a success?</p>	<p>Literary Words: extended metaphor, repetition, stanza, character motivation, suspense Word Study: prefixes under-, re-, multi-, inter-, homophones, inflections –ed, -ing, foreign words Reading Strategy: Connect ideas, fact and opinion, predict, ask questions Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: Gerunds, infinitives, expressions of quantity Writing: Expository, compare and contrast</p>	<p>Write a critique Expository essay Problem and solution writing Write a news article Reader's Theater Games</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>Can we see change as it happens? What changes have you personally experienced? Could you see each change as it happened or was it gradual? What changes do you see happening at your school and in the community? What changes do you see that might affect our world</p>	<p>Literary Words: conflict, foreshadowing, rhyme, theme Word Study: proper nouns, long e, synonyms Reading Strategy: scan, draw conclusions, recognize sequence, identify author's purpose Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: present perfect, complex sentences with because and since, antecedent pronouns, subject-verb agreement, models, future with will, won't Writing: Persuasive, support opinions with facts, examples and details; ask and answer questions, make a recommendation</p>	<p>Give a speech Write an advertisement Persuasive Essay Write a review Write letter to the editor Reader's Theater Games</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>Why do we explore new frontiers? What places have you explored? What is your favorite place that you have explored? What did you find in your exploration? Would you go back to these places?</p>	<p>Literary Words: dialogue, flashback, onomatopoeia, hyperbole Word Study: synonyms, spelling ei, ie, freq. misspelled words, compound words Reading Strategy: generalizations, take notes, skim, summarize Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: past perfect, past participle, imperatives, sequence words, phrases, clauses; adjectival phrases Writing: Instructional, cause and effect related, sequence, classification, categories</p>	<p>Write cause/effect paragraph Write instructions Write a classifying paragraph Write a summary Team presentation Write an instructional essay Reader's Theater</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do we know what is true? When you were younger, what things about the world did you question? What explanations did people give you? How were they different from scientific explanations that you now know?</p>	<p>Literary Words: myth, hero, heroine, science-fiction, stage directions Word Study: antonyms, long I, -ible, -able, word roots Reading Strategy: analyze text structure, evaluate new and written information, compare and contrast, Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: reported speech statements and questions, participle adjectives, conjunctive adverbs Writing: Research</p>	<p>Write a play Write a research report Intro paragraph Create graphic organizers Reader's Theater Games</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

GRADE 8
Unit 1:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How can change improve people's lives? What do you think daily life was like hundreds of years ago? How would your life be different if we didn't have some of these advances today?</p>	<p>Literary Words: plot, conflict, imagery, setting Word Study: Double consonants, nouns that modify nouns, apostrophes, spelling long a/e Reading Strategy: analyze historical context, recognize sequence, visualize, preview Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: Sequence words and phrases, appositives, simple past, comparison structures (adj, adv) order of adj.; compound adj. Writing: Descriptive, use chronological order, sensory details, spatial order, impressions</p>	<p>Describe event, object, place, group of people Team presentation Descriptive Essay Reader's Theater Games</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>What are the benefits of facing challenges? Do you think there are benefits in facing a challenge? What is one challenge you or someone you know has faced? Was the outcome a positive one? Is it always a good thing to face a challenge? What do you think the quote means, "What doesn't kill me makes me stronger?"</p>	<p>Literary Words: characters, point of view, author's influences, external conflict Word Study: ch & tch words, prefixes im-, over-, um-, after- Reading Strategy: skim, identify problems & solutions, predict, recognize cause and effect Listening & Speaking: Reader's Theater, dramatic reading, retell Grammar: Prepositions: present/past progressive, Gerunds, simple and compound sentences, passive voice regular/irregular participles Writing: Fictional narrative, POV and consequences of POV, character traits and dialogue</p>	<p>Personal narrative Fictional narrative Write a story starter Rewrite a familiar story Write a personal letter, Write a dialogue Reader's Theater Games</p>	<p>Tests Quizzes Projects Rubrics Background knowledge - pre-test questions Open-ended questions Cloze questions Student work portfolio</p>

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
How are relationships with others important? When you meet new people, how do you decide if you want to be friends with them?	<p>Literary Words: foreshadowing, irony, oral tradition, legend, character motive</p> <p>Word Study: spelling s- blends, suffixes –er, -or, synonyms, sound-letter relationships</p> <p>Reading Strategy: analyze cultural context, compare/contrast, identify w/ character, classify</p> <p>Listening & Speaking: Reader’s Theater, dramatic reading, retell</p> <p>Grammar: Imperatives – embedded questions, agreement complex sentences, transitions to show contrast, cause & effect, similarity, antecedent pronoun agreement, parallel structure</p> <p>Writing: Expository, sequence, classification</p>	<p>How-to-demonstration</p> <p>Expository Essay</p> <p>Write instructions</p> <p>Write a critique</p> <p>Write a classifying paragraph</p> <p>Reader’s Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
What does home mean? Is it possible to have more than one home? Is home always a physical space? What feelings do you have when you are at home?	<p>Literary Words: suspense, climax, speaker, symbol</p> <p>Word Study: silent letters, homophones, long o, suffix -ion</p> <p>Reading Strategy: use visuals, summarize, monitor comprehension, analyze text structure</p> <p>Listening & Speaking: Reader’s Theater, dramatic reading, retell</p> <p>Grammar: adjectival clauses, adverbial clauses, factual conditional</p> <p>Writing: Expository, 5 w’s, interpretation</p>	<p>Write a magazine article</p> <p>Write a plot summary</p> <p>Respond to literature</p> <p>Write a problem and solution paragraph</p> <p>Reader’s Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>What is the human spirit?</p> <p>Where do the qualities of helping others, even in the most challenging situations, come from?</p> <p>Are these qualities extraordinary, or are they part of the human spirit?</p> <p>What helps you do your best, even when you may be tired or upset?</p>	<p>Literary Words: dialogue, theme, diary, drama, stage direction</p> <p>Word Study: capitalization, words ending consonant + -le, -al, -le, /j/ spelling, antonyms</p> <p>Reading Strategy: inferences, fact and opinion, read aloud, main ideas and details</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: phrasal verbs, present perfect progressive, punctuation in quotations</p> <p>Writing: Persuasive</p>	<p>Give a radio commercial</p> <p>Write an advertisement</p> <p>Write a review</p> <p>Write a persuasive essay</p> <p>Write a letter to the editor</p> <p>Reader's Theater</p> <p>Games</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How does the sky influence us?</p> <p>What do you know about the night sky?</p> <p>Do you believe that it is possible for the sky to influence people on Earth?</p> <p>Why do you think that humans have been so interested in visiting the moon?</p>	<p>Literary Words: personification, stanza, rhyme, myth</p> <p>Word Study: lexical sets, long i spelling, acronyms, Greek and Latin roots</p> <p>Reading Strategy: connect ideas, read for enjoyment, take notes, analyze text structure</p> <p>Listening & Speaking: Reader's Theater, dramatic reading, retell</p> <p>Grammar: semi-colons, colons, title rules, parenthesis, brackets, ellipses, quoting sources, transitional clauses</p> <p>Writing: Research, frame questions that direct investigation, paraphrases, quotations</p>	<p>Write poetry</p> <p>Create/use a main idea web</p> <p>Write introductory para.</p> <p>Write a research report</p> <p>Reader's Theater</p> <p>Create graphic organizers</p>	<p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Rubrics</p> <p>Background knowledge - pre-test questions</p> <p>Open-ended questions</p> <p>Cloze questions</p> <p>Student work portfolio</p>

Common Core State Standards – Academic Area

Common Core Standards Listening, Speaking, Reading, Writing, Language – Grades 6-8

Common Core Standards – Anchor Standards for Listening, Speaking, Reading, Writing, Language – Grades 6-8

Common Core Standards – Math, Science, Social Studies, English, Music, Technology, Art – Grades 6-8

WIDA STANDARDS

Standard 1-Social & Instructional Language

Standard 2-Language of Language Arts

Standard 3-Language of Mathematics

Standard 4-Language of Science

Standard 5-Language of Social Studies

WIDA RUBRIC

	1 ENTERING	2 BEGINNING	3 DEVELOPING	4 EXPANDING	5 BRIDGING	6 REACHING
LINGUISTIC COMPLEXITY (DISCOURSE COMPLEXITY)	Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Simple and expanded sentences that show emerging complexity used to provide detail.	A variety of sentence lengths of varying Linguistic Complexity; emerging cohesion used to provide detail and clarity.	A variety of sentence lengths of varying Linguistic Complexity in a single organized paragraph or in extended text; cohesion and organization.	A variety of sentence lengths of varying Linguistic Complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization.
VOCABULARY USAGE	Usage of highest frequency vocabulary from school setting and content areas.	Usage of general language related to the content area; lack of vocabulary may be evident.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Usage of technical language related to the content area; evident facility with needed vocabulary.	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language.
LANGUAGE CONTROL (LANGUAGE FORMS AND CONVENTIONS)	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric for Writing

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and/or closing 	<ul style="list-style-type: none"> Opening and closing 	<ul style="list-style-type: none"> Opening and closing
	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors