



English as a Second Language Grades 6-8

CURRICULUM GUIDE

2015-2016

Fort Lee Public School District
English as a Second Language Grades 6-8

Table of Contents

FORT LEE BOARD OF EDUCATION	Page 3
DISTRICT VISION/PHILOSOPHY	Page 4
DEPARTMENT VISION	Page 4
CURRICULUM ADDENDUM TO K-12 21st CENTURY LIFE AND CAREERS	Page 6
SUGGESTED DIFFERENTIATION/ACCOMMODATIONS/MODIFICATIONS	Page 8
SEQUENCE OF INSTRUCTION	Page 13
ESL LISTENING	Page 13
ESL SPEAKING	Page 18
ESL READING	Page 24
ESL WRITING	Page 29

Fort Lee Public School District
English as a Second Language Grades 6-8

Fort Lee Board of Education

Mr. David B. Sarnoff, President

Ms. Holly Morell, Vice-President

Mr. Yusang Park

Mr. Joseph J. Surace

Mr. Jeff Weinberg

Ms. Candee Romba

Ms. Esther Han Silver

Mr. Michael D. Osso

Mr. Ammad Quraishi

District Administration

Kenneth Rota, Superintendent

Sharon Amato Ed.D., Executive Director of Curriculum and Instruction

Priscilla Church, Director of Special Services

Lauren Glynn, Principal Fort Lee High School

William Diaz, Assistant Principal Fort Lee High School

Gina Ruesga, Assistant Principal Lewis F. Cole Middle School

Marianela Martin, Principal Fort Lee School #2

Pat Ambrosio, Principal Fort Lee School #4

Lauren Carrubba, Director of School Counseling

Joseph Finizio, Assistant Principal Fort Lee High School

Robert Daniello, Principal Lewis F. Cole Middle School

Rosemary Giacomelli, Principal Fort Lee School #1

Jay Berman, Principal Fort Lee School #3

Lead Curriculum Writer

Michele Carlor

Curriculum Committee

Marielle Bakian and Claudia Perillo

Fort Lee Public School District
English as a Second Language Grades 6-8

DISTRICT VISION

The Fort Lee School District is committed to providing challenging instruction for each student, differentiated to address his/her intellectual, social, and emotional needs; to use best practices that engage students in relevant learning activities to provide them with the tools to become literate, productive, competitive, critical thinking members of our global society.

**FORT LEE PUBLIC SCHOOLS ENGLISH AS A SECOND LANGUAGE/BILINGUAL
PROGRAM VISION STATEMENT**

The English as a Second Language (ESL)/Bilingual Program of the Fort Lee Public Schools prepares students with limited English proficiency for full-time integration into academic classes at each educational level. Its primary goal is to ensure that English Language Learners (ELLs) in Kindergarten through twelfth grade develop sufficient competency and fluency in using listening, speaking, reading, and writing skills in English to enable their full participation in academic courses and social activities as well as school events. ELLs are required to meet all the grade-appropriate Common Core Curriculum Content Standards in all of the curriculum areas including the Common Core Language Arts Literacy Standards. Therefore, the ESL curriculum not only leads students to develop native-like levels of proficiency in English, but it also addresses the development of the cognitive and expressive skills outlined in the Common Core Standards in all areas including **21st Century Themes and Skills**, **21st Century Life and Career Practices**, and **Interdisciplinary Connections**.

The secondary goal of the Fort Lee ESL/Bilingual Program is to provide thoughtful and sustained attention to children's social and emotional learning (SEL) through a variety of efforts such as parent outreach, native language support, individual conferencing, embedded classroom instruction, and guidance services.

Beliefs

- **All students will be afforded the opportunity to achieve English language proficiency.**
- **Educating ELL students is the responsibility of all school personnel.**
- **Psychological and emotional well-being is a critical component of language learning.**
- **Knowledge, respect, and appreciation of diverse cultures enrich all.**

Guiding Principles

Fort Lee Public School District
English as a Second Language Grades 6-8

- **Language is functional.**
- **Language varies.**
- **Language learning is cultural learning.**
- **Language acquisition is a long-term process.**
- **Language acquisition occurs through meaningful interaction and challenging content.**
- **Language processes develop interdependently.**
- **Native language proficiency contributes to second language acquisition.**
- **Multilingualism enriches the individual and society.**
- **Social and emotional support promotes language development and helps students bond with their school community**

Fort Lee Public School District
English as a Second Language Grades 6-8

CURRICULUM ADDENDUM TO K-12 21ST CENTURY LIFE AND CAREERS:

- HOW THE FORT LEE PUBLIC SCHOOLS MEETS THE
- 2015-2016 NEW JERSEY COMMON CORE CURRICULUM CONTENT STANDARDS FOR 21ST CENTURY LIFE AND CAREERS

●

- The New Jersey Core Curriculum Content Standards call for **creative, critical thinking, collaboration, and problem-solving skills.**

- The Fort Lee Public School District continually infuses creativity, critical thinking, collaboration and problem-solving into all curricula and into instruction at all levels. Students are consistently challenged to develop new approaches to both old and new problems, and to do so in collaboration with each other and with their teachers.

- Technology and media literacy are similarly infused throughout all curriculum areas and levels. Particular emphasis are documented by social-emotional competency programs at Grades K-8, peer leadership programs at Grades 6-12, and interdisciplinary courses at Fort Lee High School. Arts education begins in Kindergarten and expands at the high school level with 53 courses from which students may choose.

- The New Jersey Core Curriculum Content Standards call for **instruction in personal financial responsibility.**

- Personal financial responsibility is taught at all levels and integrated into instruction in various Social Studies units at our elementary and middle schools. Seven courses at

- Fort Lee High School have been approved by the New Jersey Department of Education to meet the financial literacy requirement; an online option is provided as well.

- The New Jersey Core Curriculum Content Standards call for **career awareness, exploration and preparation.**

- Career awareness, exploration and preparation are integrated into the appropriate courses and content areas, connecting learning to career preparation worthy of review by professionals in the field. The Fort Lee Academy for the Health Professions, for example, integrates career explorations and mentorship with the study of major academic areas in Grades 10, 11 and 12. Both the DECA program and the Global Classroom Conference provide

The New Jersey Core Curriculum Content Standards call for **the acquisition of academic and technical career skills for all students who complete a career and technical education program.**

Fort Lee Public School District
English as a Second Language Grades 6-8

Although Fort Lee High School does not offer a career and technical education program, academics and technical career preparation skills are taught throughout our courses of

study. Multiple courses are offered in artistic and engineering design, media technology, computer programming, business and marketing, and consumerism.

- opportunities for students to present their work to professionals for review, feedback, and ongoing learning. Courses in work skills and half-day programs are provided for those high school students transitioning to the world of work.

NJCCCS Technology : 8.1.8.A.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1, 8.2.8.E.2

Interdisciplinary Connections:

- Art/Informative/ Explanatory Writing/Oral Presentation (Social Studies - 6.1.12.D.1a Visual & Performing Arts - 1.4.12.A & B)

Fort Lee Public School District
English as a Second Language Grades 6-8

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities.</p> <p>Use of technological device to gain access to online resources in order to research and explore current events and cultural practices.</p> <p>Use advanced supplementary / reading materials</p> <p>Use of authentic resources to promote</p>	<p>Modifications for Classroom</p> <p>Multi-sensory approach</p> <p>Pair Visual Prompts with verbal presentation</p> <p>Provide repetition and practice</p> <p>Restate Directions (verbal or written)</p> <p>Model skills / techniques to be mastered</p> <p>Provide summary of text or study guides</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p>

Fort Lee Public School District
English as a Second Language Grades 6-8

<p>a deeper understanding of culture.</p> <p>Provide opportunities for open-ended, self-directed activities</p> <p>Communication outside the language classroom for travel, study, work, and/or interviews with community members.</p> <p>Encourage the use of creativity /</p> <p>Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.)</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Use graphic organizers</p> <p>Highlight key vocabulary</p> <p>Extended time for assignment completion as needed</p> <p>Assess comprehension through demonstration such as gestures, drawing and retelling.</p> <p>Modified tests (orally)</p> <p>Use anecdotal records or portfolio work as a form of assessment</p>	<p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p>	<p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p>
---	--	---	---

Fort Lee Public School District
English as a Second Language Grades 6-8

<p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provides data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>	<p>Modifications for Homework/Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments</p> <p>Extended time to complete assignments.</p>	<p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p>
---	--	---	--

Fort Lee Public School District
English as a Second Language Grades 6-8

		<p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p>	<p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p>
--	--	--	---

Fort Lee Public School District
English as a Second Language Grades 6-8

		<p>Establish procedures for accommodations / modifications for assessments.</p>	<p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
--	--	---	---

Fort Lee Public School District
English as a Second Language Grades 6-8

SEQUENCE OF INSTRUCTION:

<i>Month or Quarter</i>	<i>Topic</i>
Yearlong	Listening, Speaking, Reading and Writing in English
Materials National Geographic “Inside” Levels A-C www.edmodo.com www.brainpop.com	

<u>COURSE TITLE:</u> English as a Second Language (ESL) 6-8	<u>TOPIC:</u> Listening	<u>APPROXIMATE NUMBER OF DAYS:</u> Integrated throughout year
GOAL: To develop appropriate communication skills using the English language		
Enduring Understandings	Objectives and Standards	Resources, Instructional and Differentiation Strategies, and Assessment
The students will understand <ul style="list-style-type: none"> • Spoken English - interpersonal/social skills language 	The students will be able to: <ul style="list-style-type: none"> • Demonstrate active listening behaviors in a variety of situations and purposes 	<u>Resources:</u> <ul style="list-style-type: none"> • Build Background Videos/Additional Video Clips • Selection Recordings, Fluency Models and Close Readings • CD ROMs/Language CDs/ and MP3s • E-books • Digital Libraries

Fort Lee Public School District
English as a Second Language Grades 6-8

<ul style="list-style-type: none"> • Spoken English – academic language 	<ul style="list-style-type: none"> • Listen to, read, watch and respond to plays, films, stories, books and songs • Imitate how others use English • Distinguish among types of speech (joke, conversation, warning) • Demonstrate active listening by analyzing information and ideas • Recognize persuasive techniques and credibility in oral communication <ul style="list-style-type: none"> • Listen to determine a speaker’s attitude, purpose, perspective • Ask relevant questions, take roles and draw conclusions based on 	<ul style="list-style-type: none"> • Picture Cards • Bilingual Dictionary • Grammar and Language Transparencies • Comprehension Coach • Language Models • Anthology • Online Extension Activities <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> • Guided Discussion Questions • Choral Response • Usage of Response Cards • Online Extension Activities • Listening while reading (selection recordings, fluency models, mp3s) • Graphic Organizers • Jigsaw • Corners • Fishbowl • Inside/Outside Circle • Numbered Heads • Roundtable • Team Word Webbing • Think, Pair, Share • Three Step Interview • Vocabulary Routine 9 “Games and Drama” • Stump the Expert • Around the World • Whatta’ You Know
--	---	--

Fort Lee Public School District
English as a Second Language Grades 6-8

		<ul style="list-style-type: none"> ● Concentration ● Rivet ● Charades ● Synonym Strings ● Picture It <p><u>Differentiation Strategies for Enrichment:</u></p> <ul style="list-style-type: none"> • See Curriculum Addendum To K-12 21st Century Life and Careers
<u>COURSE TITLE:</u> English as a Second Language (ESL) 6-8	<u>TOPIC:</u> Listening	<u>APPROXIMATE NUMBER OF DAYS:</u> Integrated throughout year
<u>GOAL:</u> To develop appropriate communication skills using the English language		
Enduring Understandings	Objectives and Standards	Resources, Instructional and Differentiation Strategies, and Assessment
	<p>information presented</p> <ul style="list-style-type: none"> • Paraphrase information • Interpret a speaker’s verbal messages, purposes and perspectives 	<p><u>Differentiation Strategies for Extra Support:</u></p> <ul style="list-style-type: none"> • See Curriculum Addendum To K-12 21st Century Life and Careers <p><u>Formative Assessment:</u></p> <ul style="list-style-type: none"> ● Unit Tests ● Selection Tests

Fort Lee Public School District
English as a Second Language Grades 6-8

	<ul style="list-style-type: none">• Critique information heard/viewed• Make inferences based on oral presentations• Interpret and apply received information to new situations and problem solutions <p><u>STANDARDS:</u> NJ Common Core Standards for Language Arts, 2014: SL.6.1; SL.6.2; SL.6.3; SL.6.4; SL.6.5; SL.6.6; SL.7.1; SL.7.2; SL.7.3; SL.7.4; SL.7.5; SL.7.6; SL.8.1; SL.8.2; SL.8.3; SL.8.4; SL.8.5; SL.8.6;</p>	<ul style="list-style-type: none">• Language Acquisition Rubric• e-assessment• Student Self-Assessment <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none">• WIDA ACCESS
--	---	--

Fort Lee Public School District
English as a Second Language Grades 6-8

<u>COURSE TITLE</u> : English as a Second Language (ESL) 6-8	TOPIC: Listening	APPROXIMATE NUMBER OF DAYS: Integrated throughout year
GOAL: To develop appropriate communication skills using the English language		
Enduring Understandings	Objectives and Standards	Resources, Instructional and Differentiation Strategies, and Assessment
	WIDA: Standard1: Social & Instructional Language 6-8 Standard2: The Language of Language Arts 6-8 Standard 3: The Language of Mathematics 6-8 Standard 4: The Language of Science 6-8 Standard 5: The Language of Social Studies 6-8	

Fort Lee Public School District
English as a Second Language Grades 6-8

<u>COURSE TITLE:</u> English as a Second Language (ESL) 6-8	TOPIC: Speaking	APPROXIMATE NUMBER OF DAYS: Integrated throughout year
GOAL: To develop appropriate communication skills using the English language		
Enduring Understandings	Objectives and Standards	Resources, Instructional and Differentiation Strategies, and Assessment
<p>The students will communicate</p> <ul style="list-style-type: none"> • Using spoken English - interpersonal/social skills language • Using spoken English – academic language 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to engage in oral discourse in paired, small group and whole class activities to convey ideas • Volunteer information and respond to questions about self & family • Negotiate solutions to problems, interpersonal misunderstandings and disputes • Present ideas and opinions spontaneously in response to a topic or others speakers • Demonstrate the effective use of a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking • Ask for assistance with a task 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Build Background Videos/Additional Video Clips • Selection Recordings, Fluency Models and Close Readings • CD ROMs/Language CDs/ and MP3s • e-books • Digital Libraries • Picture Cards • Bilingual Dictionary • Comprehension Coach • Anthology • Grammar and Language Transparencies • Guided Discussion Questions • Language Models • Online Extension Activities <p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none"> • Choral Response • Usage of Response Cards • Class Discussions • Oral Presentations • Whisper Read

Fort Lee Public School District
English as a Second Language Grades 6-8

	<ul style="list-style-type: none"> • Express likes, dislikes, needs • Use questioning to construct meaning by listening to others, reflecting on thought processes, and integrating knowledge • Explore concepts by describing, narrating or explaining how & why things happen • Elaborate and extend other people’s ideas and words • Demonstrate the ability to use developmentally appropriate vocabulary to and/or clarify a message • Use varied word choice to paraphrase, clarify, illustrate and elaborate • Adapt language to persuade, explain, or seek information • Recognize the use of standard English • Use figurative language purposefully in speaking • Demonstrate the ability speak for a variety of audiences and 	<ul style="list-style-type: none"> • Partner Read • Choral Read • Echo Read • Recordings/Comprehension Coach • Timed Repeated Readings • Listening while reading (selection recordings, fluency models, mp3s) • Jigsaw • Corners • Fishbowl • Inside/Outside Circle • Numbered Heads • Roundtable • Team Word Webbing • Think, Pair, Share • Three Step Interview • Vocabulary Routine 1 “Make Words Your Own” • Vocabulary Routine 2 “Vocabulary Notebook” • Vocabulary Routine 3 “Study Cards” • Vocabulary Routine 4 “Wordbench” • Vocabulary Routine 5 “Text Talk Read-Aloud Method” • Vocabulary Routine 6 “Word Sorts • Vocabulary Routine 7 “Graphic Organizer” • Vocabulary Routine 8 “Discuss Author’s Word Choice” • Vocabulary Routine 9 “Games and Drama” <ul style="list-style-type: none"> ➤ Stump the Expert ➤ Around the World
--	--	---

Fort Lee Public School District
English as a Second Language Grades 6-8

	<p>purposes</p> <ul style="list-style-type: none"> • Use visual aids, media, and/or technology to support oral communication • Incorporate peer feedback and teacher suggestions for revision in content, organization and delivery • Read aloud with fluency • Use clear, precise, organized language that reflects the conventions of spoken English • Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students and/or parents 	<ul style="list-style-type: none"> ➤ Whatta' You Know ➤ Concentration ➤ Rivet ➤ Charades ➤ Synonym Strings ➤ Picture It ● Vocabulary Routine 10 “Word Generation” ● Vocabulary Routine 11 “Word Poems” ● Vocabulary Routine 12 “Reteaching Key Vocabulary”
--	---	---

Fort Lee Public School District
English as a Second Language Grades 6-8

<u>COURSE TITLE:</u> English as a Second Language (ESL) 6-8	TOPIC: Speaking	APPROXIMATE NUMBER OF DAYS: Integrated throughout year
GOAL: To develop appropriate communication skills using the English language		
Enduring Understandings	Objectives and Standards	Resources, Instructional and Differentiation Strategies, and Assessment
	<p><u>STANDARDS:</u></p> <p>NJ Common Core Standards for Language Arts, 2014: SL.6.1; SL.6.2; SL.6.3; SL.6.4; SL.6.5; SL.6.6; SL.7.1; SL.7.2; SL.7.3; SL.7.4; SL.7.5; SL.7.6; SL.8.1; SL.8.2; SL.8.3; SL.8.4; SL.8.5; SL.8.6;</p> <p>WIDA: Standard1: Social & Instructional Language 6-8 Standard2: The Language of Language Arts 6-8 Standard 3: The Language of Mathematics 6-8 Standard 4: The Language of Science 6-8</p>	<p><u>Differentiation Strategies for Enrichment:</u></p> <ul style="list-style-type: none"> • See Curriculum Addendum To K-12 21st Century Life and Careers <p><u>Differentiation Strategies for Extra Support:</u></p> <ul style="list-style-type: none"> • See Curriculum Addendum To K-12 21st Century Life and Careers

Fort Lee Public School District
English as a Second Language Grades 6-8

	Standard 5: The Language of Social Studies 6-8	
--	---	--

Fort Lee Public School District
English as a Second Language Grades 6-8

<u>COURSE TITLE</u> : English as a Second Language (ESL) 6-8	TOPIC: Speaking	APPROXIMATE NUMBER OF DAYS: Integrated throughout year
GOAL: To develop appropriate communication skills using the English language		
Enduring Understandings	Objectives and Standards	Resources, Instructional and Differentiation Strategies, and Assessment
		<u>Formative Assessment:</u> <ul style="list-style-type: none"> ● Fluency Rubric ● WIDA Speaking Rubric ● Recorded Readings ● Oral Presentation <u>Summative Assessment:</u> <ul style="list-style-type: none"> • WIDA ACCESS

Fort Lee Public School District
English as a Second Language Grades 6-8

<u>COURSE TITLE:</u> English as a Second Language (ESL) 6-8	TOPIC: Reading	APPROXIMATE NUMBER OF DAYS: Integrated throughout year
GOAL: To develop appropriate communication skills using the English language		
Enduring Understandings	Objectives and Standards	Resources, Instructional and Differentiation Strategies, and Assessment
<p>The students will understand</p> <ul style="list-style-type: none"> • Written English - interpersonal/social skills language • Written English – academic language 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify and explain text features that contribute to comprehension • Identify and use common textual graphic features and organizational structures to comprehend information. These include: paragraphs, topic sentences, index, table of contents, newspapers, magazines, and reference materials, graphic features (e.g., charts, maps diagrams), and organizational structure (e.g., logical order, comparison/contrast/cause/effect) • Read orally and silently with comprehension and fluency • Apply self-correcting strategies • Reread for clarity 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Build Background Videos/Additional Video Clips • Selection Recordings, Fluency Models and Close Readings • Language Models • CD ROMs/Language CDs/ and MP3s • E-books • Digital Libraries • Picture Cards • Bilingual Dictionary • Comprehension Coach • Anthology • Handbook • Realia • Teacher Made Materials • Graphic Organizers • Selection Summaries • Reading Strategies Log • Grammar and Language Transparencies • Online Extension Activities <p><u>Instructional Strategies:</u></p>

Fort Lee Public School District
English as a Second Language Grades 6-8

	<ul style="list-style-type: none">• Read for a variety of purposes and audiences• Acquire and apply reading	<ul style="list-style-type: none">• Interpret and construct maps, graphs and organizers• Read and understand passages from various sources• Students will read a short passage, identify unknown vocabulary and use content clues to clarify the meaning of these new words.• Students will participate in oral discussion of texts.• Read for research, book reports and content areas• Read a biography and present a summary• Participate in class discussions to learn how to phrase questions for teacher assistance• Read short stories and be able to predict
--	--	---

Fort Lee Public School District
English as a Second Language Grades 6-8

<u>COURSE TITLE</u> : English as a Second Language (ESL) K-2	TOPIC: Reading	APPROXIMATE NUMBER OF DAYS: Integrated throughout year
GOAL: To develop appropriate communication skills using the English language		
Enduring Understandings	Objectives and Standards	Resources, Instructional and Differentiation Strategies, and Assessment
	<ul style="list-style-type: none"> • Recognize the need to seek assistance (e.g., teacher, peers and other resources) • Hypothesize and predict • Develop appropriate vocabulary and concepts according to subject area and content • Expand reading vocabulary by identifying and understanding figurative language • Apply basic reading comprehension skills using context to construct meaning • Differentiate between fact/opinion, bias, and propaganda in newspapers, periodicals, and electronic text • Understand author’s point of view in multicultural texts <p><u>STANDARDS:</u></p>	<ul style="list-style-type: none"> ● Whisper Read ● Partner Read ● Choral Read ● Echo Read ● Close Reading Routine ● Marking the Text ● Recordings/Comprehension Coach ● Timed Repeated Readings ● Listening while reading (selection recordings, fluency models, mp3s) ● Roundtable ● Team Word Webbing ● Think, Pair, Share ● Three Step Interview ● Vocabulary Routine 1 “Make Words Your Own” ● Vocabulary Routine 2 “Vocabulary Notebook”
	<u>Standards</u>	<ul style="list-style-type: none"> ● Vocabulary Routine 3 “Study Cards” ● Vocabulary Routine 4 “Wordbench”

Fort Lee Public School District
English as a Second Language Grades 6-8

	<p>NJ Common Core Standards for Language Arts, 2014:</p> <p>RL.6.1; RL.6.2; RL.6.3; RL.6.4; RL.6.5; RL.6.6; RL.6.7; RL.6.8; RL.6.9; RL.6.10; RL.7.1; RL.7.2; RL.7.3; RL.7.4; RL.7.5; RL.7.6; RL.7.7; RL.7.8; RL.7.9; RL.7.10; RL.8.1; RL.8.2; RL.8.3; RL.8.4; RL.8.5; RL.8.6; RL.8.7; RL.8.8; RL.8.9; RL.8.10; RIT.6.1; RIT.6.2; RIT.6.3; RIT.6.4; RIT.6.5; RIT.6.6; RIT.6.7; RIT.6.8; RIT.6.9; RIT.6.10; RIT.7.1; RIT.7.2; RIT.7.3; RIT.7.4; RIT.7.5; RIT.7.6; RIT.7.7; RIT.7.8; RIT.7.9; RIT.7.10; RIT.8.1; RIT.8.2; RIT.8.3; RIT.8.4; RIT.8.5; RIT.8.6; RIT.8.7; RIT.8.8; RIT.8.9; RIT.8.10</p>	<ul style="list-style-type: none"> ● Vocabulary Routine 5 “Text Talk Read-Aloud Method” ● Vocabulary Routine 6 “Word Sorts ● Vocabulary Routine 7 “Graphic Organizer” ● Vocabulary Routine 8 “Discuss Author’s Word Choice” ● Vocabulary Routine 9 “Games and Drama” <ul style="list-style-type: none"> ➤ Stump the Expert ➤ Around the World ➤ Whatta’ You Know ➤ Concentration ➤ Rivet ➤ Charades ➤ Synonym Strings ➤ Picture It ● Vocabulary Routine 10 “Word Generation” ● Vocabulary Routine 11 “Word Poems” ● Vocabulary Routine 12 “Reteaching Key Vocabulary”
--	---	--

Fort Lee Public School District
English as a Second Language Grades 6-8

<u>COURSE TITLE:</u> English as a Second Language (ESL) 6-8	TOPIC: Reading	APPROXIMATE NUMBER OF DAYS: Integrated throughout year
GOAL: To develop appropriate communication skills using the English language		
Enduring Understandings	Objectives and Standards	Resources, Instructional and Differentiation Strategies, and Assessment
	<p>WIDA: Standard1: Social & Instructional Language 6-8 Standard2: The Language of Language Arts 6-8 Standard 3: The Language of Mathematics 6-8 Standard 4: The Language of Science 6-8 Standard 5: The Language of Social Studies 6-8</p>	<p><u>Differentiation Strategies for Enrichment:</u></p> <ul style="list-style-type: none"> • See Curriculum Addendum To K-12 21st Century Life and Careers <p><u>Differentiation Strategies for Extra Support:</u></p> <ul style="list-style-type: none"> • See Curriculum Addendum To K-12 21st Century Life and Careers <p><u>Formative Assessment:</u></p> <ul style="list-style-type: none"> ● Unit Tests ● Selection Tests ● Fluency Passages ● Self-Assessment <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> • WIDA ACCESS

Fort Lee Public School District
English as a Second Language Grades 6-8

COURSE TITLE: English as a Second Language (ESL) 6-8	TOPIC: Writing	APPROXIMATE NUMBER OF DAYS: Integrated throughout year
GOAL: To develop appropriate communication skills using the English language		
Enduring Understandings	Objectives and Standards	Resources, Instructional and Differentiation Strategies, and Assessment
<p>The students will communicate</p> <ul style="list-style-type: none"> • Using written English - interpersonal/social skills language • Using written English -academic language 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate writing as a process using prewriting, drafting, revising, editing, and publishing • Use simple sentences to convey ideas after hearing stories, recalling experiences, brainstorming, and drawing. • Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources • Use strategies such as using graphic organizers and outlines to elaborate and organize ideas for writing • Review and edit work for spelling, mechanics, clarity and fluency • Create a formal product in a variety of genres by building upon skills and knowledge through the writing process • Develop a collection of writing (e.g., a literacy folder or portfolio) 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Bilingual Dictionary • Writing Transparencies • Thesaurus • Realia • Student Writing Models • Writing Transparencies • Student Practice book • Student Journals • Build Background Videos/Additional Video Clips • Selection Recordings, Fluency Models and Close Readings • CD ROMs/Language CDs/ and MP3s • E-books • Digital Libraries • Picture Cards • Comprehension Coach • Anthology • Grammar and Language Transparencies • Online Extension Activities

Fort Lee Public School District
English as a Second Language Grades 6-8

COURSE TITLE: English as a Second Language (ESL) 6-8	TOPIC: Writing	<u>APPROXIMATE NUMBER OF DAYS:</u> <u>Integrated throughout year</u>
GOAL: To develop appropriate communication skills using the English language		
Enduring Understandings	Objectives and Standards	Resources, Instructional and Differentiation Strategies, and Assessment
	<ul style="list-style-type: none"> • Write a range of essays, including persuasive, descriptive, personal, or issue-based (e.g., summaries, journal writing, dialogues, business, and personal letters) • Write pieces that contain narrative elements, such as short stories, biography, autobiography, or memoir • Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a bibliography or works cited page • Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling) • Edit writing for correct grammar, usage, capitalization, punctuation, and spelling 	<u>Instructional Strategies:</u> <ul style="list-style-type: none"> • Power Writing • Modeled Writing • Interactive Writing • Independent Writing • Writer’s Workout • Structured Practice • Guided Practice • Daily Journal Writing • Create Writing Plans • Vocabulary Routine 1 “Make Words Your Own” • Vocabulary Routine 2 “Vocabulary Notebook” • Vocabulary Routine 3 “Study Cards” • Vocabulary Routine 4 “Wordbench” • Vocabulary Routine 5 “Text Talk Read-Aloud Method” • Vocabulary Routine 6 “Word Sorts • Vocabulary Routine 7 “Graphic Organizer” • Vocabulary Routine 8 “Discuss Author’s Word Choice”

Fort Lee Public School District
English as a Second Language Grades 6-8

	<ul style="list-style-type: none"> • Consult print and non-print resources in the native language, when needed • Use quotation marks and related punctuation correctly in passages of dialogue • Indent in own writing to show the beginning of a paragraph <p><u>STANDARDS:</u> NJ Common Core Standards for Language Arts, 2014:</p> <p>W.6.1; W.6.2; W.6.3; W.6.4; W.6.5; W.6.6; W.6.7; W.6.8; W.6.9; W.6.10; W.7.1; W.7.2; W.7.3; W.7.4; W.7.5; W.7.6; W.7.7; W.7.8; W.7.9; W.7.10; W.8.1; W.8.2; W.8.3; W.8.4; W.8.5; W.8.6; W.8.7; W.8.8; W.8.9; W.8.10;</p> <p>WIDA: Standard1: Social & Instructional Language 6-8 Standard2: The Language of Language Arts 6-8</p>	<ul style="list-style-type: none"> ● Vocabulary Routine 9 “Games and Drama” <ul style="list-style-type: none"> ➤ Stump the Expert ➤ Around the World ➤ Whatta’ You Know ➤ Concentration ➤ Rivet ➤ Charades ➤ Synonym Strings ➤ Picture It <p>Vocabulary Routine 10 “Word Generation” Vocabulary Routine 11 “Word Poems” Vocabulary Routine 12 “Reteaching Key Vocabulary”</p> <p><u>Differentiation Strategies for Enrichment:</u></p> <ul style="list-style-type: none"> • See Curriculum Addendum To K-12 21st Century Life and Careers <p><u>Differentiation Strategies for Extra Support:</u></p> <ul style="list-style-type: none"> • See Curriculum Addendum To K-12 21st Century Life and Careers <p><u>Formative Assessment:</u></p> <ul style="list-style-type: none"> ● Unit Tests ● WIDA Writing Rubric ● Portfolio Evaluation ● Self-Assessment
--	--	---

Fort Lee Public School District
English as a Second Language Grades 6-8

	Standard 3: The Language of Mathematics 6-8 Standard 4: The Language of Science 6-8 Standard 5: The Language of Social Studies 6-8	<u>Summative Assessment:</u> <ul style="list-style-type: none">• WIDA ACCESS
--	--	--