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Cliffside Park Public Schools

GRADE: 9-12 Advanced English as a Second Language

Advanced Unit 1

Unit Name: Informational Text/ Feature Articles

Resources: Milestone Advanced Textbook, Finish Line for Ells

Duration: 3 months

Enduring Understandings:

Great readers and writers know:

- Their voice is important
- It is their responsibility to investigate their interests and powerfully communicate about them using their language skills informatively.
- The importance of transitional and temporal words when comprehending and analyzing text
- Annotation strategies are essential in Close reading
- Inferencing is important in order to draw conclusions about information

Essential Questions:

- How do we decide what is important to research and learn?
- How do we distinguish between what is a fact or an opinion?
- How do we share what we have learned with others?



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Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"> ● Choral reading ● CD assisted reading ● Read Aloud/Think Alouds ● Evaluating peer presentations ● Think, Pair, Share ● Introduction to accountable Talk Stems ● Summative group magazine presentations ● Think-Write-Group-Share ● Introduction to annotation strategies ● Summarization and response to reading via reading logs ● Introduction to choral reading ● Newsela leveled ● Introduction to journal writing ● Newsela writing prompts 	<ul style="list-style-type: none"> ● Parts of speech (nouns, verbs, adjectives, adverbs, etc.) ● Sentence structure (subject-predicate) ● Vocabulary: inform, articles, facts, examples, captions, chapter title, section heading, bold terms, boxed items and questions, illustrations and photographs, captions, tables 	<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Spring WIDA assessment ● NewsELA baseline reading tasks to determine reading level, ● Milestones Benchmark Tests <p>Formative:</p> <ul style="list-style-type: none"> ● Do-Nows ● Google form questions ● Think-Group-Shares ● Conferences ● NewsELA annotations ● Text annotations ● Scholastic magazine activities ● Quizlet.com - https://quizlet.com ● Kahoot- https://kahoot.it/ 	<ul style="list-style-type: none"> ● Milestones B - Units 1, 2 and Workbook ● Google Suite: classroom, drive, docs, slides, forms, etc. ● Remind App ● NewsELA website ● Scholastic Action & Scope magazines ● Student Journals ● Student Folders & Portfolios ● Whiteboards & markers ● English for everyone website ● Audio CDs ● Multimedia resources ● Finish Line for ELLs-English Proficiency ● BainPop.com https://esl.brainpop.com ● www.newsela.com ● www.readworks.org ● www.readtheory.org



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		<ul style="list-style-type: none"> • Quizizz - https://quizizz.com <p>Summative: Milestones Unit 1 Test (Chapter 1 & Chapter 2), NewsELA Benchmark, Student Group Magazine Project</p> <p>Alternative:</p> <ul style="list-style-type: none"> • journal writing in relation to informational text, along with rubric 	<ul style="list-style-type: none"> • www.vocabulary.com
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NJSLS Standards

Reading Information

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.



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RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Writing Information

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.



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Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Speaking and Listening

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

WIDA Standards



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English Language Development Standard 1-English language learners communicate for Social and Instructional purposes within the school setting.

English Language Development Standard 2-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

English Language Development Standard 3-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

English Language Development Standard 4-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

English Language Development Standard 5-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Interdisciplinary Connections: RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.5, RH.11-12.6, RH.11-12.7, RH.11-12.8, RH.11-12.9, NJLSA.W2; RST.11-12.1, RST.11-12.2, RST.11-12.5, RST.11-12.6, NJLSA.W2

Technology/Instructional:

- For cultural integration:
- Halloween - Hocus Pocus - website resource with feature article
- History Channel - Thanksgiving (along with feature article/informational text)
- Christmas - Buster the Boxer (commercial)

Library Science

- Research/interact with books on new customs & new culture
- Research school newspaper; a web article

Math

- Shapes, sizes, comparing with language of math - particularly with informational articles on the topic of math

Social Studies:



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- Regional, cultural & geographical relationships and connections

Science:

- Informational text on science topics;

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies <i>(Alternate Modes of Instruction and Support)</i>		
Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
Provide appropriate challenge for wide ranging skills and development areas. Participate in inquiry and project-based learning units of study Assigning roles within partnerships Differentiated supports: content, process, product, environment	Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students. Pair visual prompts with verbal presentations Front load and immerse students in literacy and language experiences related to the welcome unit content	Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. Allow for Student Choice: Students should be permitted to demonstrate understanding of welcome unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc. Text to speech/Oral reading



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	<p>*Also See At Risk/504 Modifications</p>	<p>Access to word/picture banks</p> <p>Use of anchor charts</p> <p>*Also See ELL Modifications</p>
<p>Sources: Milestones Textbook New Jersey Student Learning Standards (2016) http://www.state.nj.us/education/cccs/2016/ela/k.pdf New Jersey Student Learning Standards: Technology (2014) http://www.state.nj.us/education/cccs/2014/tech/8.pdf Career Ready Practices (2014) http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf WIDA (2012) https://www.wida.us/standards/eld.aspx Newsela.com vocabulary.com</p>		

Core Instructional Materials/Resources/Digital Tools:

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos