



BOE Approved 8/18

Cliffside Park Public Schools

7-12 Advanced English as a Second Language Advanced Unit 2

Unit Name: Unit 2 Reading Literature/Personal Narrative

Resource: Milestones B

Duration: 2.5 months

Enduring Understandings

- A major event that has changed your life forever.
- Great readers and writers know:
 - 1-their voice is important
 - 2-it is their responsibility to investigate their interests and powerfully communicate about them using their language skills informatively.
 - 3-the importance of transitional and temporal words when comprehending and analyzing text
 - 4-annotation strategies are essential in Close reading
 - 5-inferencing is important in order to draw conclusions about information

Essential Questions

- How can reading about a character's personal experience inform you about your own life and experiences?
- How can you be part of a group and still be an individual?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"> ● I can learn parts of speech: ● I can use pronouns, nouns, and simple verb tenses correctly. ● I can write the progressive and perfect verb tense. ● I can use adjectives and adverbs in my personal narrative. ● I can learn to write the correct sentence structure with subject-verb agreement. ● I can speak with compound sentences. ● I can write a personal narrative. 	<ul style="list-style-type: none"> ● Listening: introduction to choral reading, CD-assisted reading, Read Aloud/Think Alouds, evaluating peers' presentations, Think-Pair-Share ● Speaking: introduction to Accountable Talk Stems, summative group magazine presentations, introduction to Think-Write-Group-Share (table shares), choral reading ● Reading: Reading Theater- A Christmas Carol ● Writing: a personal narrative 	<p>Formative: Google form questions, Think-Group-Shares, Conferences, journal writing, NewsELA annotations, Text annotations, Scholastic magazine activities, Milestones textbook and workbook activities</p> <p>Summative: Milestones B - Unit and Workbook assessments Exit Tickets Student Folders & Portfolios</p> <p>Benchmarks Spring WIDA assessment</p> <p>Alternative Student Folders & Portfolios</p>	<p>Mentor Texts: Milestones B - Units 1, 2 and Workbook</p> <p>Teacher Resources: Whiteboards & markers</p> <p>Student Forms: Student Journals Scholastic Action & Scope magazines</p> <p>Digital: Google Suite: classroom, drive, docs, slides, forms, etc. Remind App NewsELA website</p>

NJ Student Learning Standards

Reading Literature

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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:

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.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

Interdisciplinary Connections:

Art:

- The artist uses personal experience in his/her culture and it informs students in the present.
(1.2.12.A.1) Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. - high school standard

(1.2.8.A.3) Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. - middle school standard

**Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies
(Alternate Modes of Instruction and Support)**

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)
<p>Higher level texts that address the same enduring understanding of personal narrative unit.</p> <p>Integrate Higher Order Thinking Skills (HOTS) through research and extension projects specific to personal narrative.</p> <p>Provide menu of challenge activities for when the child finishes the lesson early (integrate technology when possible).</p>	<p>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.</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Teach the text backward - frontload the concepts and vocabulary needed for learning the material and activating prior knowledge about personal narrative.</p> <p>Concept/Idea Map - teacher models note-taking on personal narrative.</p> <p>*Also See At Risk/504 Modifications</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 vocabulary.</p> <p>Text to speech/Oral reading</p> <p>Access to word/picture banks</p> <p>Supply Students with Anchor Charts on personal narrative technique.</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the personal narrative unit.</p> <p>*Also See ELL Modifications</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>

