



BOE Approved 8/18

# Cliffside Park Public Schools

## Intermediate ESL Unit 1

**Unit Name:** Family Connections

**Resource:** Milestones Green Textbook

**Duration:** 2 months

### Enduring Understanding

- There may be some customs that are different in America as compared to my country of origin. When you move to a new country, you learn a new language, customs and ways of living.

### Essential Questions

How are family connections related to language?

### Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"><li>• I can identify the purpose of the text.</li><li>• I can compare customs in my home country to this country.</li><li>• I can understand the features of short stories and informational text.</li><li>• I can give opinions.</li><li>• I can conduct an interview.</li><li>• I can discuss family traits and I can present</li></ul>	<ul style="list-style-type: none"><li>• Visualizing and questioning to understand text and characterization</li><li>• Questioning</li><li>• Drawing conclusions</li></ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"><li>• Quizlet.com - <a href="https://quizlet.com">https://quizlet.com</a></li><li>• Kahoot- <a href="https://kahoot.it/">https://kahoot.it/</a></li><li>• Quizizz - <a href="https://quizizz.com">https://quizizz.com</a></li></ul>	<ul style="list-style-type: none"><li>• Milestone Green textbook, Unit 1, Chapters 1 &amp; 2</li><li>• Newsela.com</li><li>• Action magazine</li><li>• <a href="http://www.englishforever.yone.com">www.englishforever.yone.com</a></li></ul>

<p>character traits.</p> <ul style="list-style-type: none"> <li>I can write a descriptive essay.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing &amp; interacting</li> <li>Listening &amp; responding</li> <li>Reading for different purposes</li> <li>Writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Teacher prepared assessments, based on shorter chapters.</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Milestones unit tests</li> </ul> <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>WIDA placement (for new arrivals)</li> <li>WIDA Model assessment</li> <li>Spring WIDA assessment (for all ELLs)</li> <li>Milestones benchmark tests</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>Performance task: Family Connections assessment evaluated with a rubric</li> </ul>	<ul style="list-style-type: none"> <li>Newspapers</li> <li>Audio CDs</li> <li>Teacher created materials</li> </ul>
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**WIDA ENGLISH LANGUAGE PROFICIENCY 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 5** English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies**

**NJ Student Learning Standards (2016)**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

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.

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

### **Career Ready Practices**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation

### **Interdisciplinary Connections and Activities**

#### **Social Studies:**

Lessons address both English and Social Studies. Geography of different cultures.  
(NJSLS for Social Studies 6.2) World History/Global Studies (5-8 and 9-12 levels)

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

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<p>Amplify learning by providing more challenging texts about family connections.</p> <p>A project comparing and contrasting families in different cultures with a presentation of the findings to the class.</p> <p>A guided webquest to further explore the unit.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks &amp; provide key language uses to students.</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Provide sentence frames and graphic organizers to assist with the writing task.</p> <p>Provide scaffolds for English via purposeful partnering and teacher modelling.</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>Text to speech - teacher models reading for Unit 1, Chapters 1 &amp; 2 texts.</p> <p>Access to word/picture banks for the “Family Connections” vocabulary</p> <p>Supply Students with Anchor Charts for writing the descriptive essay about family connections.</p> <p>*Also See ELL Modifications</p>

**Sources:**

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>