



BOE Approved 8/18

## Cliffside Park Public Schools

### 9 - 12 High School Beginner Unit 1 ESL

**Unit Name:** Using Language Effectively

**Resources:** Milestone C Textbook

**Duration:** 2 months

#### Enduring Understanding

- Questioning and contributing help speakers convey their message explore issues and clarify their thinking. A speaker's choice of words and style set a tone and define the message.
- Acquiring strategies to effectively communicate through the proper use of grammar and vocabulary.
- Writers who communicate effectively make choices about grammatical and mechanical rules of writing based on the purpose.
- The student will apply standard grammar and usage to communicate clearly and effectively in writing.

#### Essential Questions

- What do English speakers do in order to effectively communicate with others?

#### Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"> <li>• I can use adjectives, verbs, and other parts of speech correctly.</li> <li>• I can write &amp; speak using the present &amp; past progressive tense.</li> <li>• I can analyze words; using their roots, prefixes, &amp; suffixes.</li> <li>• I can write with compound &amp; modified subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening &amp; responding</li> <li>• Using different tenses to communicate in English</li> <li>• Responding to</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of student responses</li> <li>• Quizlet.com - <a href="https://quizlet.com">https://quizlet.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• www.readtheory.org</li> <li>• Magazines</li> <li>• Newspapers</li> <li>• Audio CDs</li> <li>• Teacher created</li> </ul>

<ul style="list-style-type: none"> <li>I can use possessive, subject, &amp; object pronouns.</li> </ul>	<p>commands &amp; making requests</p> <ul style="list-style-type: none"> <li>Reading for diverse purposes</li> <li>Writing for diverse purposes</li> </ul>	<ul style="list-style-type: none"> <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> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Exit questions</li> <li>Complete a personal information form.</li> <li>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>Latin root word project - applying the lessons to new, more challenging words.</li> </ul>	<p>materials</p> <ul style="list-style-type: none"> <li>Multimedia resources</li> <li>Milestone C textbook and workbook Unit 1 Chapter 1 and 2;</li> <li>Finish Line for ELLs-English Proficiency Practice: Lesson 14 and 24.</li> <li><a href="http://www.eslbrainpop.com">www.eslbrainpop.com</a></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 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**

**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.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.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

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 and persuasively.

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

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.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.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.

**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 and Activities**

**Art:**

- Written response to art. Reading about artists.  
(1.2.12.A.2) Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras.

**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>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</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>Pair visual prompts with verbal presentations</p> <p>Front load and immerse students in literacy and language experiences related to the language unit content</p> <p>Provide students with visual models, sentence frames, concrete objects, and hands-on materials.</p> <p>Model procedures.</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>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.</p> <p>Text to speech/Oral reading</p> <p>Access to word/picture banks</p> <p>Use of anchor charts</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>