



BOE Approved 8/18

## Cliffside Park Public Schools

### Intermediate ESL Unit 4

**Unit Name:** Dreams

**Resource:** Milestones Green Textbook

**Duration:** 1 month

#### Enduring Understanding

- Understanding that people need help to make dreams come true.

#### Essential Questions

- How can dreams lead to new inventions and new ideas?

#### Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"><li>• I can understand the text structure of plays.</li><li>• I can identify themes.</li><li>• I can use compare and contrast skills to understand characters and events.</li><li>• I can give opinions.</li><li>• I can use a dictionary effectively.</li><li>• I can write a compare &amp; contrast essay.</li></ul>	<ul style="list-style-type: none"><li>• Visualizing</li><li>• Questioning</li><li>• Drawing conclusions</li><li>• Discussing &amp; interacting</li><li>• Listening &amp; responding</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><li>• Teacher prepared assessments,</li></ul>	<ul style="list-style-type: none"><li>• Milestones Green Textbook Unit 3, Chapter 1, Readings 1 and 2</li><li>• Newsela.com</li><li>• Action magazine</li><li>• <a href="http://www.englishforever.yone.com">www.englishforever.yone.com</a></li><li>• Newspapers</li></ul>

	<ul style="list-style-type: none"> <li>• Reading for different purposes</li> <li>• Writing for different purposes</li> </ul>	<p>based on shorter chapters.</p> <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>• Describing your dream - performance task with rubric</li> </ul>	<ul style="list-style-type: none"> <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:**

How did rulers' dreams & aspirations change the way the world looks today?

(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 dreams of famous people and presenting 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. Specifically, the venn diagram will be used to compare &amp; contrast.</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 “Dreams” vocabulary</p> <p>Supply Students with Anchor Charts for writing the descriptive essay about dreams.</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>