

# Unit 1 -Decision Point

Content Area: **ELL**  
Course(s): **Sample Course, ELL MS - Advanced**  
Time Period: **SeptOct**  
Length: **34 Days, 7/8**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**ESL ADVANCED, 7/8**

**UNIT 1 - DECISION POINT**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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## **Unit Overview**

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Students will consider the lasting impact of the decisions they make by:

Reading - Three selections, "American Names", "Lion Hunt", and "from the House of Mango Street" and Respond and Build Reading Skills and Fluency.

Writing - Paragraph Structure: Ways to Organize - Problem Solution, Chronological, Spatial Order, and Compare-and-Contrast and Personal Narrative.

Language - Speaking and Listening - Ask and Answer Questions and Use Complete Sentences.

## **Enduring Understanding**

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Students will be able to independently use their learning to:

- Communicate correctly using basic grammar points and vocabulary relating to the unit, ask and answer questions, give information and express ideas and opinions.
- Analyze, critique and respond to a variety of genres including realistic fiction, autobiography, short fiction and poetry.
- Express their thoughts and ideas in written form.
- Express their thoughts and ideas verbally in order to communicate effectively.

## **Essential Questions**

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How do decisions affect your identity?

How does culture affect a person's identity?

What are the most important events of your life? How have they influenced or changed you, and what have you learned from them?

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## **Exit Skills**

By the end of Advanced ESL, Unit 1, the student should be able to:

- Use selected Vocabulary in various forms of Communication (Word Parts, Compound Words, Suffixes).
- Use relevant Language and Grammar in various forms of Communication (Complete Sentences, Nouns, Action Verbs, Ask and Answer Questions, Give information, Express Ideas and Opinions).
- Apply their knowledge of Reading Strategies to read Realistic Fiction, Autobiography, Short Fiction and Poetry.
- Apply their knowledge of Writing to Paragraphs and Personal Narrative.

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## **New Jersey Student Learning Standards (NJSL-S)**

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

LA.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LA.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LA.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LA.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.7.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

LA.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## **Interdisciplinary Connections**

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SOC.6.1.8.A.1.a

Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

SOC.6.2.8.B.4.a

Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

SOC.6.2.8.D.3.a

Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

SOC.6.3.8.CS2

Recognize the value of cultural diversity, as well as the potential for misunderstanding.

## **Learning Objectives**

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Analyze and Evaluate Key Ideas and Details, Structure, Integrate Knowledge and Ideas when Reading.

Analyze and Evaluate Text Types and Purpose when Writing.

Create and Produce Writing and Research to Build and Present Knowledge.

Comprehend and Collaborate when Speaking and Listening.

Remember, Understand, Apply, Analyze, Evaluate and Create conventions of Standard English and knowledge of Language and Vocabulary Acquisition and Use.



### **Suggested Activities & Best Practices**

Multi-Level Strategy Frames for Language Support, Think, Pair Share Support, Role-Play Support, Reading Support

Play a Question Game - Use Inside-Outside Circle.

Daily Grammar Lessons

Academic Language Frames

Vocabulary Routines

Reading Fluency - Fluency Routines

Content Area Connections

Language Development

Critical Viewing: Effect

Pairs/Groups answer "Look Into the Text" questions in GoogleClassroom and teacher projects corrections on Smartboard.

## **Assessment Evidence - Checking for Understanding (CFU)**

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Inside Language, Literacy and Content Placement Test-benchmark assessment

Selection 1 Test (summative assessment)

Selection 2 Test (summative assessment)

Selection 3 Test (summative assessment)

Unit 1 Test (summative assessment)

Personal Narrative , Rubric (alternative assessment)

Paragraph Writing, Rubric (alternative assessment)

Unit Test (summative assessment)

Exit TicketWritten Reports (formative assessment)

Written Reports (alternative assessment)

Class discussions (formative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster

- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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Inside Reading & Language - Level C, National Geographic Learning/Cengage Learning

Inside Writing-Level C, National Geographic Learning/Cengage Learning

Inside Practice Book, Level C, National Geographic Learning/Cengage Learning

Inside Writer's Workout - Level C, National Geographic Learning/Cengage Learning



Smartboard, Smart Notebook

Youtube.com

## **Ancillary Resources**

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## **Technology Infusion**

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Student Laptops

Google Classroom

myNGconnect.com - NatGeo website

Smartboard

Internet

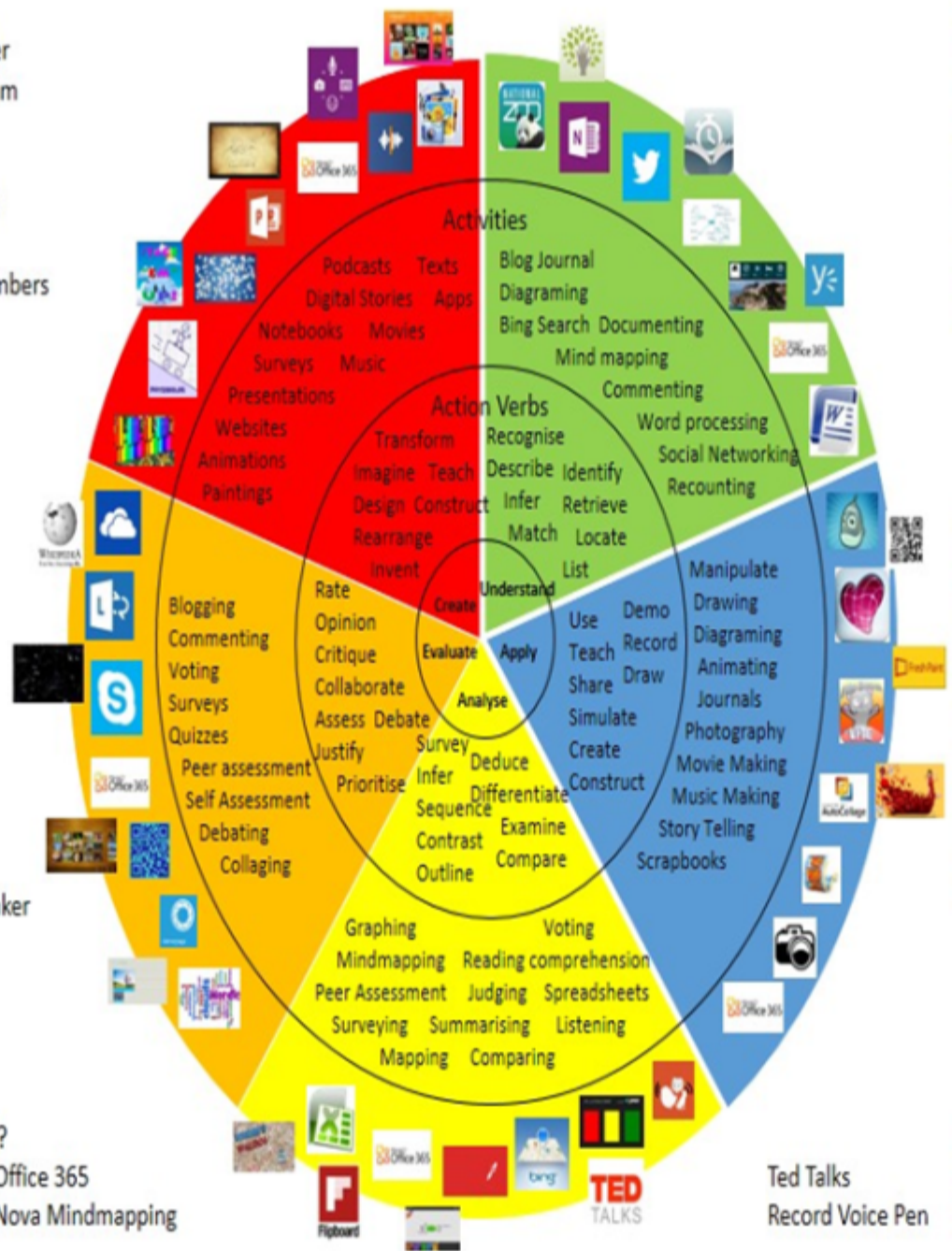
# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
Photostory 3  
Kid Story Builder  
Music Maker Jam  
Paint A Story  
Office 365  
MS PowerPoint  
Stack 'Em Up  
NqSquared Numbers  
Physamajig  
Xylophone 8

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Where's Waldo?  
MS Excel  
Flipboard  
Office 365  
Nova Mindmapping

Ted Talks  
Record Voice Pen



## **Alignment to 21st Century Skills & Technology**

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CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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Audio & Visual presentation of all text/unit selections projected on Smartboard

Extended Reading -Leveled Library & Content Library - [myNGconnect.com](http://myNGconnect.com)

[myNGconnect.com](http://myNGconnect.com) - Vocabulary Rating Scale, Vocabulary Log, Reading Strategies Log

### **Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas

- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

### **Special Education Learning (IEP's & 504's)**

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation

- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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[myNGconnect.com](http://myNGconnect.com) - Vocabulary Rating Scale, Vocabulary Log, Reading Strategies Log

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results

- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

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### **Unit Name: Decision Point / Reading- Realistic Fiction**

**CCSS/NJCCCS:** see links below

#### **Interdisciplinary Connection:**

Science, Social Studies

#### **Statement of Objective:**

SWBAT deepen their understanding of select reading strategies (planning, monitoring, visualizing, and asking questions) while continuing to listen to a recording of the realistic fiction piece “American Names”.

#### **Anticipatory Set/Do Now:**

Review Look Into the Text questions/answers

#### **Learning Activity:**

1. Review Planning, Monitoring, and Asking Questions reading strategies on p.15-16.
2. Play the audio track for “American Names,” pausing at key moments to focus on setting a purpose/plan, monitoring, and vocabulary.
- 3.. Ask/Answer questions focusing on prediction, compare/contrast and character's point of view. Students answer “Look into the Text” questions p27 in their notebooks. Volunteers write on Smartboard.

#### **Student Assessment/CFU's:**

Oral questioning, hand signal, student conference, observation,

**Materials:** INSIDEC, RACER graphic, Skillbuilder Activity Sheets, smartboard, writing implements and notebook

#### **21st Century Themes and Skills:**

Communication and Collaboration

Civic Literacy

#### **Differentiation:**

Small group instruction, peer discussion, modify & adjust work, notes on board, teacher edit, extended time



## **Integration of Technology:**

Using smartboard and laptop for audio - myNGconnect.com

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LA.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.L.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
LA.L.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
LA.L.7.2.A	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
LA.L.7.2.B	Spell correctly.