

Unit 1: (High Intermediate Level) Reading Literature and Writing Narratives

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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

English as a Second Language (High Intermediate Level): Grades 7 - 8

Unit 1: Reading Literature and Writing Narratives

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Jane Sestilio

Dr. Richard D. Tomko, Superintendent of Schools

Mr. Thomas D'Elia, Director of Curriculum and Instruction
Ms. Diana Kelleher, District Supervisor of ELA/Social Studies
Mr. George Droste, District Supervisor of Math/Science
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CCSS

WIDA STANDARDS

#1: Ells communicate for social and instructional purposes within the school setting.

#2: Ells communicate information, ideas and concepts necessary in Language Arts.

#3: Ells communicate information, ideas and concepts necessary in Mathematics.

#4: Ells communicate information, ideas and concepts necessary in Science.

#5: Ells communicate information, ideas and concepts necessary in Social Studies.

LA.6.CCSS.ELA-Literacy.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.6.CCSS.ELA-Literacy.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.6.CCSS.ELA-Literacy.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.6.CCSS.ELA-Literacy.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases

LA.6.CCSS.ELA-Literacy.L.6.5	based on grade 6 reading and content, choosing flexibly from a range of strategies. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.6.CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.6.CCSS.ELA-Literacy.L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).
LA.6.CCSS.ELA-Literacy.L.6.1b	Use intensive pronouns (e.g., myself, ourselves).
LA.6.CCSS.ELA-Literacy.L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.
LA.6.CCSS.ELA-Literacy.L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
LA.6.CCSS.ELA-Literacy.L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
LA.6.CCSS.ELA-Literacy.L.6.2b	Spell correctly.
LA.6.CCSS.ELA-Literacy.L.6.3a	Vary sentence patterns for meaning, reader/ listener interest, and style.
LA.6.CCSS.ELA-Literacy.L.6.3b	Maintain consistency in style and tone.
LA.6.CCSS.ELA-Literacy.L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.6.CCSS.ELA-Literacy.L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LA.6.CCSS.ELA-Literacy.L.6.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.6.CCSS.ELA-Literacy.L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.6.CCSS.ELA-Literacy.L.6.5a	Interpret figures of speech (e.g., personification) in context.
LA.6.CCSS.ELA-Literacy.L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
LA.6.CCSS.ELA-Literacy.L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
LA.6.CCSS.ELA-Literacy.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.6.CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.6.CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.6.CCSS.ELA-Literacy.W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.6.CCSS.ELA-Literacy.W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.6.CCSS.ELA-Literacy.W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.6.CCSS.ELA-Literacy.W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.6.CCSS.ELA-Literacy.W.6.3e	Provide a conclusion that follows from the narrated experiences or events.
LA.6.CCSS.ELA-Literacy.W.6.9a	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in

	different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
LA.6.CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.6.CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.6.CCSS.ELA-Literacy.RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.6.CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.6.CCSS.ELA-Literacy.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LA.6.CCSS.ELA-Literacy.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
LA.6.CCSS.ELA-Literacy.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LA.6.CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LA.6.CCSS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
LA.6.CCSS.ELA-Literacy.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.6.CCSS.ELA-Literacy.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.6.CCSS.ELA-Literacy.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.6.CCSS.ELA-Literacy.SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.6.CCSS.ELA-Literacy.SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.6.CCSS.ELA-Literacy.SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.6.CCSS.ELA-Literacy.SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Exit Skills

By the end of the unit, students will be able to:

use selected vocabulary in various forms of communication

use relevant grammar in various forms of communication

apply their knowledge of reading literature, writing narratives, speaking and listening and language to fiction and narratives.

Speak and write about plot

write a personal narrative

Enduring Understanding

Students will be able to independently use their learning to :

Communicate correctly using basic grammar points and vocabulary relating to this unit.(speaking,listening, writing, and reading).

Analyze, critique and respond to a variety of fiction-short story,myth,folktale,fable and poetry.

Express their ideas and thoughts in written form.

Express their thoughts and ideas verbally in order to communicate effectively.

Essential Questions

Students will keep considering:

No turning back.

The sights and sounds of the city.

How reading fiction helps understand everyday life.

How writing about a personal experience comes alive when using the elements of the process of fiction writing.

The usefulness of using correct grammar in and out of school.

Learning Objectives

Reading Literature: Analyze and Evaluate Key Ideas and Details and Craft and Structure; Integrate Knowledge and Ideas.

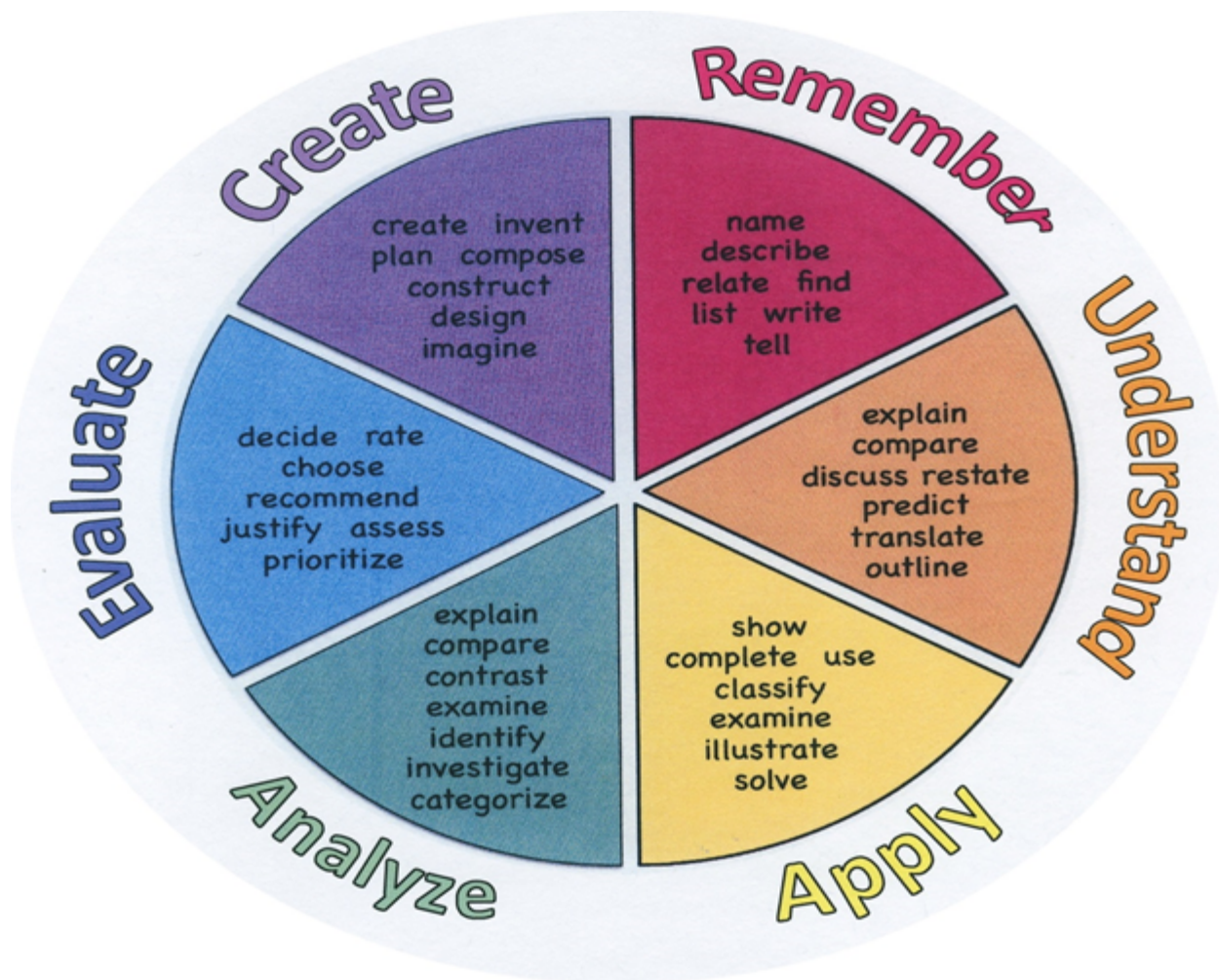
Writing Narratives : Analyze and Evaluate Text Types and Purposes; Create and Produce Writing, Research to Build and Present Knowledge.

Speaking and Listening: Comprehend and Collaborate.

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

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

SCI.5-6.5.1.6	All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.
SCI.5-6.5.3.6	All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.
SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.2.8	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the

environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

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

21st Century Skills

- 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

Technology Infusion

What technology can be used in this unit to enhance learning?

Win 8.1 Apps/Tools Pedagogy Wheel



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

Special Education

- 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
- 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

- 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

Intervention Strategies

- 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

Bridges to LiteratureII, McDougal Littell

Interactive Reader Plus for English Language Learners(7), McDougal Littell

Steps to Achieve Reading7, Steck Vaughn

"Scholastic Scope "

Step By Step Writing, Book2, Thompson Heinle

Traits of Writing: The Complete Guide for Middle School

Ancillary Resources

Internet websites- youtube.com, Smartboard Notebook

Sample Lesson

Unit Name: No Turning Back/Fiction

CCSS: RL7/8.1-4.,6

Interdisciplinary Connection:

Science, Social Studies

Statement of Objective:

SWBAT answer comprehension questions after reading and listening to the cd, "from Elena"

Anticipatory Set/Do Now:

Review narrative fiction and historical fiction, activate prior knowledge of historical fiction, discuss Mexican migration to U.S.

Learning Activity:

As a class, listen to and read the story, discuss Think It Through questions and write answers in notebook

Student Assessment/CFU's:

Observation, oral questioning, hand signal, student conference, observation

Materials:

Bridges to LiteratureII, examples of historical fiction, projector, laptop, whiteboard, 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:

story on CD, smartboard

Homework: Reading Log

