ESL grades 6-8 Copied from: 6-8 ESL 2022, Copied on: 12/22/23

Content Area: **World Languages**
Course(s):
Time Period: **Trimester 1**
Length: **Full Year**
Status: **Published**

Brief Summary of Unit

"WIDA uses the term 'multilingual learners' to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis." (excerpt from WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12). In the Cranford Schools, our children and youth who are, or have been, consistently exposed to multiple languages are referred to as multilingual learners. Our multilingual learners who demonstrate eligibility for English as a Second Language (ESL) services receive our ESL curriculum for the equivalent of one class period (30 minutes daily: grades K-5, 40 minutes daily: grades 6-8, 55 minutes within a 4-day rotation: grades 9-12).

When taking this course, students develop their ability to interpret and express the English language in a manner that promotes effective English communication. Through opportunities to make comparisons between their first language and the English language, students are supported in developing linguistically. Students who demonstrate proficiency in their native language / another language in addition to English, may qualify for the New Jersey State Seal of Biliteracy, an honor that sets them apart from others and makes them marketable when pursuing a career and when engaging with home and global communities.

The curriculum is designed to reflect language development at designated grade-level clusters that correspond to those used with WIDA ACCESS for ELLs (K, 1, 2-3, 4-5, 6-8, 9-12). Students are supported in acquiring social and instructional language with a concentration on English Language Arts (most specifically, in reading comprehension) to promote acquisition of the language for mathematics, science, social studies and language arts. The curriculum is structured into one unit so that teachers have flexibility in incorporating texts, materials and varied resources to promote authentic opportunities for expressive and interpretive communication.

Revision Date: June 2022

Standards

The identified standards reflect a developmental progression across grades/ levels and make age and level appropriate interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

WIDA ELD Standards Statements

English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting

Gr 4-12:

ELD-SI.4-12.Narrate

Share ideas about one's own and others' lived experiences and previous learning

Connect stories with images and representations to add meaning

Identify and raise questions about what might be unexplained, missing, or left unsaid

Recount and restate ideas to sustain and move dialogue forward

Create closure, recap, and offer next steps

ELD-SI.4-12.Inform

Define and classify facts and interpretations; determine what is known vs. unknown

Report on explicit and inferred characteristics, patterns, or behavior

Describe the parts and wholes of a system

Sort, clarify, and summarize relationships

Summarize most important aspects of information

ELD-SI.4-12.Explain

Generate and convey initial thinking

Follow and describe cycles and sequences of steps or procedures and their causes and effects

Compare changing variables, factors, and circumstances

Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue

Generate questions about different perspectives

Support or challenge an opinion, premise, or interpretation

Clarify and elaborate ideas based on feedback

Evaluate changes in thinking, identifying trade-offs

Refine claims and reasoning based on new information or evidence

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts

ELD-LA.6-8.Narrate: Interpretive

Interpret language arts narratives by

Identifying a theme or central idea that develops over the course of a text

Analyzing how character attributes and actions develop in relation to events or dialogue

Evaluating impact of specific word choices about meaning and tone

ELD-LA.6-8.Narrate: Expressive

Construct language arts narratives that

Orient audience to context and point of view

Develop and describe characters and their relationships

Develop story, including themes with complication and resolution, time, and event sequences

Engage and adjust for audience

ELD-LA.6-8.Inform: Interpretive

Interpret informational texts in language arts by

Identifying and/or summarizing main ideas and their relationship to supporting ideas

Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors

Evaluating the impact of author’s key word choices over the course of a text

ELD-LA.6-8.Inform: Expressive

Construct informational texts in language arts that

Introduce and define topic and/or entity for audience

Establish objective or neutral stance

Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors

Develop coherence and cohesion throughout text

ELD-LA.6-8.Argue: Interpretive

Interpret language arts arguments by

Identifying and summarizing central idea distinct from prior knowledge or opinions

Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints

Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6-8.Argue: Expressive

Construct language arts arguments that

Introduce and develop claim(s) and acknowledge counterclaim(s)

Support claims with reasons and evidence that are clear, relevant, and credible

Establish and maintain formal style

Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

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

NJSLSA.L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.WHST.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

Essential Questions

What strategies can help me to understand what I am reading?

What strategies can help me to understand when I am listening?

How does my culture compare with American culture?

What is my current proficiency level in expressive communication and how can I develop the skills to "level up"?

What is my current proficiency level in interpretive communication and how can I develop the skills to "level up"?

What strategies help me to understand what I hear, read or view?

How can I successfully exchange information and ideas in conversations?

How can I present information to narrate about my life, experiences and events?

How can I present information to give a preference, opinion or persuasive argument?

How can I present information to inform, describe, or explain?

Evidence / Performance Tasks

Multilingual learners who are eligible for ESL services demonstrate differentiated communicative English language proficiency throughout the year.. Evidence of progression in interpretive and expressive language demonstrates the development of communicative proficiency over time.

The performance tasks below are listed as options for the ESL teacher to implement (based on individual student readiness and performance) either as in-class activities, benchmark assessments and, based on individual student readiness and performance, as formative and/or summative assessments. Present levels of English proficiency will determine the need for additional or alternative assessment based on demonstration or absence of skill.

Gr 6-8:

The Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Below are examples of the ways students may engage in each Key Language Use throughout grades 6,7 and 8 within our ESL program as related to student ability to interpret and express the English language.

Narrate: Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices

Narrate: Manipulate pace to bring attention to key points in the narrative

Narrate: Underscore the significance of events

Narrate: Create tension and suspense

Narrate: Interpret and use historical narratives as primary source evidence in constructing arguments Inform: Manage information about entities according to their composition, taxonomies, and classifications

Inform: Identify and describe various relationships among ideas and information

Inform: Interpret multiple sources of information to develop knowledge before reporting on topics Inform: Construct research reports that require multiple sources of factual information

Explain: Identify, analyze, and give account for causal, consequential, or systems relationships

Identify: Apply scientific reasoning to show how or why something works

Identify: Construct explanations using models or representations

Identify: Use evidence in the construction of scientific explanations

Argue: Interpret multiple sources of information to develop claims and counterclaims

Argue: Construct claims and offer them for debate

Argue: Respond to counterclaims

Argue: Contextualize and evaluate primary and secondary sources

Argue: Analyze literary techniques, such as the development of theme and characterization in works of fiction

Students are guided regularly to the grade level descriptors for expressive and interpretive communication to understand their present levels of proficiency.

Student progress is assessed according to the type of communication required for the task (expressive or interpretive) and student level as related to the descriptors for each level of proficiency.

Grades 6-8:

Proficiency Level Descriptors for Expressive Communication:

https://drive.google.com/file/d/1udg3p5DXsG0O4R-mZgRX-NfCKxhxr-ST/view?usp=sharing

Proficiency Level Descriptors for Interpretive Communication:

https://drive.google.com/file/d/11BfXZhhnoqBq_Aa0nuJ8w7RLTk8SCVKN/view?usp=sharing

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available (and can be accessed here: https://docs.google.com/document/d/1Q04qbS_r3bxoBbeQgEmb2_TvwsWy4rP68ibYgzU451o/edit?usp=sharing

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1fphLt1UQP96qr1LgYVJ9nEO8rqY7CZZnS6LcGxzHjAY/edit#gid=1426178898