***English as a Second Language I***

***(ESL I)***

**Curriculum Course Guide**



**Perth Amboy Public Schools**

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PERTH AMBOY PUBLIC SCHOOLS

**DISTRICT MISSION STATEMENT**

*To provide all students with a solid academic foundation through the efforts of all staff, with parental support and collaboration that establishes high expectations, with resources, support services and fiscal management that focuses on achieving or exceeding the New Jersey Core Curriculum Content Standards (NJCCCS), the Common Core State Standards (CCSS), and the delivery of services in a safe and healthy environment.*

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This document was developed and board approved as part of a district initiative to write and revise curricula in an effort to ensure they are properly aligned with the Common Core State Standards (CCSS) and the New Jersey Core Curriculum Content Standards (NJCCCS) as it applies to all core content areas and grade levels. Special emphasis was placed on identifying power standards and career and college readiness skills so that students are exposed to the critical skills that they must develop at each grade level and throughout their K-12 educational experience. It is the expectation that this document is used at the classroom level as a guide to address skills that are essential to ensure endurance, leverage, and readiness for the next level of learning among all students. While the teaching of the identified critical skills is nonnegotiable, the curriculum guides offer suggested assessments and learning activities that teachers may use to address the essential skills when teaching. The curriculum guides are not prescriptive in nature but rather serve as a resource that identifies critical skills and offers a menu of enduring understandings, essential questions, assessments, vocabulary, teaching activities, and differentiation options that new and seasoned staff members can use to facilitate teaching and learning.

This document also contains important information on the Common Core State Standards and the PARCC Assessment as a quick reference for educators in all content areas and grade levels.

**Content:**

* Board of Education Approval Page
* Power Standards
* The Common Core State Standards
* College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening, and Language.
* Course Description
* Syllabus & Pacing Guide
* Curriculum Guides
* Appendix
* The PARCC Assessment
* PARCC Rubrics
  + Grade 3, 4-5, and 6-11
* NJCCCS for World Languages
* CCSS – LAL Shifts & Key Considerations



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English as a Second Language I (ESLI)

POWER STANDARDS

*“Given the limited time you have with your students, curriculum design has become more and more an issue of deciding what you won’t teach as well as what you will teach. You cannot do it all. As a designer, you must choose the essential.” (Heidi Hayes Jacobs, 1997)*

Power Standards are a subset of subset of the complete list of standards/indicators for each grade and each subject. They represent the “safety net” of indicators that students must learn prior to exiting current grade level. While all standards and indicators are of equally important, it is critical to narrow the standards and indicators by distinguishing the “essentials ones”



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Source: http://www.corestandards.org/

**The Common Core State Standards (CCSS)**

Building on the best of existing state standards, the Common Core State Standards provide clear and consistent learning goals to help prepare students for college, career, and life. The standards clearly demonstrate what students are expected to learn at each grade level, so that every parent and teacher can understand and support their learning.

The standards are:

1. Research and evidence based
2. Clear, understandable, and consistent
3. Aligned with college and career expectations
4. Based on rigorous content and the application of knowledge through higher-order thinking skills
5. Built upon the strengths and lessons of current state standards
6. Informed by other top-performing countries to prepare all students for success in our global economy and society

According to the best available evidence, the mastery of each standard is essential for success in college, career, and life in today’s global economy.

*…With students, parents, and teachers all on the same page and working together toward shared goals, we can ensure that students make progress each year and graduate from high school prepared to succeed in college, career, and life…*

The standards focus on core concepts and procedures starting in the early grades, which gives teachers the time needed to teach them and gives students the time needed to master them.

The standards draw on the most important international models, as well as research and input from numerous sources, including educators from kindergarten through college, state departments of education, scholars, assessment developers, professional organizations, parents and students, and members of the public.

Because their design and content have been refined through successive drafts and numerous rounds of state feedback, the standards represent a synthesis of the best elements of standards-related work in all states and other countries to date.

For grades K-8, grade-by-grade standards exist in English language arts/literacy and mathematics. For grades 9-12, the standards are grouped into grade bands of 9-10 grade standards and 11-12 grade standards.

While the standards set grade-specific goals, they do not define how the standards should be taught or which materials should be used to support students. States and districts recognize that there will need to be a range of supports in place to ensure that all students, including those with special needs and English language learners, can master the standards. It is up to the states to define the full range of supports appropriate for these students.

No set of grade-specific standards can fully reflect the great variety of abilities, needs, learning rates, and achievement levels of students in any given classroom. Importantly, the standards provide clear signposts along the way to the goal of college and career readiness for all students.



PERTH AMBOY PUBLIC SCHOOLS

**THE COMMON CORE STATE STANDARDS – ANCHOR STANDARDS**

**Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.



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**COLLEGE AND CAREER READINESS ANCHOR STANDARDS**

**Reading**

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Standards in this strand:

[CCSS.ELA-Literacy.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/#CCSS.ELA-Literacy.CCRA.R.1)

[CCSS.ELA-Literacy.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/#CCSS.ELA-Literacy.CCRA.R.2)

[CCSS.ELA-Literacy.CCRA.R.3](http://www.corestandards.org/ELA-Literacy/CCRA/R/#CCSS.ELA-Literacy.CCRA.R.3)

[CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/#CCSS.ELA-Literacy.CCRA.R.4)

[CCSS.ELA-Literacy.CCRA.R.5](http://www.corestandards.org/ELA-Literacy/CCRA/R/#CCSS.ELA-Literacy.CCRA.R.5)

[CCSS.ELA-Literacy.CCRA.R.6](http://www.corestandards.org/ELA-Literacy/CCRA/R/#CCSS.ELA-Literacy.CCRA.R.6)

[CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/#CCSS.ELA-Literacy.CCRA.R.7)

[CCSS.ELA-Literacy.CCRA.R.8](http://www.corestandards.org/ELA-Literacy/CCRA/R/#CCSS.ELA-Literacy.CCRA.R.8)

[CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/ELA-Literacy/CCRA/R/#CCSS.ELA-Literacy.CCRA.R.9)

[CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/#CCSS.ELA-Literacy.CCRA.R.10)

**Key Ideas and Details:**

[CCSS.ELA-Literacy.CCRA.R.1](http://www.corestandards.org/ELA-Literacy/CCRA/R/1/)  
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-Literacy.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/)  
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCSS.ELA-Literacy.CCRA.R.3](http://www.corestandards.org/ELA-Literacy/CCRA/R/3/)  
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure:**

[CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/)  
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.

[CCSS.ELA-Literacy.CCRA.R.5](http://www.corestandards.org/ELA-Literacy/CCRA/R/5/)  
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

[CCSS.ELA-Literacy.CCRA.R.6](http://www.corestandards.org/ELA-Literacy/CCRA/R/6/)  
Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas:**

[CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/)  
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1

[CCSS.ELA-Literacy.CCRA.R.8](http://www.corestandards.org/ELA-Literacy/CCRA/R/8/)  
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

[CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/ELA-Literacy/CCRA/R/9/)  
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity:**

[CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/)  
Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits



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**COLLEGE AND CAREER READINESS ANCHOR STANDARDS**

**Writing**

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Standards in this strand:

[CCSS.ELA-Literacy.CCRA.W.1](http://www.corestandards.org/ELA-Literacy/CCRA/W/#CCSS.ELA-Literacy.CCRA.W.1)

[CCSS.ELA-Literacy.CCRA.W.2](http://www.corestandards.org/ELA-Literacy/CCRA/W/#CCSS.ELA-Literacy.CCRA.W.2)

[CCSS.ELA-Literacy.CCRA.W.3](http://www.corestandards.org/ELA-Literacy/CCRA/W/#CCSS.ELA-Literacy.CCRA.W.3)

[CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/#CCSS.ELA-Literacy.CCRA.W.4)

[CCSS.ELA-Literacy.CCRA.W.5](http://www.corestandards.org/ELA-Literacy/CCRA/W/#CCSS.ELA-Literacy.CCRA.W.5)

[CCSS.ELA-Literacy.CCRA.W.6](http://www.corestandards.org/ELA-Literacy/CCRA/W/#CCSS.ELA-Literacy.CCRA.W.6)

[CCSS.ELA-Literacy.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/#CCSS.ELA-Literacy.CCRA.W.7)

[CCSS.ELA-Literacy.CCRA.W.8](http://www.corestandards.org/ELA-Literacy/CCRA/W/#CCSS.ELA-Literacy.CCRA.W.8)

[CCSS.ELA-Literacy.CCRA.W.9](http://www.corestandards.org/ELA-Literacy/CCRA/W/#CCSS.ELA-Literacy.CCRA.W.9)

[CCSS.ELA-Literacy.CCRA.W.10](http://www.corestandards.org/ELA-Literacy/CCRA/W/#CCSS.ELA-Literacy.CCRA.W.10)

**Text Types and Purposes:**

[CCSS.ELA-Literacy.CCRA.W.1](http://www.corestandards.org/ELA-Literacy/CCRA/W/1/)  
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.CCRA.W.2](http://www.corestandards.org/ELA-Literacy/CCRA/W/2/)  
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-Literacy.CCRA.W.3](http://www.corestandards.org/ELA-Literacy/CCRA/W/3/)  
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Production and Distribution of Writing:**

[CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/)  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.CCRA.W.5](http://www.corestandards.org/ELA-Literacy/CCRA/W/5/)  
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[CCSS.ELA-Literacy.CCRA.W.6](http://www.corestandards.org/ELA-Literacy/CCRA/W/6/)  
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge:**

[CCSS.ELA-Literacy.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/)  
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.CCRA.W.8](http://www.corestandards.org/ELA-Literacy/CCRA/W/8/)  
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

[CCSS.ELA-Literacy.CCRA.W.9](http://www.corestandards.org/ELA-Literacy/CCRA/W/9/)  
Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing:**

[CCSS.ELA-Literacy.CCRA.W.10](http://www.corestandards.org/ELA-Literacy/CCRA/W/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 tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.



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**COLLEGE AND CAREER READINESS ANCHOR STANDARDS**

**Speaking and Listening**

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Standards in this strand:

[CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/#CCSS.ELA-Literacy.CCRA.SL.1)

[CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/ELA-Literacy/CCRA/SL/#CCSS.ELA-Literacy.CCRA.SL.2)

[CCSS.ELA-Literacy.CCRA.SL.3](http://www.corestandards.org/ELA-Literacy/CCRA/SL/#CCSS.ELA-Literacy.CCRA.SL.3)

[CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/#CCSS.ELA-Literacy.CCRA.SL.4)

[CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/#CCSS.ELA-Literacy.CCRA.SL.5)

[CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/#CCSS.ELA-Literacy.CCRA.SL.6)

**Comprehension and Collaboration:**

[CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/)  
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.

[CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/ELA-Literacy/CCRA/SL/2/)  
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

[CCSS.ELA-Literacy.CCRA.SL.3](http://www.corestandards.org/ELA-Literacy/CCRA/SL/3/)  
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas:**

[CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/)  
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.

[CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/5/)  
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

[CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/)  
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.



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**COLLEGE AND CAREER READINESS ANCHOR STANDARDS**

**Language**

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Standards in this strand:

[CCSS.ELA-Literacy.CCRA.L.1](http://www.corestandards.org/ELA-Literacy/CCRA/L/#CCSS.ELA-Literacy.CCRA.L.1)

[CCSS.ELA-Literacy.CCRA.L.2](http://www.corestandards.org/ELA-Literacy/CCRA/L/#CCSS.ELA-Literacy.CCRA.L.2)

[CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/#CCSS.ELA-Literacy.CCRA.L.3)

[CCSS.ELA-Literacy.CCRA.L.4](http://www.corestandards.org/ELA-Literacy/CCRA/L/#CCSS.ELA-Literacy.CCRA.L.4)

[CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/#CCSS.ELA-Literacy.CCRA.L.5)

[CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/#CCSS.ELA-Literacy.CCRA.L.6)

**Conventions of Standard English:**

[CCSS.ELA-Literacy.CCRA.L.1](http://www.corestandards.org/ELA-Literacy/CCRA/L/1/)  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.CCRA.L.2](http://www.corestandards.org/ELA-Literacy/CCRA/L/2/)  
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language:**

[CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/)  
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.

**Vocabulary Acquisition and Use:**

[CCSS.ELA-Literacy.CCRA.L.4](http://www.corestandards.org/ELA-Literacy/CCRA/L/4/)  
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.

[CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/)  
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/)  
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.



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English as a Second Language I (ESL I)

Course Description

The focus of English as a Second Language (ESL) is to develop and provide support in communicative and academic English Language Proficiency. ESL is guided by WIDA standards for effective pedagogy. Both WIDA and Common Core Standards guide ESL instruction. All lessons will include a Language Arts objective, as well as an ESL objective. ESL will support and extend the Language Arts objective. The ESL component will also focus on oral language development. ESL should include content area vocabulary, academic language, and concepts related to the grade level curriculum. Specifically for ESL Level 1, there will be continued reinforcement of phonemic awareness of the sounds of English and pronunciation practice. Reinforcement of phonics instruction that takes advantage of skills transfer from Spanish, and the use of cognates for vocabulary development and reading comprehension will also be incorporated in this course. The development of academic vocabulary and concepts related to the grade-level curriculum will increase as Level 1 students approximate the language of native speakers.



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English as a Second Language I (ESLI)

Syllabus & Pacing Guide

|  |  |  |
| --- | --- | --- |
| **PACING GUIDE** | | |
| **Unit/Topic/Skill** | **Suggested Time Frame** | **Notes** |
| Unit 1/All About Me | 6-8 weeks  Learning Session: 1-3 weeks | Learning Session 1: Think About Your Name  Learning Session 2: Learn How Your Family and Culture Are Part of You  Learning Session 3: Discover How Your Body Is Unique |
| Unit 2/ Wisdom of the Ages | 6-8 weeks  Learning Session: 1-3 weeks | Learning Session 1: Find Out How Taking Good Advice Makes Us Wise  Learning Session 2: Think About The Wisdom of Elders and Mentors  Learning Session 3: Think About Different Kinds of Wisdom |
| Unit 3/Global Village | 6-8 Weeks  Learning Session: 1-3 weeks | Learning Session 1: Talk About How Our Environments Make Us Different  Learning Session 2: Think About How The Experiences We Share Make Us The Same  Learning Session 3: Find Out How Our Hopes and Dreams Make Us Different |
| Unit 4/ Survival | 6-8 weeks  Learning Session: 1-3 weeks | Learning Session 1: Think About How Luck Helps Survivors  Learning Session 2: Find Out How Creative Thinking Can Help People Survive  Learning Session 3: Explore How The Body and The Mind Work Together For Survival |

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PERTH AMBOY PUBLIC SCHOOLS

English as a Second Language I (ESLI)

CURRICULUM

GUIDES



PERTH AMBOY PUBLIC SCHOOLS

**Curriculum Guide**

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| **Content Area** | English as a Second Language (ESL) Level 1 | | **Grade Level** | 9-12 |
| **Topic/Concept/Skill** | All About Me (Unit 1) – Think About Your Name(Learning Session 1) | | **Time Frame** | 1-3 weeks |
| **Overview/Rationale** | | | | |
| * *In this unit students will explore the Essential Question “Who Am I?” through reading, writing, and discussion. This session is designed to have students discuss and think about the importance of names and the meanings behind them. All students will work toward academic growth as defined by the WIDA standards. Students are expected to enter level 1 (Entering) and work toward level 2 (Emerging) and/or level 3 (Developing).* | | | | |
| **Desired Results** | | | | |
| **Critical Content Standards** | | | | |
| **WIDA English Language Development Standards**  ELD Standard 1 – Social and Instructional Language  ELD Standard 2 – The language of Language Arts  ELD Standard 3 – The language of Mathematics  ELD Standard 4 – The language of Science  ELD Standard 5 – The language of Social Studies  **Common Core State Standards:**   * CCSSRL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. * CCSS[RL.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * CCSSRL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. * CCSSR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. * CCSSRI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it merges and is shaped and refined by specific details; provide an objective summary of the text * CCSSRI.3 Analyze how the author unfolds an analysis or a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them * CCSSW.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * CCSSW.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. * CCSSW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. * CCSSSL.1 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. * CCSSL.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * CCSSL.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * CCSSL.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | | | |
| **Enduring Understandings** | | **Essential Questions** | | |
| Students will understand that:   * Some names have underlying meanings and sometimes are unique * Dialogue can help in understanding characters’ thoughts and feelings * How our culture helps to define who we are * Moving to a new place is difficult at times but we have to make the best of each situation * Each person is unique and many things make us different | | * Who Am I? * How is your family and culture a part of you? * What makes each of us unique? | | |
| **Student Objectives** | | | | |
| Students will be able to:   * Use idea webs (graphic organizers)to organize basic vocabulary * Demonstrate listening skills by following directions, engaging in classroom discussions, and distinguishing the main idea from supporting points in oral, content-related discourse * Respond to, describe and interpret visuals in oral and written form * Connect academic vocabulary to visual representation and personal experiences * Categorize words with similar meanings * Provide identifying information about themselves, ask and answer WH questions, and conduct interviews or gather information through oral interaction * Practice using nouns and verbs orally and in written form * Develop and practice short phrases, and intonation to increase fluency * Analyze text features * Use graphic organizers and brainstorm ideas that will allow them to write a poem, an essay, letter, or compose a short narrative based on a particular subject while using the writing process and editing their final draft * Recognize genre: Characters in a Play * Utilize the writing process to create an original piece: (e.g., journal entry, postcard, descriptive essay, personal narrative, OEQ, picture prompt, writing prompt). * Present an Oral Report * Analyze, interpret, and evaluate literature * Research, take notes, and present findings based on the meaning of your name | | | | |
| **Assessment Evidence** | | | | |
| **Formative Assessment(s)** | | **Summative Assessment(s)** | | |
| * Quizzes * Writing assignments( postcard-rubric) * Journal Writing * Oral participation * Question and Answer sessions * Exit tickets * Oral assessment * Interactive worksheets (Practice and Grammar book) * Observation of peer to peer interaction and collaboration | | * Cluster Assessment * OEQ’s * Cluster Assessment * Cluster Reflection * Writing: Post card * Language Acquisition (Rubric) | | |
| **Teaching and Learning Actions – Instructional Strategies – Activities** | | | | |
| 1. Complete graphic organizers to aid in understanding main ideas and supporting details 2. Cooperative Learning- Think, Pair, Share; Group work 3. Listen to text on audio and respond to a variety of questions 4. Use visuals to engage in oral discourse pertaining to the essential questions 5. Conduct interviews of classmates and or teachers based on a list of pre-written questions and present information back to the class 6. Create a word map of academic vocabulary, write sentences related to text, and use illustrations to further support an understanding of each word 7. Use text structures and reading strategies to aid in understanding material read 8. Academic Language Frames 9. Link Vocabulary and Concepts 10. Cognates | | | | |
| **Vocabulary** | | | | |
| Inclusive, but not limited to: personality, name, family, call, different, everywhere, everyone, friend, like, other, unique, details, imagine, mind, visualize, analyze, interpret, actor, character, identity | | | | |
| **Resources** | | | | |
| * EDGE (National Geographic) Fundamentals * Series website: [www.myngconnect.com](http://www.myngconnect.com) * Selection recordings * Fluency practice materials * Phonics practice materials * Interactive Practice book * Grammar and Writing Practice book * Supplemental texts and videos * Novels * Online reading materials * Student laptops | | | | |

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| **Differentiation** | | | | |
| **Enrichment** | | * Additional and extended vocabulary practice * Additional supplemental texts | | |
| **Intervention** | | * Visual supports * Graphic organizers * Language frames * Unlimited time * Cloze activities * Tiered assignments | | |
| **ELLs** | | * Cloze activities * Visual supports * Graphic organizers * Tiered assignments | | |
| **In this unit plan, the following 21st Century themes and skills are addressed.** | | | | |
| *Check all that apply.*  **21st Century Themes** | | | *Indicate whether these skills are* ***E****-Encouraged,* ***T-****Taught, or* ***A****-Assessed in this unit by marking* ***E, T, A*** *on the line before the appropriate skill.*  **21st Century Skills** | |
| *X* | Global Awareness | | *A* | Creativity and Innovation |
| *X* | Environmental Literacy | | *A* | Critical Thinking and Problem Solving |
|  | Health Literacy | | *E* | Communication |
|  | Civic Literacy | | *E* | Collaboration |
|  | Financial, Economic, Business, and Entrepreneurial Literacy | |  | **Other Interdisciplinary standards:** |
| **Notes-Observations-Reflections** | | | | |
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PERTH AMBOY PUBLIC SCHOOLS

**Curriculum Guide**

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| **Content Area** | English as a Second Language (ESL) Level 1 | | **Grade Level** | 9-12 |
| **Topic/Concept/Skill** | All About Me (Unit 1) – Learn How Your Family and Culture Are Part of You(Learning Session 2) | | **Time Frame** | 1-3 weeks |
| **Overview/Rationale** | | | | |
| * *In this unit students will explore and focus on the Essential Question “Who Am I?” through reading, writing, and discussion. This session is designed to have students discuss and reflect on why our families are important and how they help in forming our personality’s. All students will work toward academic growth as defined by the WIDA standards. Students are expected to enter level 1 (Entering) and work toward level 2 (Emerging) and/or level 3 (Developing).* | | | | |
| **Desired Results** | | | | |
| **Critical Content Standards** | | | | |
| **WIDA English Language Development Standards**  ELD Standard 1 – Social and Instructional Language  ELD Standard 2 – The language of Language Arts  ELD Standard 3 – The language of Mathematics  ELD Standard 4 – The language of Science  ELD Standard 5 – The language of Social Studies  **Common Core State Standards:**   * CCSS[RL.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * CCSS[RL.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * CCSSRL.10 By the end of grades 9-12, read and comprehend literature, including stories, dramas, and poems, in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. * CCSSRI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it merges and is shaped and refined by specific details; provide an objective summary of the text * CCSSRI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact on specific word choices on meaning and tone * CCSSW.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * CCSSW.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. * CCSSSL.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. * CCSSSL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. * CCSSL.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * CCSSL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. * CCSSL.4 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. * CCSSL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. * CCSSL.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings | | | | |
| **Enduring Understandings** | | **Essential Questions** | | |
| Students will understand that:   * Some names have underlying meanings and sometimes are unique * Dialogue can help in understanding characters’ thoughts and feelings * How our culture helps to define who we are * Moving to a new place is difficult at times but we have to make the best of each situation * Each person is unique and many things make us different | | * Who Am I? * How is your family and culture a part of you? * What makes each of us unique? | | |
| **Student Objectives** | | | | |
| Students will be able to:   * Use concept clusters to help relate and define words * Demonstrate listening skills by following directions, engaging in classroom discussions, and distinguishing the main idea from supporting points in oral, content-related discourse * Develop and practice short phrases, and intonation to increase fluency * Analyze literary elements: metaphor * Provide identifying information about themselves, ask and answer WH questions, and conduct/write interviews or gather information through oral interaction * Identify and explain elements of poetry * Use graphic organizers and brainstorm ideas that will allow them to write an essay, letter, or compose a short narrative based on a particular subject while using the writing process and editing their final draft * Compare and contrast two genres * Respond to, describe and interpret visuals in oral and written form * Analyze, interpret, and evaluate literature * Connect academic vocabulary to visual representation and personal experiences * Create a flow chart to illustrate the sequence of events * Practice asking questions and using pronouns orally and in written form | | | | |
| **Assessment Evidence** | | | | |
| **Formative Assessment(s)** | | **Summative Assessment(s)** | | |
| * Quizzes * Writing assignments * Journal Writing * Oral participation * Exit tickets * Observation of peer to peer interaction and collaboration * Interactive worksheets (Practice and Grammar books) | | * Cluster Assessment * Cluster Reflection * Projects * Writing Interview (Rubric) * Language Acquisition (Rubric) | | |
| **Teaching and Learning Actions – Instructional Strategies – Activities** | | | | |
| 1. Think, Pair, Share 2. Create a word map of academic vocabulary 3. Use text structures and reading strategies to aid in understanding material read 4. Link vocabulary and concepts 5. Use visual to engage in oral discourse 6. Create concept clusters 7. Academic Language frames 8. Listen to text on audio 9. Complete graphic organizers to aid in understanding main ideas and supporting details 10. Flow chart-sequence | | | | |
| **Vocabulary** | | | | |
| Inclusive, but not limited to: compare, beautiful, grow, hard, home, leave, miss, together, wait, describe, scene, element, pattern, poetry | | | | |
| **Resources** | | | | |
| * EDGE (National Geographic) Fundamentals * Series website: [www.myngconnect.com](http://www.myngconnect.com) * Selection recordings * Fluency and Phonics practice materials * Interactive Grammar, Writing, and Practice book * Supplemental texts and videos * Novels * Online reading materials * Student laptops | | | | |

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| **Differentiation** | | | | |
| **Enrichment** | | * Additional supplemental texts * Additional and extended vocabulary practice * Online books | | |
| **Intervention** | | * Visual supports * Graphic organizers * Language frames * Unlimited time * Cloze activities * Tiered assignments | | |
| **ELLs** | | * Cloze activities * Visual supports * Graphic organizers * Tiered assignments | | |
| **In this unit plan, the following 21st Century themes and skills are addressed.** | | | | |
| *Check all that apply.*  **21st Century Themes** | | | *Indicate whether these skills are* ***E****-Encouraged,* ***T-****Taught, or* ***A****-Assessed in this unit by marking* ***E, T, A*** *on the line before the appropriate skill.*  **21st Century Skills** | |
| *X* | Global Awareness | | *A* | Creativity and Innovation |
| *X* | Environmental Literacy | | *A* | Critical Thinking and Problem Solving |
|  | Health Literacy | | *E* | Communication |
| *X* | Civic Literacy | | *E* | Collaboration |
|  | Financial, Economic, Business, and Entrepreneurial Literacy | |  | **Other Interdisciplinary standards:** |
| **Notes-Observations-Reflections** | | | | |
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PERTH AMBOY PUBLIC SCHOOLS

**Curriculum Guide**

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| --- | --- | --- | --- | --- |
| **Content Area** | English as a Second Language (ESL) Level 1 | | **Grade Level** | 9-12 |
| **Topic/Concept/Skill** | All About Me (Unit 1) – Discover How Your Body Is Unique(Learning Session 3) | | **Time Frame** | 1-3 weeks |
| **Overview/Rationale** | | | | |
| * *In this unit students will explore the Essential Question “Who Am I?” through reading, writing, and discussion. This session is designed to have students explain that even though human beings can look similar, we have many differences. All students will work toward academic growth as defined by the WIDA standards. Students are expected to enter level 1 (Entering) and work toward level 2 (Emerging) and/or level 3 (Developing).* | | | | |
| **Desired Results** | | | | |
| **Critical Content Standards** | | | | |
| **WIDA English Language Development Standards**  ELD Standard 1 – Social and Instructional Language  ELD Standard 2 – The language of Language Arts  ELD Standard 3 – The language of Mathematics  ELD Standard 4 – The language of Science  ELD Standard 5 – The language of Social Studies  **Common Core State Standards:**   * CCSS[RL.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * CCSS[RL.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. * CCSS[RL.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/5/) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. * CCSSRI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. * CCSS[RI.10](http://www.corestandards.org/ELA-Literacy/RI/9-10/10/) By the end of grades 9-12, read and comprehend literacy nonfiction in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. * CCSSW.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * CCSSW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. * CCCSSL.1 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. * CCSSL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. * CCSSSL.1 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. * CCSSL.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * CCSSL.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * CCSSL.3 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. * CCCSL.4 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 * CCSSL.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | | | |
| **Enduring Understandings** | | **Essential Questions** | | |
| Students will understand that:   * Some names have underlying meanings and sometimes are unique * Dialogue can help in understanding characters’ thoughts and feelings * How our culture helps to define who we are * Moving to a new place is difficult at times but we have to make the best of each situation * Each person is unique and many things make us different | | * Who Am I? * How is your family and culture a part of you? * What makes each of us unique? | | |
| **Student Objectives** | | | | |
| Students will be able to:   * Demonstrate listening skills by following directions, engaging in classroom discussions, and distinguishing the main idea from supporting points in oral, content-related discourse * Relate words (Synonyms and Antonyms) * Analyze text structure (Sequence) * Provide identifying information about themselves, ask and answer WH questions, and conduct interviews or gather information through oral interaction * Use graphic organizers and brainstorm ideas that will allow them to write an essay, letter, or compose a short narrative based on a particular subject while using the writing process and editing their final draft * Compare and contrast two genres using content related visuals and graphics * Develop and practice short phrases, and intonation to increase fluency * Respond to, describe and interpret visuals in oral and written form * Analyze, interpret, and evaluate literature * Connect academic vocabulary to visual representation and personal experiences * Generate ideas to create an expressive personal poem * Practice asking questions and using pronouns orally and in written form * Research part-time jobs and possible careers | | | | |
| **Assessment Evidence** | | | | |
| **Formative Assessment(s)** | | **Summative Assessment(s)** | | |
| * Quizzes * Writing assignments * Journal Writing * Oral participation, presentations and assessment * Exit tickets * Language Acquisition Assessment * Observation of peer to peer interaction and collaboration | | * Cluster Assessment * Cluster Reflection * Unit Assessment * Project: Partner Profile * Writing Portfolios * Unit Reflection | | |
| **Teaching and Learning Actions – Instructional Strategies – Activities** | | | | |
| 1. Cooperative Learning: Three-Step Interview 2. Guessing Game: Ask questions and exchange information 3. Tic Tac Toe: Unit Review Game 4. Create a word map of academic vocabulary 5. Three Column Chart-Word, Synonym, Antonym 6. Three-Step-Interview 7. Academic Language Frames 8. Link Vocabulary and Concepts 9. Language Acquisition 10. Use visuals to engage in oral discourse pertaining to the essential question 11. Listen to text on audio and respond to a variety of questions | | | | |
| **Vocabulary** | | | | |
| Inclusive, but not limited to: find, no one, scientist, similar, special, study, fact, mental, order, sequence, structure, summarize, speculate, explain, reflect | | | | |
| **Resources** | | | | |
| * EDGE (National Geographic) Fundamentals * Series website: [www.myngconnect.com](http://www.myngconnect.com) * Selection recordings * Fluency and Phonics practice materials * Interactive Grammar, Writing, and Practice book * Supplemental texts and videos * Novels * Online reading materials * Student laptops | | | | |

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| **Differentiation** | | | | |
| **Enrichment** | | * Additional supplemental texts * Additional and extended vocabulary practice * Online books | | |
| **Intervention** | | * Visual supports * Graphic organizers * Language frames * Unlimited time * Cloze activities * Tiered assignments | | |
| **ELLs** | | * Cloze activities * Language frames * Visual supports * Graphic organizers * Tiered assignments | | |
| **In this unit plan, the following 21st Century themes and skills are addressed.** | | | | |
| *Check all that apply.*  **21st Century Themes** | | | *Indicate whether these skills are* ***E****-Encouraged,* ***T-****Taught, or* ***A****-Assessed in this unit by marking* ***E, T, A*** *on the line before the appropriate skill.*  **21st Century Skills** | |
| *X* | Global Awareness | | *A* | Creativity and Innovation |
|  | Environmental Literacy | | *A* | Critical Thinking and Problem Solving |
|  | Health Literacy | | *E* | Communication |
| *X* | Civic Literacy | | *E* | Collaboration |
| *X* | Financial, Economic, Business, and Entrepreneurial Literacy | |  | **Other Interdisciplinary standards:** |
| **Notes-Observations-Reflections** | | | | |
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PERTH AMBOY PUBLIC SCHOOLS

**Curriculum Guide**

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| **Content Area** | English as a Second Language (ESL) Level 1 | | **Grade Level** | 9-12 |
| **Topic/Concept/Skill** | Wisdom of the Ages (Unit 2)- Find Out How Taking Good Advice Makes Us Wise (Learning Session 1) | | **Time Frame** | 1-3 weeks |
| **Overview/Rationale** | | | | |
| * *In this unit students will explore the Essential Question “What Makes Us Wise?” through reading, writing, and discussion. This session is designed to have students discuss how taking and offering advice makes us wise. All students will work toward academic growth as defined by the WIDA standards. Students are expected to enter level 1 (Entering) and work toward level 2 (Emerging) and/or level 3 (Developing).* | | | | |
| **Desired Results** | | | | |
| **Critical Content Standards** | | | | |
| **WIDA English Language Development Standards**  ELD Standard 1 – Social and Instructional Language  ELD Standard 2 – The language of Language Arts  ELD Standard 3 – The language of Mathematics  ELD Standard 4 – The language of Science  ELD Standard 5 – The language of Social Studies  **Common Core State Standards:**   * CCSS[RL.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * CCSS[RL.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. * CCSS[RL.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/5/) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. * CCSSRI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. * CCSS[RI.10](http://www.corestandards.org/ELA-Literacy/RI/9-10/10/) By the end of grades 9-12, read and comprehend literacy nonfiction in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. * CCSSW.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * CCSSW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. * CCSSW.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation * CCCSSL.1 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. * CCSSL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. * CCSSSL.1 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. * CCSSL.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * CCSSL.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * CCSSL.3 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. * CCCSL.4 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 | | | | |
| **Enduring Understandings** | | **Essential Questions** | | |
| Students will understand that:   * Folktales offer background information as to why things are the way they are * The elderly holds a wealth of knowledge ready to be shared * Taking advice is not always easy but can sometimes be essential * When we base our decisions on clear examples and wisdom of others it eventually leads to deeper knowledge * Experiences and people around us help to develop our wisdom * Life’s lessons make us who we are * Everyone has a unique form of wisdom | | * What makes us wise? * How does taking good advice make us wise? * Why is it important to learn from our mistakes? * What do we learn from wise adults? * Why is it important to listen to our elders? * How can you explain different kinds of wisdom? | | |
| **Student Objectives** | | | | |
| Students will be able to:   * Use oral language to describe actions, state opinions, express likes, dislikes, and needs and wants * Use graphic organizers and brainstorm ideas that will allow them to write an expository piece, journal entry, personal narrative, OEQ, picture prompt, and writing prompt while using the writing process and editing their final draft * Plan and write a paragraph about a folktale * Explain and determine causes and effects as they are used in the text * Connect academic vocabulary to visual representation and personal experiences * Develop and practice short phrases, and intonation to increase fluency * Listen attentively and practice responding to oral questions provided by students * Summarize stories while locating the main idea and supporting details of text * Use and describe action verbs in the simple present tense and translate simple verbs into verbs with suffixes and identify the new meaning * Use helping verbs and objects pronouns correctly in complete sentences * List compound words and explain the meaning of the new word * Identify text structure: Problem and Solution * Explain and illustrate meaning of proverbs * Analyze literary elements (describe characteristics) | | | | |
| **Assessment Evidence** | | | | |
| **Formative Assessment(s)** | | **Summative Assessment(s)** | | |
| * Quizzes * Writing assignments * Journal Writing * Oral participation * Exit tickets * Interactive worksheets (Grammar and Practice books) * Observation of peer to peer interaction and collaboration | | * Cluster Assessment * Cluster Reflection * Projects: Book of Proverbs * Writing: Paragraph (Rubric) * Language Acquisition (Rubric) | | |
| **Teaching and Learning Actions – Instructional Strategies – Activities** | | | | |
| 1. Cooperative Learning: Team Word Webbing 2. Cooperative Learning: Think, Pair, Share 3. Language Frames for Writing 4. Classification Charts: Word Relationships 5. Create a Word Map of Academic Vocabulary 6. TPR-Total Physical Response 7. Cognates 8. Academic Language Frames 9. Link Vocabulary and Concepts 10. Language Acquisition 11. Use visuals to engage in oral discourse pertaining to the essential question 12. Listen to text on audio and respond to a variety of questions | | | | |
| **Vocabulary** | | | | |
| Inclusive, but not limited to: wisdom, learn, advice, angry, difficult, lonely, problem, selfish, share, simple, solution, folk, tale, organize | | | | |
| **Resources** | | | | |
| * EDGE (National Geographic) Fundamentals * Series website: [www.myngconnect.com](http://www.myngconnect.com) * Selection recordings * Fluency and Phonics practice materials * Interactive Grammar, Writing, and Practice book * Supplemental texts and videos * Novels * Student laptops | | | | |

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| **Differentiation** | | | | |
| **Enrichment** | | * Additional supplemental texts * Additional and extended vocabulary and grammar practice * Online books | | |
| **Intervention** | | * Visual supports * Graphic organizers * Language frames * Unlimited time * Cloze activities * Tiered assignments | | |
| **ELLs** | | * Cloze activities * Language frames * Visual supports * Graphic organizers * Tiered assignments | | |
| **In this unit plan, the following 21st Century themes and skills are addressed.** | | | | |
| *Check all that apply.*  **21st Century Themes** | | | *Indicate whether these skills are* ***E****-Encouraged,* ***T-****Taught, or* ***A****-Assessed in this unit by marking* ***E, T, A*** *on the line before the appropriate skill.*  **21st Century Skills** | |
| *X* | Global Awareness | | *A* | Creativity and Innovation |
| *X* | Environmental Literacy | | *A* | Critical Thinking and Problem Solving |
| *X* | Health Literacy | | *E* | Communication |
|  | Civic Literacy | | *E* | Collaboration |
|  | Financial, Economic, Business, and Entrepreneurial Literacy | |  | **Other Interdisciplinary standards:** |
| **Notes-Observations-Reflections** | | | | |
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PERTH AMBOY PUBLIC SCHOOLS

**Curriculum Guide**

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| **Content Area** | English as a Second Language (ESL) Level 1 | | **Grade Level** | 9-12 |
| **Topic/Concept/Skill** | Wisdom of the Ages (Unit 2)- Thinks About The Wisdom of Elders and Mentors (Learning Session 2) | | **Time Frame** | 1-3 weeks |
| **Overview/Rationale** | | | | |
| * *In this unit students will explore the Essential Question “What Makes Us Wise?” through reading, writing, and discussion. Each unit will be divided into three sections. Each section will examine a specific theme related to the essential question. This session is designed to have students discuss who gives them good advice and when is it the right time to accept it. All students will work toward academic growth as defined by the WIDA standards. Students are expected to enter level 1 (Entering) and work toward level 2 (Emerging) and/or level 3 (Developing).* | | | | |
| **Desired Results** | | | | |
| **Critical Content Standards** | | | | |
| **WIDA English Language Development Standards**  ELD Standard 1 – Social and Instructional Language  ELD Standard 2 – The language of Language Arts  ELD Standard 3 – The language of Mathematics  ELD Standard 4 – The language of Science  ELD Standard 5 – The language of Social Studies  **Common Core State Standards:**   * CCSS[Ri.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * CCSS[RL.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. * CCSS[RL.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * CCSS[RL.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme * CCSSRL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. * CCSSRL.10 By the end of grades 9-12, read and comprehend literature, including stories, dramas, and poems, in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range * CCSSW.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * CCSSW.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 tasks, purposes, and audiences. * CCSSSL.1. 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 * CCSSL.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * CCSSL.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing * CCSSL.3 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. * CCSSL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | | | | |
| **Enduring Understandings** | | **Essential Questions** | | |
| Students will understand that:   * Folktales offer background information as to why things are the way they are * The elderly holds a wealth of knowledge ready to be shared * Taking advice is not always easy but can sometimes be essential * When we base our decisions on clear examples and wisdom of others it eventually leads to deeper knowledge * Experiences and people around us help to develop our wisdom * Life’s lessons make us who we are * Everyone has a unique form of wisdom | | * What makes us wise? * How does taking good advice make us wise? * Why is it important to learn from our mistakes? * What do we learn from wise adults? * Why is it important to listen to our elders? * How can you explain different kinds of wisdom? | | |
| **Student Objectives** | | | | |
| Students will be able to:   * Use oral language to ask questions, describe actions, state opinions, express likes, dislikes, and needs and wants * Respond to and Interpret Visuals * Use graphic organizers and brainstorm ideas that will allow them to write an expository piece, journal entry, personal narrative, OEQ, picture prompt, and writing prompt while using the writing process and editing their final draft * Connect academic vocabulary to visual representation and personal experiences * Practice short phrases, and intonation to increase fluency: Expression * Listen attentively and practice responding to oral questions provided by students * Summarize stories while locating the main idea and supporting details of text * Use and describe action verbs in the simple present tense and translate simple verbs into verbs with suffixes and identify the new meaning * Use helping verbs and objects pronouns correctly in complete sentences * List compound words and explain the meaning of the new word * Analyze literary elements : Character * Interpret and Generalize literature * Relate cause and effect * Create and write a comic strip based on a lesson learned | | | | |
| **Assessment Evidence** | | | | |
| **Formative Assessment(s)** | | **Summative Assessment(s)** | | |
| * Quizzes * Writing assignments * Journal Writing * Oral participation * Exit tickets * Observation of peer to peer interaction and collaboration * Interactive worksheets (Practice and Grammar books) | | * Cluster Assessment * Cluster Reflection * Projects: Book of Proverbs * Writing: Comic Strip (Rubric) * Language Acquisition (Rubric) | | |
| **Teaching and Learning Actions – Instructional Strategies – Activities** | | | | |
| 1. Language Frames for Writing 2. Cooperative Learning: Think, Pair, Share 3. Classification Charts: Word Relationships 4. Create a Word Map of Academic Vocabulary 5. TPR-Total Physical Response 6. Cognates 7. Academic Language Frames 8. Link Vocabulary and Concepts 9. Use visuals to engage in oral discourse pertaining to the essential question 10. Listen to text on audio and respond to a variety of questions | | | | |
| **Vocabulary** | | | | |
| Inclusive, but not limited to: break, explain, fight, harm, rest, touch, tough, understand, text, biography, fiction, description | | | | |
| **Resources** | | | | |
| * EDGE (National Geographic) Fundamentals * Series website: [www.myngconnect.com](http://www.myngconnect.com) * Selection recordings * Fluency and Phonics practice materials * Interactive Grammar, Writing, and Practice book * Supplemental texts and videos * Novels * Student laptops | | | | |

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| **Differentiation** | | | | |
| **Enrichment** | | * Additional and extended vocabulary practice * Additional supplemental texts | | |
| **Intervention** | | * Visual supports * Graphic organizers * Language frames * Unlimited time * Cloze activities * Tiered assignments | | |
| **ELLs** | | * Cloze activities * Language frames * Visual supports * Graphic organizers * Tiered assignments | | |
| **In this unit plan, the following 21st Century themes and skills are addressed.** | | | | |
| *Check all that apply.*  **21st Century Themes** | | | *Indicate whether these skills are* ***E****-Encouraged,* ***T-****Taught, or* ***A****-Assessed in this unit by marking* ***E, T, A*** *on the line before the appropriate skill.*  **21st Century Skills** | |
| *X* | Global Awareness | | *A* | Creativity and Innovation |
|  | Environmental Literacy | | *A* | Critical Thinking and Problem Solving |
| *X* | Health Literacy | | *E* | Communication |
|  | Civic Literacy | | *E* | Collaboration |
|  | Financial, Economic, Business, and Entrepreneurial Literacy | |  | **Other Interdisciplinary standards:** |
| **Notes-Observations-Reflections** | | | | |
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PERTH AMBOY PUBLIC SCHOOLS

**Curriculum Guide**

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| **Content Area** | English as a Second Language (ESL) Level 1 | | **Grade Level** | 9-12 |
| **Topic/Concept/Skill** | Wisdom of the Ages (Unit 2)- Think About Different Kinds of Wisdom (Learning Session 3) | | **Time Frame** | 1-3 weeks |
| **Overview/Rationale** | | | | |
| * *In this unit students will explore the Essential Question “What Makes Us Wise?” through reading, writing, and discussion. This session is designed to have students discuss and elaborate on different kinds of wisdom. All students will work toward academic growth as defined by the WIDA standards. Students are expected to enter level 1 (Entering) and work toward level 2 (Emerging) and/or level 3 (Developing).* | | | | |
| **Desired Results** | | | | |
| **Critical Content Standards** | | | | |
| **WIDA English Language Development Standards**  ELD Standard 1 – Social and Instructional Language  ELD Standard 2 – The language of Language Arts  ELD Standard 3 – The language of Mathematics  ELD Standard 4 – The language of Science  ELD Standard 5 – The language of Social Studies  **Common Core State Standards:**   * CCSS[RL.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * CCSS[Ri.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * CCSS[RL.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. * CCSS[RL.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme * CCSSRL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. * CCSSRL.10 By the end of grades 9-12, read and comprehend literature, including stories, dramas, and poems, in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range * CCSSW.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * CCSSW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. * CCSSW.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. * CCSSSL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. * CCSSL.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * CCSSL.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * CCSSL.3 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. * CCSSL.4 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. * CCSSL.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression | | | | |
| **Enduring Understandings** | | **Essential Questions** | | |
| Students will understand that:   * Folktales offer background information as to why things are the way they are * The elderly holds a wealth of knowledge ready to be shared * Taking advice is not always easy but can sometimes be essential * When we base our decisions on clear examples and wisdom of others it eventually leads to deeper knowledge * Experiences and people around us help to develop our wisdom * Life’s lessons make us who we are * Everyone has a unique form of wisdom | | * What makes us wise? * How does taking good advice make us wise? * Why is it important to learn from our mistakes? * What do we learn from wise adults? * Why is it important to listen to our elders? * How can you explain different kinds of wisdom? | | |
| **Student Objectives** | | | | |
| * Use oral language to ask questions, describe actions, state opinions, express likes, dislikes, and needs and wants * Respond to and Interpret Visuals * Use graphic organizers and brainstorm ideas that will allow them to write an expository piece, advice column, journal entry, personal narrative, OEQ, picture prompt, and writing prompt while using the writing process and editing their final draft * Connect academic vocabulary to visual representation and personal experiences * Practice short phrases, and intonation to increase fluency: Expression * Listen attentively and practice responding to oral questions provided by students * Summarize stories while locating the main idea and supporting details of text * Use and describe action verbs in the simple present tense and translate simple verbs into verbs with suffixes and identify the new meaning * Use nouns and pronouns correctly in complete sentences * List compound words and explain the meaning of the new word * Identify text structure: Problem and Solution * Appreciate and Identify Elements of Poetry | | | | |
| **Assessment Evidence** | | | | |
| **Formative Assessment(s)** | | **Summative Assessment(s)** | | |
| * Quizzes * Writing assignments * Journal Writing * Oral participation * Exit tickets * Observation of peer to peer interaction and collaboration * Interactive worksheets (Practice and Grammar books) | | * Cluster Assessment * Cluster Reflection * Unit Assessment * Unit Reflection and Assessment * Writing: Advice Column (Rubric) * Language Acquisition (Rubric) | | |
| **Teaching and Learning Actions – Instructional Strategies – Activities** | | | | |
| 1. Language Frames for Writing 2. Cooperative Learning: Think, Pair, Share 3. Classification Charts: Word Relationships 4. Create a Word Map of Academic Vocabulary 5. TPR-Total Physical Response 6. Cognates 7. Academic Language Frames 8. Link Vocabulary and Concepts 9. Use visuals to engage in oral discourse pertaining to the essential question 10. Listen to text on audio and respond to a variety of questions | | | | |
| **Vocabulary** | | | | |
| Inclusive, but not limited to: connect, history, joy, listen, poor, receive, remember, rich, common, probably, appreciate, repetition, advice, column | | | | |
| **Resources** | | | | |
| * EDGE (National Geographic) Fundamentals * Series website: [www.myngconnect.com](http://www.myngconnect.com) * Selection recordings * Fluency and phonics practice materials * Interactive grammar, writing, and practice book * Supplemental texts and videos * Novels * Student laptops | | | | |

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| **Differentiation** | | | | |
| **Enrichment** | | * Extended Vocabulary Exercises * Additional supplemental texts | | |
| **Intervention** | | * Visual supports * Graphic organizers * Language frames * Unlimited time * Cloze activities * Tiered assignments | | |
| **ELLs** | | * Cloze activities * Visual supports * Graphic organizers * Tiered assignments | | |
| **In this unit plan, the following 21st Century themes and skills are addressed.** | | | | |
| *Check all that apply.*  **21st Century Themes** | | | *Indicate whether these skills are* ***E****-Encouraged,* ***T-****Taught, or* ***A****-Assessed in this unit by marking* ***E, T, A*** *on the line before the appropriate skill.*  **21st Century Skills** | |
| *X* | Global Awareness | | *A* | Creativity and Innovation |
|  | Environmental Literacy | | *T* | Critical Thinking and Problem Solving |
|  | Health Literacy | | *E* | Communication |
| *X* | Civic Literacy | | *T* | Collaboration |
| *X* | Financial, Economic, Business, and Entrepreneurial Literacy | |  | **Other Interdisciplinary standards:** |
| **Notes-Observations-Reflections** | | | | |
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PERTH AMBOY PUBLIC SCHOOLS

**Curriculum Guide**

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| **Content Area** | | English as a Second Language (ESL) Level 1 | | **Grade Level** | 9-12 |
| **Topic/Concept/Skill** | | Global Village (Unit 3)- Talk About How Our Environments Make Us Different (Learning Session 1) | | **Time Frame** | 1-3 weeks |
| **Overview/Rationale** | | | | | |
| * *In this unit students will explore the Essential Questions “What Makes Us The Same and What Makes Us Different?” through reading, writing, and discussion. This session is designed to have students discuss and analyze how our environment makes us different. All students will work toward academic growth as defined by the WIDA standards. Students are expected to enter level 1 (Entering) and work toward level 2 (Emerging) and/or level 3 (Developing).* | | | | | |
| **Desired Results** | | | | | |
| **Critical Content Standards** | | | | | |
| **WIDA English Language Development Standards**  ELD Standard 1 – Social and Instructional Language  ELD Standard 2 – The language of Language Arts  ELD Standard 3 – The language of Mathematics  ELD Standard 4 – The language of Science  ELD Standard 5 – The language of Social Studies  **Common Core State Standards:**   * CCSS[RL.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * CCSS[Ri.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text * CCSSRL.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. * CCSS[RI.10](http://www.corestandards.org/ELA-Literacy/RI/9-10/10/) By the end of grade 12, read and comprehend literacy nonfiction in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. * CCSSW.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. * CCSSW.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). * CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * CCSSW.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. * CCSSSL.1 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 persuasive * CCSSL.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * CCSSL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate | | | | | |
| **Enduring Understandings** | | | **Essential Questions** | | |
| Students will understand that:   * People are different but at the same time share similarities * Our environment affects how we as a culture are similar and different * Even though people have different cultures and traditions they still share many similarities * Assumptions based on culture are not always accurate * Hard work and dedication allows us to aspire to succeed * Everyone has a dream but it is up to them to make it a reality * They hold the power to motivate themselves and not adhere to negativity by continuing to strive for their dream | | | * What makes us the same? * What makes us different? * How do our environments make us different? * How do experiences we share make us the same? * How do our hopes and dreams make us different? | | |
| **Student Objectives** | | | | | |
| Students will be able to:   * Engage in classroom discussion * Use oral language to ask and answer questions, describe people and places, and state opinions * Respond to and interpret visuals * Use word parts, base words, prefixes and suffixes to develop and increase vocabulary * Use adjectives before nouns and demonstrative adjectives correctly in a sentence * Determine importance of the main idea * Develop and use academic vocabulary based on reading strategy taught * Practice and monitor appropriate phrasing based on fluency exercises * Analyze and explain text features, globes, graphs, headings and charts * Listen actively and respond to literature * Make judgments and draw conclusions * Write and state an opinion with support from text * Utilize the writing process to create an original piece: (e.g., journal entry, descriptive essay, personal narrative, OEQ, picture prompt, writing prompt). * Utilize the writing process to: (pre-write, draft, edit, revise, and publish) | | | | | |
| **Assessment Evidence** | | | | | |
| **Formative Assessment(s)** | | | **Summative Assessment(s)** | | |
| * Quizzes * Writing assignments * Journal Writing * Oral participation * Exit tickets * Language Acquisition Assessment * Observation of peer to peer interaction and collaboration | | | * Cluster Assessment * Cluster Reflection * Writing: Photo Essay, Opinion (Rubric) | | |
| **Teaching and Learning Actions – Instructional Strategies – Activities** | | | | | |
| 1. Language Frames for Writing 2. Cooperative Learning: Think, Pair, Share 3. Graphic Organizer- Semantic Map 4. Create a Word Map of Academic Vocabulary 5. TPR-Total Physical Response 6. Cognates 7. Academic Language Frames 8. Link Vocabulary and Concepts 9. Use visuals to engage in oral discourse pertaining to the essential question 10. Listen to text on audio and respond to a variety of questions | | | | | |
| **Vocabulary** | | | | | |
| Inclusive, but not limited to: country, world, culture, crowded, decide, enough, hungry, instead, meal, safe, village, author, chart, topic, section | | | | | |
| **Resources** | | | | | |
| * EDGE (National Geographic) Fundamentals * Series website: [www.myngconnect.com](http://www.myngconnect.com) * Selection recordings * Fluency and phonics practice materials * Interactive grammar, writing, and practice book * Supplemental texts and videos * Novels * Student laptops | | | | | |
| **Differentiation** | | | | | |
| **Enrichment** | * Extended Vocabulary Exercises * Additional supplemental texts | | | | |
| **Intervention** | * Visual supports * Graphic organizers * Language frames * Unlimited time * Cloze activities * Tiered assignments | | | | |
| **ELLs** | * Visual supports * Graphic Organizers * Cloze Activities * Tiered Assignments | | | | |

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| **In this unit plan, the following 21st Century themes and skills are addressed.** | | | |
| *Check all that apply.*  **21st Century Themes** | | *Indicate whether these skills are* ***E****-Encouraged,* ***T-****Taught, or* ***A****-Assessed in this unit by marking* ***E, T, A*** *on the line before the appropriate skill.*  **21st Century Skills** | |
| *X* | Global Awareness | *A* | Creativity and Innovation |
|  | Environmental Literacy | *A* | Critical Thinking and Problem Solving |
|  | Health Literacy | *T* | Communication |
|  | Civic Literacy | *T* | Collaboration |
|  | Financial, Economic, Business, and Entrepreneurial Literacy |  | **Other Interdisciplinary standards:** |
| **Notes-Observations-Reflections** | | | |
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**Curriculum Guide**

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| **Content Area** | English as a Second Language (ESL) Level 1 | | **Grade Level** | 9-12 |
| **Topic/Concept/Skill** | Global Village (Unit 3)- Think About How The Experiences We Share Make Us The Same (Learning Session 2) | | **Time Frame** | 1-3 weeks |
| **Overview/Rationale** | | | | |
| * *In this unit students will explore the Essential Questions “What Makes Us The Same and What Makes Us Different?” through reading, writing, and discussion. This session is designed to have students discuss and analyze how our experiences are the same and think about what makes them different. All students will work toward academic growth as defined by the WIDA standards. Students are expected to enter level 1 (Entering) and work toward level 2 (Emerging) and/or level 3 (Developing).* | | | | |
| **Desired Results** | | | | |
| **Critical Content Standards** | | | | |
| **WIDA English Language Development Standards**  ELD Standard 1 – Social and Instructional Language  ELD Standard 2 – The language of Language Arts  ELD Standard 3 – The language of Mathematics  ESL Standard 4 – The language of Science  ELD Standard 5 – The language of Social Studies  **Common Core State Standards**   * CCSS[RL.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * CCSS[RL.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. * CCSS[RL.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/5/) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. * CCSSRI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. * CCSSRI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. * CCSS[RI.10](http://www.corestandards.org/ELA-Literacy/RI/9-10/10/) By the end of grades 9-12, read and comprehend literacy nonfiction in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. * CCSSW.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * CCSSW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. * CCSSW.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation * CCCSSL.1 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. * CCSSL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. * CCSSSL.1 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. * CCSSL.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * CCSSL.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * CCSSL.3 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. * CCCSL.4 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 | | | | |
| **Enduring Understandings** | | **Essential Questions** | | |
| Students will understand that:   * People are different but at the same time share similarities * Our environment affects how we as a culture are similar and different * Even though people have different cultures and traditions they still share many similarities * Assumptions based on culture are not always accurate * Hard work and dedication allows us to aspire to succeed * Everyone has a dream but it is up to them to make it a reality * They hold the power to motivate themselves and not adhere to negativity by continuing to strive for their dream | | * What makes us the same? * What makes us different? * How do our environments make us different? * How do experiences we share make us the same? * How do our hopes and dreams make us different? | | |
| **Student Objectives** | | | | |
| * Students will be able to: * Make comparisons * Use oral language to ask questions, describe actions, state opinions, express likes, dislikes, and needs and wants * Compare and contrast across texts * Use comparative adjectives and adjectives before nouns correctly in a sentence or paragraph * Summarize and determine importance of the main idea * Respond to and interpret visuals * Use word parts, base words, prefixes and suffixes to develop and increase vocabulary * Develop, connect, and use academic vocabulary based on reading strategy taught * Practice and monitor appropriate phrasing based on fluency exercises: Expression * Analyze, use and explain text features, globes, graphs, and charts * Write a comparison and contrast paragraph * Analyze and give an oral response to literature * Utilize the writing process to create an original piece: (e.g., journal entry, descriptive essay, personal narrative, OEQ, picture prompt, writing prompt). * Utilize the writing process to: (pre-write, draft, edit, revise, and publish). * Edit sentences using the correct grammar, spelling and mechanics | | | | |
| **Assessment Evidence** | | | | |
| **Formative Assessment(s)** | | **Summative Assessment(s)** | | |
| * Quizzes * Writing assignments * Journal Writing * Oral participation * Exit tickets * Language Acquisition Assessment * Observation of peer to peer interaction and collaboration | | * Cluster Assessment * Cluster Reflection * Writing: Comparison-Contrast Paragraph (Rubric) | | |
| **Teaching and Learning Actions – Instructional Strategies – Activities** | | | | |
| 1. Language Frames for Writing 2. Comparison Game 3. Create a Word Map of Academic Vocabulary 4. TPR-Total Physical Response 5. Cognates 6. Academic Language Frames 7. Link Vocabulary and Concepts 8. Listen to text on audio and respond to a variety of questions | | | | |
| **Vocabulary** | | | | |
| Inclusive, but not limited to: determine, importance, belief, experience, forget, popular, religion, sport, truth, uncomfortable, feature, label, locate | | | | |
| **Resources** | | | | |
| * EDGE (National Geographic) Fundamentals * Series website: [www.myngconnect.com](http://www.myngconnect.com) * Selection recordings * Fluency and phonics practice materials * Interactive grammar, writing, and practice book * Supplemental texts and videos * Novels * Student laptops | | | | |

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| **Differentiation** | | | | |
| **Enrichment** | | * Extended Vocabulary Exercises * Additional supplemental texts | | |
| **Intervention** | | * Visual supports * Graphic organizers * Language frames * Unlimited time * Cloze activities * Tiered assignments | | |
| **ELLs** | | * Visual supports * Graphic organizers * Cloze activities * Tiered assignments | | |
| **In this unit plan, the following 21st Century themes and skills are addressed.** | | | | |
| *Check all that apply.*  **21st Century Themes** | | | *Indicate whether these skills are* ***E****-Encouraged,* ***T-****Taught, or* ***A****-Assessed in this unit by marking* ***E, T, A*** *on the line before the appropriate skill.*  **21st Century Skills** | |
| *X* | Global Awareness | | *T* | Creativity and Innovation |
|  | Environmental Literacy | | *A* | Critical Thinking and Problem Solving |
| *X* | Health Literacy | | *T* | Communication |
|  | Civic Literacy | | *T* | Collaboration |
|  | Financial, Economic, Business, and Entrepreneurial Literacy | |  | **Other Interdisciplinary standards:** |
| **Notes-Observations-Reflections** | | | | |
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PERTH AMBOY PUBLIC SCHOOLS

**Curriculum Guide**

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| **Content Area** | English as a Second Language (ESL) Level 1 | | **Grade Level** | 9-12 |
| **Topic/Concept/Skill** | Global Village(Unit 3)- Find Out How Our Hopes and Dreams Make Us Different (Learning Session 3) | | **Time Frame** | 1-3 weeks |
| **Overview/Rationale** | | | | |
| * *In this unit students will explore the Essential Questions “What Makes Us The Same and What Makes Us Different?” through reading, writing, and discussion. This session is designed to have students discuss and analyze if everyone has the same hopes and dreams and how are they different. All students will work toward academic growth as defined by the WIDA standards. Students are expected to enter level 1 (Entering) and work toward level 2 (Emerging) and/or level 3 (Developing).* | | | | |
| **Desired Results** | | | | |
| **Critical Content Standards** | | | | |
| **WIDA English Language Development Standards**  ELD Standard 1 – Social and Instructional Language  ELD Standard 2 – The language of Language Arts  ELD Standard 3 – The language of Mathematics  ELD Standard 5 – The language of Social Studies  **Common Core State Standards:**   * CCSS[RL.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * CCSS[RL.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. * CCSS[RL.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/5/) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. * CCSSRI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. * CCSS[RI.10](http://www.corestandards.org/ELA-Literacy/RI/9-10/10/) By the end of grades 9-12, read and comprehend literacy nonfiction in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. * CCSSW.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * CCSSW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. * CCSSW.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation * CCCSSL.1 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. * CCSSL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. * CCSSSL.1 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. * CCSSL.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * CCSSL.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * CCSSL.3 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. * CCCSL.4 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 | | | | |
| **Enduring Understandings** | | **Essential Questions** | | |
| * Students will understand that: * People are different but at the same time share similarities * Our environment affects how we as a culture are similar and different * Even though people have different cultures and traditions they still share many similarities * Assumptions based on culture are not always accurate * Hard work and dedication allows us to aspire to succeed * Everyone has a dream but it is up to them to make it a reality * They hold the power to motivate themselves and not adhere to negativity by continuing to strive for their dream | | * What makes us the same? * What makes us different? * How do our environments make us different? * How do experiences we share make us the same? * How do our hopes and dreams make us different? | | |
| **Student Objectives** | | | | |
| * Students will be able to: * Engage in classroom discussion * Make comparisons * Use possessive nouns and possessive adjectives correctly in writing * Listen actively to describe visuals * Connect academic vocabulary to visual representation and personal experiences * Interpret and understand a speaker’s message * Respond to and interpret visuals * Use word parts, base words, prefixes and suffixes, and compound words to develop and increase vocabulary * Determine importance of the main idea * Orally respond to literature * Practice and monitor appropriate expression based on fluency exercises * Identify and explain elements of poetry: Rhythm, Rhyme, and Repetition * Make connections across texts * Make judgments based on information in texts * Utilize the writing process to create an original piece: (e.g., journal entry, descriptive essay, personal narrative, OEQ, picture prompt, writing prompt). * Utilize the writing process to: (pre-write, draft, edit, revise, and publish). * Edit sentences using the correct grammar, spelling and mechanics | | | | |
| **Assessment Evidence** | | | | |
| **Formative Assessment(s)** | | **Summative Assessment(s)** | | |
| * Quizzes * Writing assignments * Journal Writing * Oral participation * Exit tickets * Language Acquisition Assessment * Observation of peer to peer interaction and collaboration | | * Cluster Assessment * Cluster Reflection * Unit Assessment * Unit Reflection * Project: Create a book poster * Writing: Expository paragraph | | |
| **Teaching and Learning Actions – Instructional Strategies – Activities** | | | | |
| 1. Language Frames for Writing 2. Review Game- 30 Questions 3. Create a Word Map of Academic Vocabulary 4. Vocabulary Word Cards 5. Graphic Organizer-T-Chart 6. Cooperative Learning- Think, Pair, Share 7. Academic Language Frames 8. Link Vocabulary and Concepts 9. Listen to text on audio and respond to a variety of questions | | | | |
| **Vocabulary** | | | | |
| Inclusive, but not limited to: become, dream, easy, practice, respect, succeed, try, victory, clue, personal, rhyme, rhythm | | | | |
| **Resources** | | | | |
| * EDGE (National Geographic) Fundamentals * Series website: [www.myngconnect.com](http://www.myngconnect.com) * Selection recordings * Fluency and phonics practice materials * Interactive grammar, writing, and practice book * Supplemental texts and videos * Novels * Student laptops | | | | |

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| **Differentiation** | | | | |
| **Enrichment** | | * Extended Vocabulary and Grammar Exercises * Additional supplemental texts | | |
| **Intervention** | | * Visual supports * Graphic organizers * Language frames * Unlimited time * Cloze activities * Tiered assignments | | |
| **ELLs** | | * Visual supports * Graphic organizers * Cloze activities * Tiered assignments | | |
| **In this unit plan, the following 21st Century themes and skills are addressed.** | | | | |
| *Check all that apply.*  **21st Century Themes** | | | *Indicate whether these skills are* ***E****-Encouraged,* ***T-****Taught, or* ***A****-Assessed in this unit by marking* ***E, T, A*** *on the line before the appropriate skill.*  **21st Century Skills** | |
| *X* | Global Awareness | | *A T* | Creativity and Innovation |
| *X* | Environmental Literacy | | *A T* | Critical Thinking and Problem Solving |
| *X* | Health Literacy | | *E* | Communication |
|  | Civic Literacy | | *E* | Collaboration |
|  | Financial, Economic, Business, and Entrepreneurial Literacy | |  | **Other Interdisciplinary standards:** |
| **Notes-Observations-Reflections** | | | | |
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PERTH AMBOY PUBLIC SCHOOLS

**Curriculum Guide**

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| **Content Area** | English as a Second Language (ESL) Level 1 | | **Grade Level** | 9-12 |
| **Topic/Concept/Skill** | Survival (Unit 4)- Think About How Luck Helps Survivors (Learning Session 1) | | **Time Frame** | 1-3 weeks |
| **Overview/Rationale** | | | | |
| * In this unit students will explore the Essential Question, ”What Does It Take to Survive?” through reading, writing, and discussion. This session is designed to have students discuss and relate how luck plays a part in survival. All students will work toward academic growth as defined by the WIDA standards. Students are expected to enter level 1 (Entering) and work toward level 2 (Emerging) and/or level 3 (Developing). | | | | |
| **Desired Results** | | | | |
| **Critical Content Standards** | | | | |
| **WIDA English Language Development Standards**  ELD Standard 1 – Social and Instructional Language  ELD Standard 2 – The language of Language Arts  ELD Standard 3 – The language of Mathematics  ELD Standard 4 – The language of Science  ELD Standard 5 – The language of Social Studies  **Common Core State Standards:**   * CCSS[RL.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * CCSS[RL.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. * CCSS[RL.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/5/) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. * CCSSRL.10 Read and comprehend complex literary and informational texts independently and proficiently * CCSSRI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. * CCSS[RI.10](http://www.corestandards.org/ELA-Literacy/RI/9-10/10/) By the end of grades 9-12, read and comprehend literacy nonfiction in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. * CCSSW.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. * CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * CCSSW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. * CCSSW.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation * CCCSSL.1 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. * CCSSL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. * CCSSSL.1 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. * CCSSL.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * CCSSL.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * CCSSL.3 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. * CCCSL.4 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 | | | | |
| **Enduring Understandings** | | **Essential Questions** | | |
| * Students will understand that: * Learning to survive can be challenging * You don’t know how strong or powerful you are until faced with extreme circumstances * Nature can wreak havoc on our lives but it is how we deal with the disaster that helps to identify who we are as people * Thinking creatively and spontaneously leads to better chances for survival * Adrenalin affects our body during crucial circumstances forcing us to get through mental and physical situations | | * What does it take to survive? * How does luck help in survival? * How can creative thinking help people survive? * How does our body and mind work together for survival? | | |
| **Student Objectives** | | | | |
| * Students will be able to: * Describe an experience in oral and written form * Listen actively to respond to and interpret visuals and audio * Use a dictionary to build an increase word knowledge * Engage in classroom discussions * Use past tense and irregular past tense verbs correctly in writing * Preview and make and confirm predictions about text read * Connect academic vocabulary to visual representation and personal experiences * Develop and practice fluency: Expression * Preview and predict text using a prediction chart * Analyze literary elements: Setting, Plot * Give an oral response to literature * Use, analyze, and explain text features: Photos, Captions, Maps, Diagrams * Draw parallels between texts * Identify and discuss author’s purpose * Summarize text * Research and write a survival guide based on short stories and articles read * Present and evaluate a safety demonstration * Write an ending to a story by completing a story chart (focus: past tense verbs, dialogue) * Use the writing process to Pre-write, draft, edit, revise, and publish * Utilize the writing process to create an original piece: (e., journal entry, personal narrative, original work, OEQ, Picture Prompt, Writing Prompt) | | | | |
| **Assessment Evidence** | | | | |
| **Formative Assessment(s)** | | **Summative Assessment(s)** | | |
| * Quizzes * Writing assignments * Journal Writing * Oral participation * Exit tickets * Language Acquisition Assessment * Observation of peer to peer interaction and collaboration | | * Cluster Assessment * Cluster Reflection * Writing: Alternate ending using prediction and story chart (Rubric) | | |
| **Teaching and Learning Actions – Instructional Strategies – Activities** | | | | |
| 1. Language Frames for Writing 2. Conduct games and role play conversations 3. Create a Word Map of Academic Vocabulary, Vocabulary Word Cards 4. TPR- Total Physical Response 5. Cooperative Learning- Think, Pair, Share, Three-Step-Interview 6. Academic Language Frames 7. Link Vocabulary and Concepts 8. Listen to text on audio and respond to a variety of questions | | | | |
| **Vocabulary** | | | | |
| Inclusive, but not limited to: survive, emergency, instinct, damage, defenseless, die, fear, injured, powerful, recover, weak, predict, preview, connect, illustration | | | | |
| **Resources** | | | | |
| * EDGE (National Geographic) Fundamentals * Series website: [www.myngconnect.com](http://www.myngconnect.com) * Selection recordings * Fluency and phonics practice materials * Interactive grammar, writing, and practice book * Supplemental texts and videos * Novels * Student laptops | | | | |

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| **Differentiation** | | | | |
| **Enrichment** | | * Extended Vocabulary Exercises * Additional supplemental texts | | |
| **Intervention** | | * Visual supports * Graphic organizers * Language frames * Unlimited time * Cloze activities * Tiered assignments | | |
| **ELLs** | | * Visual supports * Graphic organizers * Cloze activities * Tiered assignments | | |
| **In this unit plan, the following 21st Century themes and skills are addressed.** | | | | |
| *Check all that apply.*  **21st Century Themes** | | | *Indicate whether these skills are* ***E****-Encouraged,* ***T-****Taught, or* ***A****-Assessed in this unit by marking* ***E, T, A*** *on the line before the appropriate skill.*  **21st Century Skills** | |
| *X* | Global Awareness | | *A* | Creativity and Innovation |
| *X* | Environmental Literacy | | *A* | Critical Thinking and Problem Solving |
| *X* | Health Literacy | | *T* | Communication |
|  | Civic Literacy | | *E* | Collaboration |
|  | Financial, Economic, Business, and Entrepreneurial Literacy | |  | **Other Interdisciplinary standards:** |
| **Notes-Observations-Reflections** | | | | |
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PERTH AMBOY PUBLIC SCHOOLS

**Curriculum Guide**

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| **Content Area** | English as a Second Language (ESL) Level 1 | | **Grade Level** | 9-12 |
| **Topic/Concept/Skill** | Survival (Unit 4)- Find Out How Creative Thinking Can Help People Survive (Learning Session 2) | | **Time Frame** | 1-3 weeks |
| **Overview/Rationale** | | | | |
| * In this unit students will explore the Essential Question, ”What Does It Take to Survive?” through reading, writing, and discussion. This session is designed to have students analyze and discuss how creative thinking can help people survive. All students will work toward academic growth as defined by the WIDA standards. Students are expected to enter level 1 (Entering) and work toward level 2 (Emerging) and/or level 3 (Developing). | | | | |
| **Desired Results** | | | | |
| **Critical Content Standards** | | | | |
| **WIDA English Language Development Standards**  ELD Standard 1 – Social and Instructional Language  ELD Standard 2 – The language of Language Arts  ELD Standard 3 – The language of Mathematics  ELD Standard 4 – The language of Science  ELD Standard 5 – The language of Social Studies  **Common Core State Standards:**   * CCSS[RL.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * CCSS[RL.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. * CCSS[RL.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/5/) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. * CCSSRI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. * CCSS[RI.10](http://www.corestandards.org/ELA-Literacy/RI/9-10/10/) By the end of grades 9-12, read and comprehend literacy nonfiction in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. * CCSSW.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * CCSSW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. * CCSSW.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism * CCSSW.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. * CCSSSL.1 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. * CCSSSL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. * CCSSL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. * CCSSL.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * CCSSL.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * CCSSL.3 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. * CCSSL.4 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 * CCSSL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | | | | |
| **Enduring Understandings** | | **Essential Questions** | | |
| * Students will understand that: * Learning to survive can be challenging * You don’t know how strong or powerful you are until faced with extreme circumstances * Nature can wreak havoc on our lives but it is how we deal with the disaster that helps to identify who we are as people * Thinking creatively and spontaneously leads to better chances for survival * Adrenalin affects our body during crucial circumstances forcing us to get through mental and physical situations | | * What does it take to survive? * How does luck help in survival? * How can creative thinking help people survive? * How does our body and mind work together for survival? | | |
| **Student Objectives** | | | | |
| * Students will be able to: * Describe a past experience in oral and written form * Listen actively to respond to and interpret visuals and audio * Use a dictionary to build an increase word knowledge * Engage in classroom discussions * Use past tense and irregular past tense verbs correctly in writing * Interpret, identify, and explain multiple meaning words * Preview and make and confirm predictions about text read * Compose previewing questions before reading * Connect academic vocabulary to visual representation and personal experiences * Develop and practice fluency: Expression * Preview and predict text using a prediction chart * Analyze literary elements: Setting, Plot * Give an oral response to literature * Use, analyze, and explain text features: Photos, Captions, Maps, Diagrams * Draw parallels between texts * Identify and discuss author’s purpose * Summarize text * Clarify ideas by rereading text and asking question * Describe, infer, and analyze literature * Compare and contrast fiction and non-fiction * Write a problem-solution paragraph * Research articles to write a research paper * Use the writing process to Pre-write, draft, edit, revise, and publish * Utilize the writing process to create an original piece: (e., journal entry, personal narrative, original work, OEQ, Picture Prompt, Writing Prompt) | | | | |
| **Assessment Evidence** | | | | |
| **Formative Assessment(s)** | | **Summative Assessment(s)** | | |
| * Quizzes * Writing assignments * Journal Writing * Oral participation * Exit tickets * Language Acquisition Assessment * Observation of peer to peer interaction and collaboration | | * Cluster Assessment * Cluster Reflection * Writing: Problem-Solution (Rubric * Research Paper | | |
| **Teaching and Learning Actions – Instructional Strategies – Activities** | | | | |
| 1. Language Frames for Writing 2. Conduct games and role play conversations 3. Create a Word Map of Academic Vocabulary, Vocabulary Word Cards 4. TPR- Total Physical Response 5. Cooperative Learning- Think, Pair, Share 6. Academic Language Frames 7. Link Vocabulary and Concepts 8. Listen to text on audio and respond to a variety of questions | | | | |
| **Vocabulary** | | | | |
| Inclusive, but not limited to: monitor, choice, disaster, neighbor, obstacle, safety, save, stranger, victim , clarify, laterally | | | | |
| **Resources** | | | | |
| * EDGE (National Geographic) Fundamentals * Series website: [www.myngconnect.com](http://www.myngconnect.com) * Selection recordings * Fluency and phonics practice materials * Interactive grammar, writing, and practice book * Supplemental texts and videos * Novels * Student laptops | | | | |

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| **Differentiation** | | | | |
| **Enrichment** | | * Extended Vocabulary Exercises * Additional supplemental texts | | |
| **Intervention** | | * Visual supports * Graphic organizers * Language frames * Unlimited time * Cloze activities * Tiered assignments | | |
| **ELLs** | | * Visual supports * Graphic organizers * Cloze activities * Tiered assignments | | |
| **In this unit plan, the following 21st Century themes and skills are addressed.** | | | | |
| *Check all that apply.*  **21st Century Themes** | | | *Indicate whether these skills are* ***E****-Encouraged,* ***T-****Taught, or* ***A****-Assessed in this unit by marking* ***E, T, A*** *on the line before the appropriate skill.*  **21st Century Skills** | |
| *X* | Global Awareness | | *A* | Creativity and Innovation |
| *X* | Environmental Literacy | | *A* | Critical Thinking and Problem Solving |
| *X* | Health Literacy | | *T* | Communication |
|  | Civic Literacy | | *T* | Collaboration |
|  | Financial, Economic, Business, and Entrepreneurial Literacy | |  | **Other Interdisciplinary standards:** |
| **Notes-Observations-Reflections** | | | | |
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PERTH AMBOY PUBLIC SCHOOLS

**Curriculum Guide**

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| **Content Area** | English as a Second Language (ESL) Level 1 | | **Grade Level** | 9-12 |
| **Topic/Concept/Skill** | Survival (Unit 4)- Explore How The Body and Mind Work Together For Survival (Learning Session 3) | | **Time Frame** | 1-3 weeks |
| **Overview/Rationale** | | | | |
| * In this unit students will explore the Essential Question, ”What Does It Take to Survive?” through reading, writing, and discussion. This session is designed to have students discuss and explain how our mind and body work together for survival. All students will work toward academic growth as defined by the WIDA standards. Students are expected to enter level 1 (Entering) and work toward level 2 (Emerging) and/or level 3 (Developing). | | | | |
| **Desired Results** | | | | |
| **Critical Content Standards** | | | | |
| **WIDA English Language Development Standards**  ELD Standard 1 – Social and Instructional Language  ELD Standard 2 – The language of Language Arts  ELD Standard 3 – The language of Mathematics  ELD Standard 4 – The language of Science  ELD Standard 5 – The language of Social Studies  **Common Core State Standards:**   * CCSS[RL.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * CCSS[RL.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. * CCSS[RL.5](http://www.corestandards.org/ELA-Literacy/RL/9-10/5/) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. * CCSSRI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. * CCSS[RI.10](http://www.corestandards.org/ELA-Literacy/RI/9-10/10/) By the end of grades 9-12, read and comprehend literacy nonfiction in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. * CCSSW.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * CCSSW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * CCSSW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. * CCSSW.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism * CCSSW.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. * CCSSSL.1 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. * CCSSSL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. * CCSSL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. * CCSSL.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * CCSSL.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * CCSSL.3 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. * CCSSL.4 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 * CCSSL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. * CCSSL.3 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. * CCCSL.4 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 | | | | |
| **Enduring Understandings** | | **Essential Questions** | | |
| Students will understand that:   * Learning to survive can be challenging * You don’t know how strong or powerful you are until faced with extreme circumstances * Nature can wreak havoc on our lives but it is how we deal with the disaster that helps to identify who we are as people * Thinking creatively and spontaneously leads to better chances for survival * Adrenalin affects our body during crucial circumstances forcing us to get through mental and physical situations | | * What does it take to survive? * How does luck help in survival? * How can creative thinking help people survive? * How does our body and mind work together for survival? | | |
| **Student Objectives** | | | | |
| * Students will be able to: * Describe an experience in oral and written form * Give, use and carry out commands * Listen actively to respond to and interpret visuals and audio * Use a dictionary to build an increase word knowledge * Engage in classroom discussions * Clarify vocabulary and ideas by rereading text and asking questions * Identify and use adverbs in sentences * Use adverbs that tell how, when, and where * Compose previewing questions before reading * Preview and make and confirm predictions about text read * Connect academic vocabulary to visual representation and personal experiences * Interpret, identify and explain multiple meaning words * Develop and practice fluency: Expression and Intonation * Preview and predict text using a prediction chart * Identify text structure: Sequence * Analyze literary elements: Setting, Plot * Give an oral response to literature * Use, analyze, and explain text features: Photos, Captions, Maps, Diagrams * Draw parallels between texts * Identify and discuss author’s purpose * Summarize text * Research, present, and evaluate a safety demonstration * Present a play * Use the writing process to Pre-write, draft, edit, revise, and publish * Utilize the writing process to create an original piece: (e., journal entry, personal narrative, original work, OEQ, Picture Prompt, Writing Prompt) * Tell and write about a problem and solution * Write an expository paragraph/essay | | | | |
| **Assessment Evidence** | | | | |
| **Formative Assessment(s)** | | **Summative Assessment(s)** | | |
| * Quizzes * Writing assignments * Journal Writing * Oral participation * Exit tickets * Language Acquisition Assessment * Observation of peer to peer interaction and collaboration | | * Cluster Assessment * Cluster Reflection * Unit Assessment * Unit Reflection * Project: Safety Demonstration * Project: Perform a play * Writing: Expository | | |
| **Teaching and Learning Actions – Instructional Strategies – Activities** | | | | |
| 1. Language Frames for Writing 2. Conduct games and role play conversations 3. Create a Word Map of Academic Vocabulary, Vocabulary Word Cards 4. TPR- Total Physical Response 5. Cooperative Learning- Think, Pair, Share, Three-Step-Interview 6. Academic Language Frames 7. Link Vocabulary and Concepts 8. Listen to text on audio and respond to a variety of questions | | | | |

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| **Vocabulary** | | | | |
| Inclusive, but not limited to: confirm, confuse, blood vessel, circumstances, danger, energy, escape, perspire, physical, system | | | | |
| **Resources** | | | | |
| * EDGE (National Geographic) Fundamentals * Series website: [www.myngconnect.com](http://www.myngconnect.com) * Selection recordings * Fluency and phonics practice materials * Interactive grammar, writing, and practice book * Supplemental texts and videos * Novels * Student laptops | | | | |
| **Differentiation** | | | | |
| **Enrichment** | | * Extended Vocabulary Exercises * Additional supplemental texts | | |
| **Intervention** | | * Visual supports * Graphic organizers * Language frames * Unlimited time * Cloze activities * Tiered assignments | | |
| **ELLs** | | * Visual supports * Graphic organizers * Cloze activities * Tiered assignments | | |
| **In this unit plan, the following 21st Century themes and skills are addressed.** | | | | |
| *Check all that apply.*  **21st Century Themes** | | | *Indicate whether these skills are* ***E****-Encouraged,* ***T-****Taught, or* ***A****-Assessed in this unit by marking* ***E, T, A*** *on the line before the appropriate skill.*  **21st Century Skills** | |
| *X* | Global Awareness | | *A* | Creativity and Innovation |
| *X* | Environmental Literacy | | *A* | Critical Thinking and Problem Solving |
|  | Health Literacy | | *T* | Communication |
|  | Civic Literacy | | *A* | Collaboration |
|  | Financial, Economic, Business, and Entrepreneurial Literacy | |  | **Other Interdisciplinary standards:** |
| **Notes-Observations-Reflections** | | | | |
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PERTH AMBOY PUBLIC SCHOOLS

**Curriculum Guide**

APPENDIX



PERTH AMBOY PUBLIC SCHOOLS

PARCC

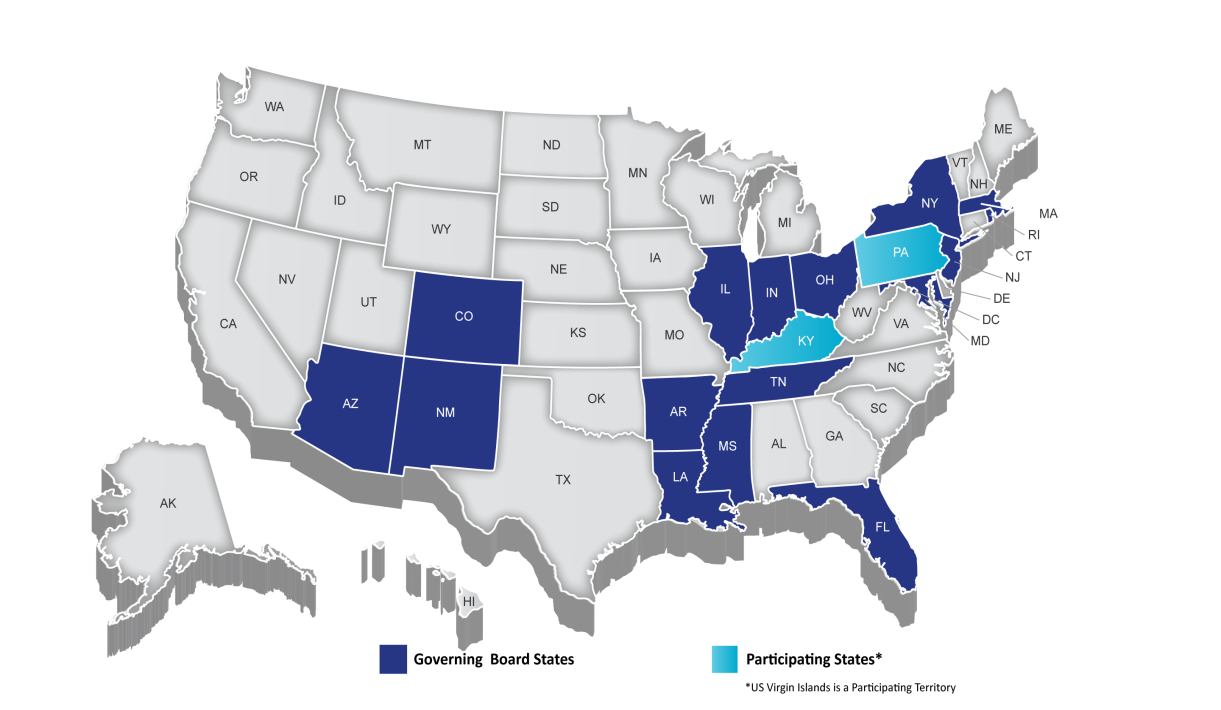
Source: <http://www.parcconline.org>

**About PARCC**

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These high quality, computer-based K–12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, students, and parents better information whether students are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs. The PARCC assessments will be ready for states to administer during the 2014-15 school year.

**Our Belief**

PARCC is based on the core belief that assessment should work as a tool for enhancing teaching and learning. Because the assessments are aligned with the new, more rigorous [Common Core State Standards (CCSS)](http://www.ccsso.org/) , they ensure that every child is on a path to college and career readiness by measuring what students should know at each grade level. They will also provide parents and teachers with timely information to identify students who may be falling behind and need extra help.



**PARCC States**

PARCC is made up of: [Arizona](http://www.parcconline.org/arizona) , [Arkansas](http://www.parcconline.org/arkansas), [Colorado](http://www.parcconline.org/colorado), [District of Columbia](http://www.parcconline.org/district-columbia), [Illinois](http://www.parcconline.org/illinois), [Indiana](http://www.parcconline.org/indiana), [Louisiana](http://www.parcconline.org/louisiana), [Maryland](http://www.parcconline.org/maryland), [Massachusetts](http://www.parcconline.org/massachusetts), [Mississippi](http://www.parcconline.org/mississippi), [New Jersey](http://www.parcconline.org/new-jersey), [New Mexico](http://www.parcconline.org/new-mexico), [New York](http://www.parcconline.org/new-york), [Ohio](http://www.parcconline.org/ohio), [Rhode Island](http://www.parcconline.org/rhode-island), and [Tennessee](http://www.parcconline.org/tennessee). The states in PARCC educate more than 15 million elementary, middle and high school students across the country. In addition, [Pennsylvania](http://www.parcconline.org/pennsylvania), is a "participating state."

**Design of PARCC System**

PARCC will develop an assessment system comprised of four components. Each component will computer-delivered and will leverage technology to incorporate innovations.

* Two summative, required assessment components, given towards the end of the year, designed to:
  + Make “college- and career-readiness” and “on-track” determinations,
  + Measure the full range of standards and full performance continuum, and
  + Provide data for accountability uses, including measures of growth.
* Two non-summative, optional assessment components, given in the first half of the year, designed to:
  + Generate timely information for informing instruction, interventions, and professional development during the school year.
* There will also be an additional third non-summative component will assess students’ speaking and listening skills.

The PARCC vision is to build a K-12 assessment system that:

* Builds a pathway to college and career readiness for ***all*** students,
* Creates high quality assessments that measure the full range of the Common Core State Standards,
* Supports educators in the classroom,
* Makes better use of technology in assessments, and
* Advances accountability at all levels.

The PARCC assessment system will also offer the following benefits:

* Determine whether students are college- and career-ready or on track
* Assess the full range of the Common Core Standards, including standards that are difficult to measure
* Measure the full range of student performance, including the performance high and low performing students
* Provide data during the academic year to inform instruction, interventions and professional development
* Provide data for accountability, including measures of growth
* Incorporate innovative approaches throughout the system

**PARCC - K-2 Formative Assessments**

To help states measure student knowledge and skills at the lower grades, the Partnership will develop an array of assessment resources for teachers of grades K–2 that are aligned to the Common Core State Standards, and vertically aligned to the PARCC assessment system. The tasks will consist of developmentally-appropriate assessment types, such as observations, checklists, classroom activities, and protocols, which reflect foundational aspects of the Common Core State Standards. The K-2 formative assessment tools aim to help create a foundation for students and put them on the track to college and career readiness in the early years.

These K-2 assessment tools will help educators prepare students for later grades and provide information for educators about the knowledge and skills of the students entering third grade, allowing classroom teachers and administrators to adjust instruction as necessary. These tools also will help states fully utilize the Common Core State Standards across the entire K-12 spectrum.

**The 3-8 PARCC assessments will be delivered at each grade level and will be based directly on the Common Core State Standards**

The 3-8 PARCC assessments will be delivered at each grade level and will be based directly on the Common Core State Standards.

The distributed PARCC design includes four components - two required summative and two optional non-summative - to provide educators with timely feedback to inform instruction and provide multiple measures of student achievement across the school year.

***Summative Assessment Components:***

* **Performance-Based Assessment (PBA)** administered after approximately 75% of the school year. The English language arts/literacy (ELA/literacy) PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools.
* **End-of-Year Assessment (EOY)** administered after approximately 90% of the school year. The ELA/literacy EOY will focus on reading comprehension. The mathematics EOY will call on students to demonstrate further conceptual understanding of the Major Content and Additional and Supporting Content of the grade/course (as outlined in the [*PARCC Model Content Frameworks*](http://www.parcconline.org/parcc-model-content-frameworks)), and demonstrate mathematical fluency, when applicable to the grade.

***Non-Summative Assessment Components:***

* **Diagnostic Assessment** designed to be an indicator of student knowledge and skills so that instruction, supports, and professional development can be tailored to meet student needs.
* **Mid-Year Assessment (MYA)** comprised of performance-based items and tasks, with an emphasis on hard-to-measure standards. After study, individual states may consider including the MYA as a summative component.
* **Speaking and Listening Assessment** (*ELA/literacy only*) designed to be an indicator of students’ ability to communicate their own ideas, listen to and comprehend the ideas of others, and to integrate and evaluate information from multimedia sources.

The 3-8 assessments will include a range of item types, including innovative constructed response, extended performance tasks, and selected response (all of which will be computer based).

**The high school PARCC assessments will be based directly on the Common Core State Standards**

The distributed PARCC design includes four components - two required summative and two optional non-summative - to provide educators with timely feedback to inform instruction and provide multiple measures of student achievement across the school year. PARCC states have endorsed a grade-based design in English language arts/literacy (ELA/literacy) and both a course-based and integrated design in mathematics.

***Summative Assessment Components:***

* **Performance-Based Assessment (PBA)** administered after approximately 75% of the school year. The ELA/literacy PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on expressing mathematical reasoning and modeling real-world problems.
* **End-of-Year Assessment (EOY)** administered after approximately 90% of the school year. The ELA/literacy EOY will focus on reading comprehension. The mathematics EOY will call on students to demonstrate further conceptual understanding of the Major Content and Additional and Supporting Content of the grade/course (as outlined in the [*PARCC Model Content Frameworks*](http://www.parcconline.org/parcc-model-content-frameworks)).

***Non-Summative Assessment Components:***

* **Diagnostic Assessment** designed to be an indicator of student knowledge and skills so that instruction, supports, and professional development can be tailored to meet student needs.
* **Mid-Year Assessment (MYA)** comprised of performance-based items and tasks, with an emphasis on hard-to-measure standards. After study, individual states may consider including the MYA as a summative component.
* **Speaking and Listening Assessment** (*ELA/literacy only*) designed to be an indicator of students' ability to communicate their own ideas, listen to and comprehend the ideas of others, and to integrate and evaluate information from multimedia sources.

The high school assessments will include a range of item types, including innovative constructed response, extended performance tasks, and selected response (all of which will be computer based). In addition, there will be college-ready cut scores on high school tests in mathematics and ELA/Literacy, which will signify whether students are ready for entry-level, credit-bearing college coursework. Earlier tests will be aligned vertically to ensure students are on - and stay on - the track to graduating ready for college and careers.

**PARCC Task Prototypes and Sample Items**

PARCC sample questions can be found at: http://www.parcconline.org/samples/item-task-prototypes

**PARCC Rubrics**

**PARCC Scoring of Prose Constructed Response Items:**

The PARCC Summative Assessments will include three performance-based tasks, each culminating in a prose constructed response (PCR) item. The narrative writing task requires that students write using a text stimulus, but the response is scored only for written expression and knowledge of language and conventions. The other two PCRS, associated with the Research Simulation Task and the Literary Analysis Task, are scored for reading, written expression, and knowledge of language and conventions.

PARCC has developed draft generic rubrics for the scoring of the three PCR items. The language of these rubrics is aligned to the CCSS, the PARCC writing evidences, and the PARCC content specific performance-level descriptors at the given grade level. To ensure reliable scoring of each PCR, PARCC will create an item specific scoring guide that includes sample scored and annotated student writings produced in response to the specific item. Human scorers will be trained to use the item-specific scoring guides developed for each PCR, with reliability of scoring for each scorer checked carefully throughout the scoring process.

**Potential uses for the PARCC rubrics during classroom instruction:**

Since the PARCC rubrics use the language of the CCSS, teachers may find them useful tools to score final written essays and writings produced during classroom instruction. Teachers using the generic rubrics for classroom assessment purposes will likely want to pull together assignment- specific examples of student writing that meet the top score points and use these samples and the language of the rubric to show students models of excellence. Teachers may also wish to work with students who have not achieved excellence to discuss how those students’ individual works, with effective revisions, could better meet the criteria for excellence described in the rubric (i.e. to best meet the grade-level CCSS). After standard setting for the first operational PARCC assessments, teachers will be able to use released sample tasks and the annotated scoring guides to understand the rigor required to produce “on track” or “college and career ready” work as defined by the PARCC assessments. Prior to that time, teachers may find it useful to continue to work collaboratively and to discuss student performances to accurately and fairly assess student work. When working to help students develop an understanding of specific writing skills, the classroom teacher may use language from one of the dimensions on the rubric, along with models of student writing, to exemplify the criteria for mastery of a skill. Teachers may use language from the draft rubrics to create their own classroom rubrics or other formative assessment tools that are aligned to the standards.

**Cautions:**

* Until standard setting is completed and complete performance-based tasks, along with scored student responses, are released, educators should be cautious in making assumptions about where the standard will be set to allow for a student response to be considered “on track” to, or representing, college- and career-ready performance levels.
* The draft rubrics are not designed to replace the CCSS—teachers should focus instruction on the standards and not on the rubrics.
* The draft rubrics are designed to allow for assessment of summative, final PARCC prose constructed response items. Research on best practices in teaching and assessing ELA suggests that it would be unwise and counterproductive to expect students to use these rubrics as “checklists” to produce writing.

**The rubrics below are available at:**

[**http://www.parcconline.org/samples/english-language-artsliteracy/grade-3-generic-rubrics-draft**](http://www.parcconline.org/samples/english-language-artsliteracy/grade-3-generic-rubrics-draft)

* **PARCC – GRADE 3: Condensed Scoring Rubric for Prose Constructed Response Items**
* **PARCC – GRADE 4-5: Condensed Scoring Rubric for Prose Constructed Response Items**
* **PARCC – GRADE 6-11: Condensed Scoring Rubric for Prose Constructed Response Items**

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| **Construct Measured** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Reading**  **Comprehension of Key Ideas**  **and Details**  \*Notes: Type of textual evidence required is grade and prompt specific and included in the scoring guide |  | The student response demonstrates accurate and full comprehension of the central ideas expressed in the text(s) and references the text explicitly. | The student response demonstrates accurate comprehension of the central ideas expressed in the text(s) and references the text explicitly | The student response may reference the text explicitly, but demonstrates limited comprehension of the central ideas expressed in the text(s). | The student response does not demonstrate comprehension of the ideas expressed in the text(s). |
| **Writing**  **Written Expression** |  | --The student response addresses the prompt and shows effective development of the topic and/or narrative elements by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.  --The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion.  --The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity. | --The student response addresses the prompt and shows some development of the topic and/or narrative elements by using some reasoning, details, text-based evidence, and/or description; the development is somewhat appropriate to the task and purpose.  --The student response demonstrates purposeful and controlled organization. and includes an introduction and conclusion.  --The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity. | --The student response makes reference to the topic of the prompt and develops the topic and/or narrative elements minimally by using limited reasoning, details, text-based-evidence, and/or description; the development is limited in its appropriateness to the task and purpose.  --The student response demonstrates purposeful organization. that sometimes is not controlled and may or may not include an introduction and/or conclusion.  --The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with limited clarity. | --The student response may not address the prompt, does not develop the topic or narrative elements, and is therefore inappropriate to the task and purpose.  --The student response demonstrates little or no organization.  --The student response does not use linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity. |
| **Writing**  **Knowledge of Language and Conventions** | The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. | The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear. | The student response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding. | The student response demonstrates limited command of the conventions of standard English. There are multiple distracting errors in grammar and usage that sometimes impede understanding. | The student response demonstrates little to no command of the conventions of standard English. There are frequent distracting errors in grammar and usage that often impede understanding. |

**PARCC – GRADE 3 LAL Condensed Scoring Rubric for Prose Constructed Response Items**

**PARCC – GRADE 3 LAL Condensed Scoring Rubric for Prose Constructed Response Items (Cont’d)**

NOTE:

* The reading dimension is not scored for elicited narrative stories.
* Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.
* The elements of organization to be assessed are expressed in the grade-level standards W1-W3 and elucidated in the scoring rules for each individual PCR.

Coded Responses: (All coded responses are scored with a 0 on the rubric)

A=No response

B=Response is unintelligible or undecipherable

C=Response is not written in English

D=Response is too limited to evaluate

Note—additional codes may be added after the tryout or field testing of tasks **PARCC – GRADE 4-5 ELA Condensed Scoring Rubric for Prose Constructed Response Items**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Construct Measured**  ***DRAFT*** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Reading Comprehension of Key Ideas and Details**  \*Notes The type of textual evidence required is grade and prompt specific and included in the scoring guide. |  | The student response provides an accurate analysis of what the text says explicitly and inferentially and references the text explicitly to support the analysis, showing full comprehension of complex ideas expressed in the text(s). | The student response provides a mostly accurate analysis of what the text says explicitly and inferentially and references the text to support the analysis, showing extensive comprehension of ideas expressed in the text(s). | The student response provides a minimally accurate analysis of what the text says and may reference the text showing limited comprehension of ideas expressed in the text(s). | The student response provides an inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in the text(s). |
| **Writing**  **Written Expression** |  | --The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.  --The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.  --The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas. | --The student response addresses the prompt and provides effective development of the topic and/or narrative elements by using reasoning, details, and/or description; the development is largely appropriate to the task, purpose, and audience.  --The student response demonstrates coherence, clarity, and cohesion2, and includes an introduction and conclusion.  --The student response attends to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas. | --The student response addresses the prompt and develops the topic and/or narrative elements minimally by using limited reasoning, details, and/or description; the development is limited in its appropriateness to the task, purpose, and/or audience.  --The student response demonstrates limited coherence, clarity, and/or cohesion2, and may or may not include a clear introduction and/or conclusion.  -The student response shows limited awareness of the norms of the discipline. The response includes limited descriptions, sensory details, linking and transitional words, or domain-specific vocabulary to clarify ideas. | --The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience.  --The student response demonstrates a lack of coherence, clarity and cohesion.  --The student response shows little to no awareness of the norms of the discipline. The student response lacks the descriptions, sensory details, linking and transitional words, or domain-specific vocabulary needed to clarify ideas. |
| **Writing**  **Knowledge of Language and Conventions** | The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. | The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear. | The student response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding. | The student response demonstrates limited command of the conventions of standard English. There are multiple errors in grammar and usage demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding. | The student response demonstrates little to no command of the conventions of standard English. There are frequent and varied errors in grammar and usage, demonstrating little or no control over language. There are frequent distracting errors in grammar and usage that often impede understanding. |

**PARCC – GRADE 4-5 ELA Condensed Scoring Rubric for Prose Constructed Response Items (Cont’d)**

NOTE:

* The reading dimension is not scored for elicited narrative stories.
* Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.
* The elements of organization to be assessed are expressed in the grade-level standards W1-W3 and elucidated in the scoring rules for each individual PCR.

Coded Responses: (All coded responses are scored with a 0 on the rubric)

A=No response

B=Response is unintelligible or undecipherable

C=Response is not written in English

D=Response is too limited to evaluate

Note—additional codes may be added after the tryout or field testing of tasks **PARCC – GRADE 6-11 LAL Condensed Scoring Rubric for Prose Constructed Response Items**

***DRAFT***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Construct Measured** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Reading**  **Comprehension of Key Ideas and Details**  \*Notes The type of textual evidence required is grade and prompt specific and included in the scoring guide. | The student response provides an accurate analysis of what the text says explicitly and inferentially and cites convincing textual evidence to support the analysis, showing full comprehension of complex ideas expressed in the text(s). | The student response provides a mostly accurate analysis of what the text says explicitly and inferentially and cites textual evidence to support the analysis, showing extensive comprehension of ideas expressed in the text(s). | The student response provides a generally accurate analysis of what the text says explicitly or inferentially and cited textual evidence, shows a basic comprehension of ideas expressed in the text(s). | The student response provides a minimally accurate analysis of what the text says and cited textual evidence, shows limited comprehension of ideas expressed in the text(s). | The student response provides an inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in the text(s). |
| **Writing**  **Written Expression** | --The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.  --The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.  --The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. | --The student response addresses the prompt and provides effective development of the claim, topic and/or narrative elements by using clear reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task, purpose, and audience.  --The student response demonstrates a great deal of coherence, clarity, and cohesion, and includes an introduction, conclusion, and a logical progression of ideas, making it fairly easy to follow the writer’s progression of ideas.  --The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses mostly precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. | --The student response addresses the prompt and provides some development of the claim, topic and/or narrative elements by using some reasoning, details, text-based evidence, and/or description; the development is somewhat appropriate to the task, purpose, and audience.  --The student response demonstrates some coherence, clarity, and/or cohesion, and includes an introduction, conclusion, and logically grouped ideas, making the writer’s progression of ideas usually discernible but not obvious.  --The student response establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. The response uses some precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone and/or domain-specific vocabulary. | --The student response addresses the prompt and develops the claim, topic and/or narrative elements minimally by using limited reasoning, details, text-based evidence and/or description; the development is limited in its appropriateness to the task, purpose, and/or audience.  --The student response demonstrates limited coherence, clarity, and/or cohesion, making the writer’s progression of ideas somewhat unclear.  --The student response has a style that has limited effectiveness, with limited awareness of the norms of the discipline. The response includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary. | --The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience.  --The student response demonstrates a lack of coherence, clarity and cohesion.  --The student response has an inappropriate style. The student writing shows little to no awareness of the norms of the discipline. The response includes little to no precise language. |

**PARCC – GRADE 6-11 LAL Condensed Scoring Rubric for Prose Constructed Response Items (cont’d)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Writing**  **Knowledge of Language and Conventions** | The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. | The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear. | The student response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding | The student response demonstrates limited command of the conventions of standard English. There are multiple errors in grammar and usage demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding | The student response demonstrates little to no command of the conventions of standard English. There are frequent and varied errors in grammar and usage, demonstrating little or no control over language. There are frequent distracting errors in grammar and usage that often impede understanding. |

NOTE:

* The reading dimension is not scored for elicited narrative stories.
* The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing and elucidated in the scoring guide for each PCR.
* Tone is not assessed in grade 6.
* Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters’ motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

Coded Responses: (All coded responses are scored with a 0 on the rubric)

A=No response

B=Response is unintelligible or undecipherable

C=Response is not written in English

D=Response is too limited to evaluate

Note—additional codes may be added after the tryout or piloting of tasks



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**Writing Forms for Prose Constructed Response (PCR) Items:**

The PARCC Summative Assessments in Grades 3-11 will measure writing using three prose constructed response (PCR) items. In the classroom writing can take many forms, including both informal and formal. Since each PCR is designed to measure both written expression and knowledge of language and conventions, the audience and form for each PCR will necessitate that students use a formal register. In addition, PARCC seeks to create items that elicit writing that is authentic for the students to be assessed. The list below represents a sample of the forms which may be elicited from students in response to PARCC Summative Assessment PCRs. This list is not designed to be exhaustive either for the PARCC assessments or the classroom. Item writers will not use the list as the definitive list of forms that can be elicited on PCRs, and teachers should not plan to use the list as a checklist of forms to be taught. Instead, the list is provided to demonstrate the wealth of forms for writing that may be used to elicit authentic student writing.

In grades 3-5, students may be asked to produce:

* Adventure stories
* Autobiography
* Biography
* Book reviews
* Brochures
* Character Sketches
* Descriptions
* Diaries
* Encyclopedia or Wiki entries
* Endings
* Essays
* Explanations
* Fables
* Fantasy stories
* Fiction
* How-to-do-it articles
* Humorous stories
* Legends
* Letters
* Magazine articles
* Myths
* News articles
* Pamphlets
* Persuasive letters
* Reports
* Reviews
* Scenes (from a play)
* Short stories
* Science articles
* Science fiction stories
* Sequels
* Speeches

In addition to those forms listed for grades 3-5, students in grades 6-8 may be asked to produce:

* Anecdotes
* Apologies
* Complaints
* Editorials
* Interviews

In addition to those forms listed for grades 3-8, students in grades 9-11 may be asked to produce:

* Satires
* Spoofs
* Testimonials



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**THE NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR WORLD LANGUAGES**



**Source:** [**http://www.state.nj.us/education/cccs/standards/7/index.html**](http://www.state.nj.us/education/cccs/standards/7/index.html)

**World Languages Education in the 21st Century**

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

**Mission:** *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

**Vision:** An education in world languages fosters a population that:

• Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.

• Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.

• Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

**Intent and Spirit of the World Languages Standard**

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirements for high school graduation to accrue, during each year of enrollment, five credits in world languages aimed at preparation for entrance into postsecondary programs or 21st-century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad. However, as part of a three-year grant project (2005-08), the New Jersey Department of Education collected data from New Jersey schools that further support these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students present compelling evidence for the need to develop programs that offer *all* students the opportunity to meet the state-designated proficiency level of Novice-High. The data show that programs offering *a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year* produce a majority of students who can speak at the Novice-High

proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well articulated language programs at the elementary and middle-school levels, as required by

New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the

Novice-High level of language proficiency required for graduation.

**Language Proficiency Levels**

Unlike other New Jersey Core Curriculum Content Standards areas, the world languages standard is benchmarked by proficiency levels, rather than grade levels. The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), and the *ACTFL Proficiency Guidelines—Writing* (ACTFL, 2001). The levels are fully defined in the World Languages Performance Level Descriptors Table and are summarily reflected in the following proficiency statements:

• **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.

• **Novice-High Level:** Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

• **Intermediate-Low Level:** Students communicate *using simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

• **Intermediate-Mid Level:** Students communicate *using strings of sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

• **Intermediate-High Level:** Students communicate *using connected sentences and paragraphs* to handle complicated situations on a wide-range of topics.

• **Advanced-Low Level:** Students communicate *using paragraph-level discourse* to handle complicated situations on a wide-range of topics.

***Realistic Grade-Level Targets for Benchmarked Proficiency Levels***

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational). However, according to ACTFL, the proficiency levels generally align with grade-level achievement as follows:

• **Novice-Mid Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes should meet the cumulative progress indicators for the Novice-Mid level *by the end of grade 2*.

• **Novice-High Level:** Students beginning the study of a second language in preschool or kindergarten in a program that meets a minimum of three times a week for 30 minutes, and continuing the study of that language in subsequent grades in a program that meets for the same amount of time, should meet the cumulative progress indicators for the Novice-High level *by the end of grade 5*.

• **Intermediate-Low Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school, and continuing the study of that language through middle school in a program that meets a minimum of five times a week for 40 minutes, should meet the cumulative progress indicators for the Intermediate-Low level *by the end of grade 8*.

• **Intermediate-Mid Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-Mid level *by the end of grade 10*.

• **Intermediate-High Level:** Students beginning the study of a second language in a program that meets a minimum of three times a week for 30 minutes during elementary school and a minimum of five times a week for 40 minutes during middle school and high school, should meet the cumulative progress indicators for the Intermediate-High level *by the end of grade 12*.

• **Advanced-Low Level:** Heritage students and students who have significant experiences with the language outside of the classroom should meet the cumulative progress indicators for the Advanced-Low level *by the end of grade 12*.

***A Note About Preschool Learners***: Like other young learners, preschool students learn world languages with the goal of reaching the Novice-Mid level by second grade. However, the focus of language learning for preschool students may differ from the focus of language learning for students in grades K-2. To learn more about language learning at the preschool level, see the Preschool Teaching & Learning Standards.

***ACTFL Anticipated Performance Outcomes***

The graphic that follows provides a visual representation of anticipated student performance outcomes (ACTFL, 1998).

Visual Representation of Anticipated Performance Outcomes as described in the *ACTFL Performance Guidelines for K-12 Learners*

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**Philosophy and Goals**

The New Jersey world languages standard and indicators reflect the philosophy and goals found in the national *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006). They were developed by consulting standards in the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of the world languages standard for particular languages or language groups:

• **American Sign Language (ASL):** Students and teachers of American Sign Language (ASL) communicate thoughts and ideas through three-dimensional visual communication. They engage in all three modes of communication—interpersonal, interpretive, and presentational—by using combinations of hand-shapes, palm orientations, and movements of the hands, arms, and body. ASL differs from other spoken languages in that the vocal cords are not used for communication.

• **Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.

• **Heritage-languages:** Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

**Revised Standard**

The world languages standard lays the foundation for creating local curricula and related assessments. Changes that led to the revised 2009 standard are as follows:

• The communication and culture standards have been combined into one standard that continues to be organized by proficiency levels, but now also encompasses a broader spectrum of proficiency levels.

• World languages content is both linguistic and cultural, and includes personal and social topics and concepts as well as ideas from other content areas. Both linguistic and cultural content statements have been added for each strand to provide a context for the cumulative progress indicators (CPIs) at each proficiency level.

• Linguistic content varies and is dependent on the mode of language use. Proficiency does not occur at the same rate for all students in all skill areas. (See the results of the Foreign Language Assistance Program Grant Project, which are contained in the report, Policy, Assessment, and Professional Development: Results from a Statewide Study.) For example, a student may perform at the Novice-High level in reading and the Intermediate-Low level in speaking.

• Cultural content recurs across the modes of communication because communication always occurs within a cultural context. The 21st-century themes identified in the *Partnership for 21st Century Skills Framework* are incorporated in many of these content statements. Students spiral through this content with increasing depth and sophistication as they attain higher levels of language proficiency. Therefore, the extent to which a theme is addressed at a given point in time depends on age- and developmental appropriateness as well as on proficiency level. • Integration of technology within the CPIs necessitates its use as a tool in instruction and assessment.

***One World Languages Standard***

The reorganization of the previous world languages standards into one revised standard reflects the framework, graphically depicted below, that was developed for the 2004 National Association of Educational Progress (NAEP) in foreign languages.



The NAEP graphic illustrates that the overarching goal of language instruction is the development of students’ communicative skills (the central “C” of five Cs in the graphic is for “communication”). Students should be provided ample opportunities to engage in conversations, present information to a known audience, and interpret authentic materials in the language ofstudy. In addition, to develop linguistic proficiency, a meaningful context for language use must be established. The four Cs in the outer ring of the graphic (cultures, connections, comparisons, and communities) provide this meaningful context for language learning. These contexts stress (1) the teaching of culture; (2) the study and reinforcement of content from other disciplines; (3) the comparison of target and native languages and

cultures; and (4) opportunities to interact with native speakers of languages. As such, the four context Cs serve as the basis for instructional activities and are fully embedded within the world languages communication objectives.

View two videos (#12 and #30) that illustrate the integration of the five Cs.

***Three Strands***

The revised world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational (in the NAEP graphic, these are shown around the inner triangle).

**Strand A** reflects the **Interpretive Mode** of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.” For more on the interpretive mode of communication:

• Click Teaching Foreign Languages K-12 Workshop to view a video on the interpretive mode (scroll down to video #1).

• Click Wisconsin Project: Modes of Communication.

**Strand B** reflects the **Interpersonal Mode** of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

• Click Teaching Foreign Languages K-12 Workshop to view a video on the interpersonal mode (scroll down to video #2.

• Click Wisconsin Project: Modes of Communication.

**Strand C** reflects the **Presentational Mode** of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

• Click Teaching Foreign Languages K-12 Workshop to view a video on the presentational mode (scroll down to video #3)

• Click Wisconsin Project: Modes of Communication.

***The Role of Grammar in the World Languages Class***

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised New Jersey World Languages standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

**Education in World Languages: Advocacy and Resources**

• Information regarding federal grants for implementing standards-based world languages programs may be found on the Foreign Language Assistance Program (FLAP) or the Joint National Committee for Languages (JNCL) websites. JNCL also provides advocacy materials.

• The American Council on the Teaching of Foreign Languages (ACTFL) provides extensive research related to the ways that language learning benefits students by supporting academic achievement, cognitive development, and positive attitudes and beliefs about languages and cultures.

• An Annotated Glossary With Resources, instructions for How To Select Culturally Authentic Materials Based On Proficiency Level, and a World Languages Performance-Level Descriptors Table were designed in connection with the World Languages standard to support implementation of world languages instruction.

• The most comprehensive report compiled on the status of world languages education in New Jersey’s public schools (2005), *A Report on the State of World Languages Implementation in New Jersey*, is available on the New Jersey Department of Education World Languages homepage.

• The state language organization—Foreign Language Educators of New Jersey (FLENJ)—offers links to a variety of language resources, professional development opportunities, and information about student and professional awards and scholarships.



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**THE COMMON CORE STATE STANDARDS – ENGLISH LANGUAGE ARTS**

**Key Shifts in English Language Arts**

Introduction

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing the standards well.

The following are key shifts called for by the Common Core:

1. Regular practice with complex texts and their academic language

Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. The standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read.

Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*). The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading. They ask students to determine word meanings, appreciate the nuances of words, and steadily expand their range of words and phrases. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.

Because the standards are the roadmap for successful classrooms, and recognizing that teachers, school districts, and states need to decide on the journey to the destination, they intentionally do not include a required reading list. Instead, they include numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect during the year.

The standards include certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the majority of decisions about what and how to teach to states, districts, schools, and teachers.

1. Reading, writing, and speaking grounded in evidence from texts, both literary and informational

The Common Core emphasizes using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care.

The reading standards focus on students’ ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of *text-dependent* questions, whose answers require inferences based on careful attention to the text.

Frequently, forms of writing in K–12 have drawn heavily from student experience and opinion, which alone will not prepare students for the demands of college, career, and life. Though the standards still expect narrative writing throughout the grades, they also expect a command of sequence and detail that are essential for effective argumentative and informative writing. The standards’ focus on evidence-based writing along with the ability to inform and persuade is a significant shift from current practice.

1. Building knowledge through content-rich nonfiction

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students’ content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading includes content-rich nonfiction in history/social studies, sciences, technical studies, and the arts. The K-5 standards strongly recommend that texts—both within and across grades—be selected to support students in systematically developing knowledge about the world.

In grades 6-12, there is much greater attention on the specific category of literary nonfiction, which is a shift from traditional standards. To be clear, the standards pay substantial attention to literature throughout K-12, as it constitutes half of the reading in K-5 and is the core of the work of 6-12 ELA teachers. Also in grades 6-12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. Reading, writing, speaking, and listening should span the school day from K-12 as integral parts of every subject.



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**THE COMMON CORE STATE STANDARDS – ENGLISH LANGUAGE ARTS**

**Key Design Consideration**

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9-12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K-8; grade bands for 9-10 and 11-12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9-12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students’ literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K-5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6-12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

| **Grade** | **Literary** | **Information** |
| --- | --- | --- |
| 4 | 50% | 50% |
| 8 | 45% | 55% |
| 12 | 30% | 70% |

*(2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.*

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K-5, the Standards follow NAEP’s lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP’s growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6-12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.1 To measure students’ growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP’s shifting emphases: standards for grades 9-12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.2

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

| **Grade** | **To Persuade** | **To Explain** | **To Convey Experience** |
| --- | --- | --- | --- |
| 4 | 30% | 35% | 35% |
| 8 | 35% | 35% | 30% |
| 12 | 40% | 40% | 20% |

*Source: National Assessment Governing Board. (2007). Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition. Iowa City, IA: ACT, Inc.*

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1-3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

What is not covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.
2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.
3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.
4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.
5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities *reading* should allow for the use of Braille, screen-reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, *speaking* and *listening* should be interpreted broadly to include sign language.

1. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, school wide literacy program.