ESL Beginner
North Brunswick Township Public Schools

Acknowledgements

Marcelino Garcia, ESL

Michael Santamaria, English and ESL Supervisor

Summer 2012
<table>
<thead>
<tr>
<th>CCSS and WIDA (Word/Phrase Level) Anchor Standard</th>
<th>CCSS and WIDA Grade Specific Standard</th>
<th>Instructional Strategies</th>
<th>Modifications</th>
<th>Assessments</th>
<th>PACING</th>
</tr>
</thead>
</table>
| WIDA Standard 1,2,3,4,5                         | WIDA (9-10) Levels 1-3 Reading and Listening Writing and Speaking | Identify individual student English proficiency. Reading, Writing, Speaking and Listening | • Note taking guides  
• Previewing materials  
• KWL strategies  
• Graphic and semantic organizers  
• Cue cards  
• Props and manipulatives  
• Music or movement  
• Simulations  
• Games and puzzles  
• “Think alouds”  
• Anecdotal records  
• Conferences  
• Extended time | • Open-ended questions  
• Do Now prompts  
• Think and Discuss  
• Speculative prompts  
• Class work  
• Homework  
• Problem solving activities  
• In class practice problems  
• Conferenceing  
• Note taking guides  
• Previewing | September 2-4 weeks |
| RL.CCR.10 Read and comprehend complex literary informational texts independently and proficiently. | RL.9-10.10 By the end of the grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. | -Intake assessments  
(Mac II, Access for ELLs, Reading, writing, speaking and listening activities)  
-Proficiency monitoring  
-School/Country acclimation process | | | |
| WIDA Standard 1,2 | WIDA (9-10) Levels 1-3 Reading and Listening Writing and Speaking | Practicing a whole language approach to academic English improvement. | • Note taking guides  
• Previewing | | Bi-Monthly 1 week |
| RL.CCR.1     | RL.9-10.1 | -Interpreting vocabulary  
- Choral/Pair/Guided vocabulary in context reading  
- Reading comprehension activity  
- Individual recording of reading (iPod, iPad)  
- Out of context vocabulary activity  
- Discussion of reading for comprehension and synthesis  
- Writing summary of reading with vocabulary in own words (with notes)  
- Assessment- written/spoken summary of reading with proper use of vocabulary in own words.  
Materials: Shining Star, Individual Student connected texts from other courses (History, Science, Math, and Electives)  |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.CCR.2</td>
<td>RL.9-10.2</td>
<td>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.</td>
</tr>
</tbody>
</table>
| WIDA Standard 1,2 | WIDA (9-10) Levels 1-3 Listening and Speaking | Students will engage in a series of Authentic English discussions  
- Play and Scene stage work (script)  
- Prepared speeches (in own words)  
- High Tea Party (Formal conversation among Staff and ESL students)  
- Dictation  
- Panel discussions  
- Skype and other online chatting exercises  
- Guest speakers  
- Demonstrations |
| SL.CCR.1    | SL.9-10.1 | 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. |
| WIDA (9-10) Levels 1-3 Listening and Speaking | WIDA (9-10) Levels 1-3 Listening and Speaking | Students will engage in a series of Authentic English discussions  
- Play and Scene stage work (script)  
- Prepared speeches (in own words)  
- High Tea Party (Formal conversation among Staff and ESL students)  
- Dictation  
- Panel discussions  
- Skype and other online chatting exercises  
- Guest speakers  
- Demonstrations |
| SL.CCR.1    | SL.9-10.1 | 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. |
| WIDA (9-10) Levels 1-3 Listening and Speaking | WIDA (9-10) Levels 1-3 Listening and Speaking | Students will engage in a series of Authentic English discussions  
- Play and Scene stage work (script)  
- Prepared speeches (in own words)  
- High Tea Party (Formal conversation among Staff and ESL students)  
- Dictation  
- Panel discussions  
- Skype and other online chatting exercises  
- Guest speakers  
- Demonstrations |
| WIDA (9-10) Levels 1-3 Listening and Speaking | WIDA (9-10) Levels 1-3 Listening and Speaking | Students will engage in a series of Authentic English discussions  
- Play and Scene stage work (script)  
- Prepared speeches (in own words)  
- High Tea Party (Formal conversation among Staff and ESL students)  
- Dictation  
- Panel discussions  
- Skype and other online chatting exercises  
- Guest speakers  
- Demonstrations |
| WIDA (9-10) Levels 1-3 Listening and Speaking | WIDA (9-10) Levels 1-3 Listening and Speaking | Students will engage in a series of Authentic English discussions  
- Play and Scene stage work (script)  
- Prepared speeches (in own words)  
- High Tea Party (Formal conversation among Staff and ESL students)  
- Dictation  
- Panel discussions  
- Skype and other online chatting exercises  
- Guest speakers  
- Demonstrations |
| WIDA (9-10) Levels 1-3 Listening and Speaking | WIDA (9-10) Levels 1-3 Listening and Speaking | Students will engage in a series of Authentic English discussions  
- Play and Scene stage work (script)  
- Prepared speeches (in own words)  
- High Tea Party (Formal conversation among Staff and ESL students)  
- Dictation  
- Panel discussions  
- Skype and other online chatting exercises  
- Guest speakers  
- Demonstrations |
| WIDA (9-10) Levels 1-3 Listening and Speaking | WIDA (9-10) Levels 1-3 Listening and Speaking | Students will engage in a series of Authentic English discussions  
- Play and Scene stage work (script)  
- Prepared speeches (in own words)  
- High Tea Party (Formal conversation among Staff and ESL students)  
- Dictation  
- Panel discussions  
- Skype and other online chatting exercises  
- Guest speakers  
- Demonstrations |
| WIDA (9-10) Levels 1-3 Listening and Speaking | WIDA (9-10) Levels 1-3 Listening and Speaking | Students will engage in a series of Authentic English discussions  
- Play and Scene stage work (script)  
- Prepared speeches (in own words)  
- High Tea Party (Formal conversation among Staff and ESL students)  
- Dictation  
- Panel discussions  
- Skype and other online chatting exercises  
- Guest speakers  
- Demonstrations |
| WIDA (9-10) Levels 1-3 Listening and Speaking | WIDA (9-10) Levels 1-3 Listening and Speaking | Students will engage in a series of Authentic English discussions  
- Play and Scene stage work (script)  
- Prepared speeches (in own words)  
- High Tea Party (Formal conversation among Staff and ESL students)  
- Dictation  
- Panel discussions  
- Skype and other online chatting exercises  
- Guest speakers  
- Demonstrations |
| WIDA (9-10) Levels 1-3 Listening and Speaking | WIDA (9-10) Levels 1-3 Listening and Speaking | Students will engage in a series of Authentic English discussions  
- Play and Scene stage work (script)  
- Prepared speeches (in own words)  
- High Tea Party (Formal conversation among Staff and ESL students)  
- Dictation  
- Panel discussions  
- Skype and other online chatting exercises  
- Guest speakers  
- Demonstrations |
| WIDA (9-10) Levels 1-3 Listening and Speaking | WIDA (9-10) Levels 1-3 Listening and Speaking | Students will engage in a series of Authentic English discussions  
- Play and Scene stage work (script)  
- Prepared speeches (in own words)  
- High Tea Party (Formal conversation among Staff and ESL students)  
- Dictation  
- Panel discussions  
- Skype and other online chatting exercises  
- Guest speakers  
- Demonstrations |
| WIDA (9-10) Levels 1-3 Listening and Speaking | WIDA (9-10) Levels 1-3 Listening and Speaking | Students will engage in a series of Authentic English discussions  
- Play and Scene stage work (script)  
- Prepared speeches (in own words)  
- High Tea Party (Formal conversation among Staff and ESL students)  
- Dictation  
- Panel discussions  
- Skype and other online chatting exercises  
- Guest speakers  
- Demonstrations |
| WIDA (9-10) Levels 1-3 Listening and Speaking | WIDA (9-10) Levels 1-3 Listening and Speaking | Students will engage in a series of Authentic English discussions  
- Play and Scene stage work (script)  
- Prepared speeches (in own words)  
- High Tea Party (Formal conversation among Staff and ESL students)  
- Dictation  
- Panel discussions  
- Skype and other online chatting exercises  
- Guest speakers  
- Demonstrations |
| WIDA (9-10) Levels 1-3 Listening and Speaking | WIDA (9-10) Levels 1-3 Listening and Speaking | Students will engage in a series of Authentic English discussions  
- Play and Scene stage work (script)  
- Prepared speeches (in own words)  
- High Tea Party (Formal conversation among Staff and ESL students)  
- Dictation  
- Panel discussions  
- Skype and other online chatting exercises  
- Guest speakers  
- Demonstrations |
<table>
<thead>
<tr>
<th>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence.</td>
</tr>
</tbody>
</table>

- Guest speakers
- Simulations
- Games and puzzles
- “Think alouds”
- Anecdotal records
- Conferences
- Reward systems
- Extended time
- Preferred response
- Authentic Language exposure
- iPods, iPads
- In class practice problems
- Rubric Targeted Discussion
- Recorded voice
<table>
<thead>
<tr>
<th>CCSS Anchor Standard</th>
<th>CCSS Grade Specific Standard</th>
<th>Instructional Strategies</th>
<th>Modifications</th>
<th>Assessments</th>
<th>PACING</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIDA Standard 1,2,3,4,5</td>
<td>WIDA (9-10) Levels 1-3 Reading and Listening Writing and Speaking</td>
<td>Students will engage and explore a series of Language Acquisition strategies to formulate a personalized learning plan.</td>
<td>• Note taking guides</td>
<td>• Open-ended questions</td>
<td>Throughout school year</td>
</tr>
<tr>
<td>RL.CCR.10</td>
<td>RL.9-10.10 By the end of the grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</td>
<td>-Mac II Assessment -Access for ELLs assessment -Shining Star Text activities -Timed Reading -Timed Writing -Timed Listening -Timed Speaking -Online activities, (ei. iGoogle, My big Campus, Study Island, and other.) -Interview -Mission Statements</td>
<td>• Previewing materials</td>
<td>• Do Now prompts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• KWL strategies</td>
<td>• Think and Discuss</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• organizers</td>
<td>• Speculative prompts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Highlighting/and underlining</td>
<td>• Persuasive prompts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Cue cards</td>
<td>• Class work</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Props and manipulatives</td>
<td>• Homework</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Music or movement</td>
<td>• Problem solving activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Simulations</td>
<td>• In class practice problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Games and puzzles</td>
<td>• HSPA Workouts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• “Think alouds”</td>
<td>• Study Island assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Discussion credit</td>
<td></td>
</tr>
</tbody>
</table>
| WIDA Standard 1,2,3,4,5 | Plan with short and long term goals. Students will modify accordingly through conferences with teacher, counselor or other staff members. | • Anecdotal records
• Conferences
• Reward systems
• Extended time preferred response |
|-------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| SL.CCR.1                | Students will take a proactive approach to fulfilling goals in personalized learning plan.  
-Connect with teachers and staff.  
-Connect with school community.  
-Connect with home and local community.  
-Engage in info finding experiences that will aid in both language acquisition and student responsibility | Resource: Freshman Academy |
| WIDA (9-10) Levels 1-3 | SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |  |
| Reading and Listening | a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  

b. Work with peers to set rules for collegial discussions and |  |
| Writing and Speaking |  |
|  |  |
| SL.9-10.1 |  |
| Note taking guides
• Previewing materials
• KWL strategies
• Graphic and semantic organizers
• Color coding
• Highlighting/and underlining
• Cue cards
• Props and manipulatives
• Music or movement
• Guest speakers
• Simulations
• Games and puzzles
• “Think alouds”
• Anecdotal records
• Conferences
• Reward systems |  |
| Open-ended questions
• Do Now prompts
• Think and Discuss
• Speculative prompts
• Persuasive prompts
• Class work
• Homework
• Problem solving activities
• In class practice problems
• Study Island assignments
• Special meetings
• conferences Discussion credit | Individualized per student
| Throughout school year |
decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**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.

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**WIDA Standard 1,2**
**RL.CCR.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.

**WIDA (9-10) Levels 1-3**
**Reading and Writing**
**RL.9-10.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and

**Cultural Diversity:** Analyze how our literary heritage is displayed in a global literary tradition.

- Literary Readers: Levels 1-3
- Articles
- Excerpts
- Grade level aligned literature (from mainstream English courses)

**Preferred response**

- Extended time
- Note taking guides
- Previewing materials
- KWL strategies
- Highlighting and underlining
- Props and manipulatives
- Music or movement
- Open-ended questions
- Do Now prompts
- Think and Discuss
- Speculative prompts
- Persuasive prompts
- Class work
- Homework

**March - June**
| place; how it sets a formal or informal tone). | Guest speakers  
“Think alouds”  
Anecdotal records  
Conferences  
Extended time | Problem solving activities  
In class practice problems  
Study Island assignments  
conferences  
Discussion credit |
<table>
<thead>
<tr>
<th>CCSS Anchor Standard</th>
<th>CCSS Grade Specific Standard</th>
<th>Instructional Strategies</th>
<th>Modifications</th>
<th>Assessments</th>
<th>PACING</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIDA Standard 1,2,3,4,5</td>
<td>WIDA (9-10) Levels 1-3 Reading and Listening Writing and Speaking W.9-10.6</td>
<td>Technology: Students will familiarize, engage and produce projects in various technological capacities. - iPads - iPods - Laptops and desktops - Voice and Video Recorders - Online projects and websites - e-communication - word processing - Smart board</td>
<td>• Note taking guides • Previewing materials • KWL strategies • Graphic and semantic organizers • Cue cards • Props and manipulatives • Music or movement • Simulations • Games and puzzles • “Think alouds” • Anecdotal records • Conferences • Extended time</td>
<td>• Open-ended questions • Do Now prompts • Think and Discuss • Speculative prompts • Persuasive prompts • Class work • Homework • Problem solving activities • In class practice problems • <em>HSPA</em> Workouts • Study Island assignments • Discussion credit</td>
<td>In tandem with other instructional strategies</td>
</tr>
</tbody>
</table>