

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

ENGLISH AND ENGLISH LANGUAGE LEARNER DEPARTMENT

ENGLISH 1 & 2/ELL

Grade Level: 9-10

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 31, 2009

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Course Philosophy

The goal of the Freehold Regional High School District is to prepare students for the English and academic literacy demands of the world at large. The greatest responsibility for ESL teachers is to strengthen each student's ability to process and communicate information in English, as well as to increase students' proficiency levels of academic English. The course of study, taught by an ESL teacher, is designed for novice and intermediate speakers of English who will benefit from a sheltered language arts literacy class that utilizes an integrated skills approach based on listening, speaking, reading, and writing. Fluency and accuracy in both spoken and written English are emphasized.

In order to prepare students more effectively to pursue life goals, the ESL program's sheltered language arts classes' learning objectives are based upon the New Jersey Core Curriculum Content Standards for Language Arts Literacy and the 2007 WIDA English Language Proficiency Standard 2: The Language of Language Arts. The ultimate purpose is to make ELL students literate readers, writers, and speakers in Standard American English as well as astute listeners and viewers.

To this end, the curriculum has been designed to make it more relevant and accessible to the students by focusing each literary unit around essential questions or overarching or enduring understandings. The essential questions are the starting points to the curriculum model utilized for this guide and espoused by Grant Wiggins and Jay McTighe. Each unit is based upon the facets of learning, which are a logical progression of thinking strategies employed to teach the learning objectives and the New Jersey Core Curriculum Content Standards. They are developed to enable the students to gain a deeper understanding of the material. Rather than teach a series of lessons that solely address the content of a literary piece, all the activities in this guide are developed to foster an enduring understanding of a lesson that will allow the students to make connections to other disciplines, their lives, or the world in general. The curriculum establishes definite essential questions for each unit and activities that promulgate reading, writing, speaking, listening and viewing. Teachers are invited to write and/or revise them to suit the needs of their students. It is one of the goals of this curriculum model to exchange ideas regarding the teaching of the content standards through the core literature. This guide will be on the Freehold Regional High School District website so that teachers can cut and paste activities directly into their lesson plans. However, if an individual teacher designs a unit plan that he or she feels will enrich the curriculum guide, he or she should feel free to share it with his or her colleagues via the FRHSD website.

Course Description

English I & II/ELL is a sheltered Language Arts Literacy class for novice and intermediate speakers of English taught by an ESL teacher. The course prepares students for academic success in Language Arts Literacy. English I & II/ELL provides 9th and 10th grade ELLs with instruction in ESL, language arts literacy, and in the language of language arts. English I & II/ELL models itself after the Transitional English I, Transitional English II, English I, and English II curricula in that it explores Western Classics and American Literature from various genres and time periods. Each unit focuses on a multitude of Core Curriculum Content Standards in reading, writing, speaking, and listening, as well as WIDA's English Language Proficiency Standard 2: The Language of Language Arts. The course is on a two year cycle. Literature read in the first cycle includes *Romeo & Juliet* by William Shakespeare, *White Fang* by Jack London, and various shorter non-fiction passages. Literature read in the second cycle includes *The Swiss Family Robinson* by Johann Wyss, *The Legend of Sleepy Hollow* and *Rip Van Winkle* by Washington Irving, and various shorter non-fiction passages. Successful completion of this course prepares 9th grade students for another year of English I & II/ELL or Transitional English II and 10th grade students for English III/ELL or Transitional English III, depending on the individual student's level of English Language Proficiency and teacher recommendation.

**Freehold Regional High School District
Curriculum Map**

English I & II/ELL

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
3.1.C, 3.1.F 3.2.C 3.3.C 3.4.A 3.5.A WIDA Standard 2: The Language of Language Arts, Levels 1, 2, and 3	Language has structure.	How does the structure of American English compare/contrast to the student's own native language(s)? How do writers use the structure of American English to convey their message? How do word relationships and word origins aid students in deriving meaning? How do context clues help a reader derive meaning?	Pre-test Writing sample ACCESS for ELLs NJ ASK8 PHA 9	Think-Pair-Shares Produce pictorial or graphic representations of word origins and relationships Classify words Use context clues to identify meaning of words	Persuasive essay Narrative story Short answer open-ended responses ACCESS for ELLs TeenBiz3000
3.2.A, 3.2.B, 3.2.C, 3.2.D WIDA Standard 2: The Language of Language Arts, Levels 1, 2, and 3	Writing allows people to express themselves.	How does word choice affect the meaning of writing? How do writers use language to achieve their purpose? How does the writing process assist a student in producing a well crafted piece of writing? How do literary and stylistic devices affect a writer's message?	Pre-test Writing sample ACCESS for ELLs NJ ASK8 PHA 9	Written answers to WH-questions using phrases or short sentences Label objects and pictures using short phrases Describe events and people	Persuasive essay Narrative story Short answer open-ended responses ACCESS for ELLs TeenBiz3000 Thought Questions
3.1.D, 3.1.E, 3.1.G, 3.1.H 3.5.A, 3.5.B, 3.5.C WIDA Standard 2: The Language of Language Arts, Levels 1, 2, and 3	Reading helps people understand the world around them.	What reading strategies can help a person understand a specific type of text? How do writers give insight into the human experience through their writing?	Pre-test Discussion ACCESS for ELLs NJ ASK8 PHA 9	Match literary terms to appropriate excerpts from the text Sequence pictures and events Identify main ideas	Short answer open-ended responses Multiple Choice ACCESS for ELLs TeenBiz3000

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
3.2.A 3.3.A, 3.3.B, 3.3.C, 3.3.D 3.4.A, 3.4.B 8.1A, 8.1B WIDA Standard 2: The Language of Language Arts, Levels 1, 2, and 3	Effective communication requires certain rules to be followed.	How does word choice and tone affect spoken communication? How do nonverbal clues affect communication? How do you combine effective listening and speaking to participate in a discussion? How does the use of technology affect a person's communication?	Question-and-answer sessions ACCESS for ELLs	Think-Pair-Shares Class Discussion Follow one or two-step directions Match oral statements to figures or illustrations Produce symbols, words, and phrases to convey messages using the internet and a Microsoft Word application	ACCESS for ELLs Formal class discussions, debates, and/or presentations using technology
3.1.E 3.2.A 3.3.B 3.4.A, 3.4.B WIDA Standard 2: The Language of Language Arts, Levels 1, 2, and 3	Effective communication in English facilitates the acquisition of academic language in language arts.	What reading strategies can help a person understand a specific type of text in the language arts classroom? How can writing improve a student's ability to be successful in the language arts classroom? How can correct pronunciation of literary terms aid a student in the classroom? How can effective listening skills advance a student's academic language acquisition in the language arts classroom?	Pre-test Writing sample ACCESS for ELLs NJ ASK8 PHA 9	Think-Pair-Shares Produce pictorial or graphic representations of content areas concepts Follow one or two-step oral directions Describe personalities of characters orally and in writing	Persuasive essay Narrative story Short answer open-ended responses ACCESS for ELLs

**Freehold Regional High School District
Course Proficiencies and Pacing**

English I & II/ELL

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: <i>Romeo & Juliet</i>	<p>Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed. Effective communication in English facilitates the acquisition of academic language in language arts.</p> <p>1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring William Shakespeare’s <i>Romeo & Juliet</i>.</p>	8 weeks 1 st cycle
Unit #2: <i>White Fang</i>	<p>Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed. Effective communication in English facilitates the acquisition of academic language in language arts.</p> <p>1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Jack London’s <i>White Fang</i>.</p>	8 weeks 1 st cycle
Unit #3: <i>Rip Van Winkle and The Legend of Sleepy Hollow</i>	<p>Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed. Effective communication in English facilitates the acquisition of academic language in language arts.</p> <p>1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Washington Irving’s <i>Rip Van Winkle</i> and <i>the Legend of Sleepy Hollow</i>.</p>	8 weeks 2 nd cycle

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #4: <i>The Swiss Family Robinson</i>	<p>Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed. Effective communication in English facilitates the acquisition of academic language in language arts.</p> <p>1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Johan Wyss' <i>Swiss Family Robinson</i>.</p>	8 weeks 2 nd cycle
Unit #5: Nonfiction Text	<p>Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed. Effective communication in English facilitates the acquisition of academic language in language arts.</p> <p>1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring various types of nonfiction text.</p>	6 weeks 1 st and 2 nd cycle
Unit #6: Creative Writing	<p>Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed. Effective communication in English facilitates the acquisition of academic language in language arts.</p> <p>1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring creative writing.</p>	6 weeks 1 st and 2 nd cycle
Unit #7: Persuasive Writing	<p>Language has structure. Writing allows people to express themselves. Reading helps people understand the world around them. Effective communication requires certain rules to be followed. Effective communication in English facilitates the acquisition of academic language in language arts.</p> <p>1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring persuasive writing.</p>	6 weeks 1 st and 2 nd cycle

Freehold Regional High School District
English I & II/ELL

Unit #1: *Romeo & Juliet*

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Effective communication requires certain rules to be followed.

Effective communication in English facilitates the acquisition of academic language in language arts.

Essential Questions: How does the structure of American English compare/contrast to the student's own native language(s)?

How do word relationships and word origins aid students in deriving meaning?

How do context clues help a reader derive meaning?

How do writers use language to achieve their purpose?

How do literary and stylistic devices affect a writer's message?

What reading strategies can help a person understand a specific type of text?

How do writers give insight into the human experience through their writing?

How does word choice and tone affect spoken communication?

How do non-verbal clues affect communication?

How do you combine effective listening and speaking to participate in a discussion?

How does the use of technology affect a person's communication?

How can correct pronunciation of literary terms aid a student in the classroom?

How can effective listening skills advance a student's academic language acquisition in the language arts classroom?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring William Shakespeare's *Romeo & Juliet*.

Duration of Unit: 8 weeks, 1st cycle

NJCCCS: 3.1 Reading: C, D.1, D.2, D.3, E.1, E.2, E.3, F.1, F.2, F.3, G.2, G.5, G.6, G.7, G.8, G.11, H.1, H.4, H.5

3.2 Writing: A.1, A.2, A.3, A.4, A.5, B.1, B.7, B.10, C.1, C.3, C.4, C.6, C.7, D.2, D.3

3.3 Speaking: A.2, B.4, B.5, C.1, C.2

3.4 Listening: A.2, B.1, B.4

3.5 Viewing & Media Literacy: A.1, A.2, A.3, B.1, B.2, C.1, C.2, C.3

8.1 Technological Literacy: A.1, A.5, B.1, B.2, B.3, B.4, B.7, B.11

WIDA Standard 2: The Language of Language Arts, Levels 1, 2, and 3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What specific vocabulary can help students be successful in the language arts classroom?</p> <p>What are good visual representations of the language arts vocabulary in this unit?</p> <p>Are there any cognates or false cognates between language arts terms in a student's native language and the language arts terms in English?</p> <p>How do the use of context clues and the knowledge of word origins improve reading comprehension?</p> <p>What are the similarities and differences between a student's native language and English?</p> <p>How does an author's narrative convey a universal truth about humankind?</p> <p>How does literature represent a culture and/or a tradition?</p> <p>How does an actor's use of non-verbal communication help convey the message of a text?</p> <p>What types of words do authors use to describe characters? Setting? Conflict?</p> <p>How does predicting improve reading comprehension?</p>	<p>The Language of Language Arts Literacy: Antonym Brainstorm Character Characterization Character Traits Climax Conflict Dialogue Flashback Foreshadowing Imagery Irony Metaphor Mood Motivation Personification Plot Point of View Predict Resolution Sequence Setting Simile Symbol Synonym Theme</p> <p>Open-ended & textual analysis responses</p> <p>Reading skills and strategies for a novel (for versions adapted as a novel): speculating about illustrations, skimming chapter titles, using a plot map organizer, etc.</p> <p>Reading skills and strategies for a play: lack of narration, organization of content into acts & scenes, stage directions.</p>	<p><i>Romeo & Juliet: Three Levels for Beginner ESL & Literacy Students</i>, ISBN-10: 1-894799-01-1</p> <p><i>William Shakespeare's Romeo & Juliet, Level 2</i>, Edcon Publishing, ISBN-13: 978-1-55576-328-2</p> <p><i>Romeo and Juliet</i>, The Black Cat Reading and Training, ISBN-13: 978-8-43164-244-0</p> <p><i>Romeo and Juliet</i>, Saddleback Publishing Illustrated Classics, ISBN-13: 978-1-56254-934-3</p> <p><i>Romeo and Juliet</i>, Compass Classic Readers, ISBN-13: 978-1-59966-247-3</p> <p><i>Romeo & Juliet: An Adapted Classic</i>, Globe Fearon, ISBN-13: 978-0-83591-845-9</p> <p>Clips from various period movies to demonstrate gender roles, class structure, courtship & marriage rituals: <i>Shakespeare in Love</i>, <i>Dangerous Beauty</i>, <i>Elizabeth</i></p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>Franklin Bilingual Handheld Electronic Translators</p> <p><i>The University of Chicago Spanish Dictionary, Fifth Edition, Spanish-English, English-Spanish</i>, ISBN-13: 9780226666891</p>	<p>Activities: Compare and contrast characters; create student-generated visuals of methods of solving conflicts; match a climax with its appropriate resolution; review the use of the dictionary and thesaurus and find definitions, synonyms and antonyms; respond to a picture in one-or-two spoken or written sentences; respond to open-ended questions; compare character assets and flaws using visuals</p> <p>Graphic Organizers: KWL Charts, Venn Diagrams, Word Webs</p> <p>Pre-teaching Vocabulary: Four-corners vocabulary, visual representations of vocabulary, matching, labeling, pronunciation and spelling of new vocabulary</p> <p>Questions: yes/no questions, WH-questions</p> <p>Modeling activity or finished product: Show a finished visual of a scene from the play based on a description of the setting before asking students to create their own</p> <p>Relate students' experiences to content: Create a Venn Diagram comparing and contrasting a film clip of <i>Romeo & Juliet</i> with a scene from the play.</p>	<p>Diagnostic: -KWL chart on language arts vocabulary -Language arts pretest -ACCESS for ELLs</p> <p>Formative: -Think-Pair-Share -Do Nows -Class discussions -Pictorial or graphic representations of concepts -Answering and asking WH-questions and yes/no questions -Brainstorming -Compare/contrast characters</p> <p>Summative: -Revisit KWL chart on language arts vocabulary at end of unit for students to assess knowledge gained -Label or match literary terms with examples or symbols demonstrating their meaning -Respond to open-ended questions -Multiple choice -ACCESS for ELLs</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the difference between an antonym and a synonym? A simile and a metaphor? And why are these important to a writer?</p> <p>What are effective questions to critically analyze a piece of literature? And what is the best way to discuss these questions and answers as a group?</p> <p>How can the use of technology and other media resources enhance a student's response to a narrative text?</p> <p>How can the use of technology and other media resources enhance students' study and discussion of the setting of a piece of literature?</p> <p>How do body language, enunciation, emphasis, tempo, volume, facial expressions and tone aid an effective discussion?</p>	<p>Accepted social norms during the Renaissance: gender roles, class structure, courtship, and marriage rituals.</p> <p>Themes: Advantages and disadvantages of romantic love Family loyalty Individual versus Society</p> <p>Listening, speaking, reading, writing, and viewing in Standard American English</p>	<p>Bilingual dictionaries as needed (www.bilingualdictionaries.com)</p> <p><i>Longman Dictionary of American English with Thesaurus and CD-ROM</i>, ISBN-13: 978-0131703445</p> <p><i>The Clear and Simple Thesaurus Dictionary</i>, ISBN-13: 978-0448443096</p>		

Suggestions on how to differentiate in this unit:

- Provide visual representations of content and concepts using different types of visual media.
- Assign group-generated writing responses.
- Assign varied texts and lengths of readings.
- Vary writing topics and length expectations of written work.
- Use of multi-media representation venues to support multi-sensory learning.

Freehold Regional High School District
English I & II/ELL

Unit #2: *White Fang*

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Effective communication requires certain rules to be followed.

Effective communication in English facilitates the acquisition of academic language in language arts.

Essential Questions: How does the structure of American English compare/contrast to the student's own native language(s)?

How do word relationships and word origins aid students in deriving meaning?

How do context clues help a reader derive meaning?

How do writers use language to achieve their purpose?

How do literary and stylistic devices affect a writer's message?

What reading strategies can help a person understand a specific type of text in the language arts classroom?

How do writers give insight into the human experience through their writing?

How does word choice and tone affect spoken communication?

How do non-verbal clues affect communication?

How do you combine effective listening and speaking to participate in a discussion?

How does the use of technology affect a person's communication?

How can correct pronunciation of literary terms aid a student in the classroom?

How can effective listening skills advance a student's academic language acquisition in the language arts classroom?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Jack London's *White Fang*.

Duration of Unit: 8 weeks, 1st cycle

NJCCCS: 3.1 Reading: C, D.1, D.2, D.3, E.1, E.2, E.3, F.1, F.2, F.3, G.2, G.5, G.6, G.7, G.8, G.11, H.1, H.4, H.5

3.2 Writing: A.1, A.2, A.3, A.4, A.5, B.1, B.7, B.10, C.1, C.3, C.4, C.6, C.7, D.2, D.3

3.3 Speaking: A.2, B.4, B.5, C.1, C.2

3.4 Listening: A.2, B.1, B.4

3.5 Viewing & Media Literacy: A.1, A.2, A.3, B.1, B.2, C.1, C.2, C.3

8.1 Technological Literacy: A.1, A.5, B.1, B.2, B.3, B.4, B.7, B.11

WIDA Standard 2: The Language of Language Arts, Levels 1, 2, and 3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What specific vocabulary can help students be successful in the language arts classroom?</p> <p>What are good visual representations of the language arts vocabulary in this unit?</p> <p>Are there any cognates or false cognates between language arts terms in a student's native language and the language arts terms in English?</p> <p>How do the use of context clues and the knowledge of word origins improve reading comprehension?</p> <p>What are the similarities and differences between a student's native language and English?</p> <p>How does an author's narrative convey a universal truth about humankind?</p> <p>How does literature represent a culture and/or a tradition?</p> <p>How does a character's use of non-verbal communication help convey a message?</p> <p>What types of words do authors use to describe character traits? Setting? Conflict?</p> <p>How does inferring improve reading comprehension?</p>	<p>The Language of Language Arts Literacy: Antonym Brainstorm Character Character Traits Climax Conflict Dialogue Flashback Foreshadowing Imagery Irony Metaphor Mood Motivation Personification Plot Point of View Predict Resolution Sequence Setting Simile Symbol Synonym Theme</p> <p>Open-ended & textual analysis responses</p> <p>Reading skills and strategies for a novel: speculating about illustrations, skimming chapter titles, using a plot map organizer, etc.</p> <p>Darwin's Theory of Evolution / Survival of the Fittest American Frontierism / Westward Expansion / Manifest Destiny</p>	<p><i>White Fang, Level 1</i>, Edcon Publishing, ISBN-13: 978-1-55576-045-8</p> <p><i>White Fang</i>, Classic Starts, ISBN-13: 978-1-4027-2500-5</p> <p><i>White Fang</i>, Compass Classic Readers, ISBN-13: 978-1-59966-208-4</p> <p><i>White Fang</i>, Thomson Heinle Illustrated Classic, ISBN-13: 978-1-42400-560-4</p> <p>Walt Disney's Film <i>White Fang</i>,</p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>Franklin Bilingual Handheld Electronic Translators</p> <p><i>The University of Chicago Spanish Dictionary, Fifth Edition, Spanish-English, English-Spanish</i>, ISBN-13: 9780226666891</p> <p>Bilingual dictionaries as needed (www.bilingualdictionaries.com)</p> <p><i>Longman Dictionary of American English with Thesaurus and CD-ROM</i>, ISBN-13: 978-0131703445</p> <p><i>The Clear and Simple Thesaurus Dictionary</i>, ISBN-13: 978-0448443096</p>	<p>Activities: Compare and contrast characters in narrative texts while quoting the text to support the information; create student-generated visuals of methods of solving conflicts and describe alternative resolutions in writing; use the dictionary and the thesaurus to find definitions, synonyms and antonyms; respond to open-ended questions; create student-generated visuals of similes and metaphors; compare and contrast different methods of solving conflicts through role-plays; write and illustrate an alternate ending</p> <p>Graphic Organizers: KWL Charts, Venn Diagrams, Word Webs</p> <p>Pre-teaching Vocabulary: Four-corners vocabulary, visual representations of vocabulary, matching, labeling, pronunciation and spelling of new vocabulary</p> <p>Questions: yes/no questions, WH-questions</p> <p>Modeling activity or finished product: Show a finished visual of a character featuring the character's most prominent characteristics based on quotes from a narrative text before asking students to create their own</p> <p>Relate students' experiences to content: Create a Venn Diagram comparing and contrasting a film clip of <i>White Fang</i> with a scene from the book.</p>	<p>Diagnostic: -KWL chart on language arts vocabulary -Language arts pretest -ACCESS for ELLs</p> <p>Formative: -Think-Pair-Share -Do Nows -Class discussions -Pictorial or graphic representations of concepts -Answering and asking WH-questions and yes/no questions -Brainstorming</p> <p>Summative: -Revisit KWL chart on language arts vocabulary at end of unit for students to assess knowledge gained -Define, label or match literary terms with examples or symbols demonstrating their meaning -Respond to open-ended questions -Multiple choice -ACCESS for ELLs</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the difference between an antonym and a synonym? A simile and a metaphor? And why are these important to a writer?</p> <p>What is a possible alternate ending to the novel? And what is the best way to discuss alternate endings as a group?</p> <p>How can the use of technology and other media resources enhance a student's response to a narrative text?</p> <p>How can the use of technology and other media resources enhance students' study and discussion of the setting of a piece of literature?</p> <p>How do body language, enunciation, emphasis, tempo, volume, facial expressions and tone aid an effective discussion?</p>	<p>Themes: Man versus Nature Love's ability to tame instincts and natural behavior Survival of the Fittest</p> <p>Listening, speaking, reading, writing, and viewing in Standard American English</p>			

Suggestions on how to differentiate in this unit:

- Provide visual representations of content and concepts using different types of visual media.
- Assign group-generated writing responses.
- Assign varied texts and lengths of readings.
- Vary writing topics and length expectations of written work.
- Use of multi-media representation venues to support multi-sensory learning.

Freehold Regional High School District
English I & II/ELL

Unit #3: *Rip Van Winkle and the Legend of Sleepy Hollow*

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Effective communication requires certain rules to be followed.

Effective communication in English facilitates the acquisition of academic language in language arts.

Essential Questions: How does the structure of American English compare/contrast to the student's own native language(s)?

How do word relationships and word origins aid students in deriving meaning?

How do context clues help a reader derive meaning?

How do writers use language to achieve their purpose?

How do literary and stylistic devices affect a writer's message?

What reading strategies can help a person understand a specific type of text in the language arts classroom?

How do writers give insight into the human experience through their writing?

How does word choice and tone affect spoken communication?

How do non-verbal clues affect communication?

How do you combine effective listening and speaking to participate in a discussion?

How does the use of technology affect a person's communication?

How can correct pronunciation of literary terms aid a student in the classroom?

How can effective listening skills advance a student's academic language acquisition in the language arts classroom?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Washington Irving's *Rip Van Winkle* and *the Legend of Sleepy Hollow*

Duration of Unit: 8 weeks, 2nd cycle

NJCCCS: 3.1 Reading: C, D.1, D.2, D.3, E.1, E.2, E.3, F.1, F.2, F.3, G.2, G.5, G.6, G.7, G.8, G.11, H.1, H.4, H.5

3.2 Writing: A.1, A.2, A.3, A.4, A.5, B.1, B.7, B.10, C.1, C.3, C.4, C.6, C.7, D.2, D.3

3.3 Speaking: A.2, B.4, B.5, C.1, C.2

3.4 Listening: A.2, B.1, B.4

3.5 Viewing & Media Literacy: A.1, A.2, A.3, B.1, B.2, C.1, C.2, C.3

8.1 Technological Literacy: A.1, A.5, B.1, B.2, B.3, B.4, B.7, B.11

WIDA Standard 2: The Language of Language Arts, Levels 1, 2, and 3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What specific vocabulary can help students be successful in the language arts classroom?</p> <p>What are good visual representations of the language arts vocabulary in this unit?</p> <p>Are there any cognates or false cognates between language arts terms in a student's native language and the language arts terms in English?</p> <p>How do the use of context clues and the knowledge of word origins improve reading comprehension?</p> <p>What are the similarities and differences between a student's native language and English?</p> <p>How does an author's narrative convey a universal truth about humankind?</p> <p>How does literature represent a culture and/or a tradition?</p> <p>How does an actor's use of non-verbal communication help convey the message of a text?</p> <p>What types of words do authors use to describe characters? Setting? Conflict?</p> <p>How does predicting improve reading comprehension?</p>	<p>The Language of Language Arts Literacy: Antonym Brainstorm Character Characterization Character Traits Climax Conflict Dialogue Flashback Foreshadowing Imagery Irony Metaphor Mood Motivation Personification Plot Point of View Predict Resolution Sequence Setting Simile Symbol Synonym Theme</p> <p>Early American Folklore Dutch Colonists Catskill Mountains, Hudson River Valley</p> <p>Themes: Magic of the imagination Change versus preservation of tradition</p> <p>Open-ended & textual analysis responses</p>	<p><i>Rip Van Winkle and The Legend of Sleepy Hollow, Level 1</i>, Edcon Publishing, ISBN-13: 978-1-55576-095-3</p> <p><i>Rip Van Winkle and The Legend of Sleepy Hollow</i>, Penguin Reader, Level 1, ISBN-13: 978-1-40584-280-8</p> <p><i>The Legend of Sleepy Hollow and Rip Van Winkle</i>, Great Illustrated Classics, ISBN-13: 978-1-60340-064-0</p> <p><i>The Legend of Sleepy Hollow – Original Story</i>, Gris Grimly, ISBN 13-978-1-41690-625-4</p> <p>Hallmark Entertainment's Film <i>The Legend of Sleepy Hollow</i> (1999)</p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>Franklin Bilingual Handheld Electronic Translators</p> <p><i>The University of Chicago Spanish Dictionary, Fifth Edition, Spanish-English, English-Spanish</i>, ISBN-13: 9780226666891</p> <p>Bilingual dictionaries as needed (www.bilingualdictionaries.com)</p>	<p>Activities: Compare and contrast characters; create student-generated visuals of methods of solving conflicts; match a climax with its appropriate resolution; review the use of the dictionary and thesaurus and find definitions, synonyms and antonyms; respond to a picture in one-or-two spoken or written sentences; respond to open-ended questions; create a comic book version of one of the two stories</p> <p>Graphic Organizers: KWL Charts, Venn Diagrams, Word Webs</p> <p>Pre-teaching Vocabulary: Four-corners vocabulary, visual representations of vocabulary, matching, labeling, pronunciation and spelling of new vocabulary</p> <p>Questions: yes/no questions, WH-questions</p> <p>Modeling activity or finished product: Show a finished visual of a sequence of important events with corresponding text before asking students to create their own</p> <p>Relate students' experiences to content: Create a Venn Diagram comparing and contrasting a film clip of <i>The Legend of Sleepy Hollow</i> with a scene from the novel.</p>	<p>Diagnostic: -KWL chart on language arts vocabulary -Language arts pretest -ACCESS for ELLs</p> <p>Formative: -Think-Pair-Share -Do Nows -Class discussions -Pictorial or graphic representations of concepts -Answering and asking WH-questions and yes/no questions -Brainstorming</p> <p>Summative: -Revisit KWL chart on language arts vocabulary at end of unit for students to assess knowledge gained -Label or match literary terms with examples or symbols demonstrating their meaning -Respond to open-ended questions -Multiple choice -ACCESS for ELLs</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the difference between an antonym and a synonym? A simile and a metaphor? And why are these important to a writer?</p> <p>What are effective questions to critically analyze a piece of literature? And what is the best way to discuss these questions and answers as a group?</p> <p>How can the use of technology and other media resources enhance a student's response to a narrative text?</p> <p>How can the use of technology and other media resources enhance students' study and discussion of the setting of a piece of literature?</p> <p>How do body language, enunciation, emphasis, tempo, volume, facial expressions and tone aid an effective discussion?</p>	<p>Reading skills and strategies for a novel: speculating about illustrations, skimming chapter titles, using a plot map organizer, etc.</p> <p>Listening, speaking, reading, writing, and viewing in Standard American English</p>	<p><i>Longman Dictionary of American English with Thesaurus and CD-ROM</i>, ISBN-13: 978-0131703445</p> <p><i>The Clear and Simple Thesaurus Dictionary</i>, ISBN-13: 978-0448443096</p>		

Suggestions on how to differentiate in this unit:

- Provide visual representations of content and concepts using different types of visual media.
- Assign group-generated writing responses.
- Assign varied texts and lengths of readings.
- Vary writing topics and length expectations of written work.
- Use of multi-media representation venues to support multi-sensory learning.

Freehold Regional High School District
English I & II/ELL

Unit #4: *Swiss Family Robinson*

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Effective communication requires certain rules to be followed.

Effective communication in English facilitates the acquisition of academic language in language arts.

Essential Questions: How does the structure of American English compare/contrast to the student's own native language(s)?

How do word relationships and word origins aid students in deriving meaning?

How do context clues help a reader derive meaning?

How do writers use language to achieve their purpose?

How do literary and stylistic devices affect a writer's message?

What reading strategies can help a person understand a specific type of text in the language arts classroom?

How do writers give insight into the human experience through their writing?

How does word choice and tone affect spoken communication?

How do non-verbal clues affect communication?

How do you combine effective listening and speaking to participate in a discussion?

How does the use of technology affect a person's communication?

How can correct pronunciation of literary terms aid a student in the classroom?

How can effective listening skills advance a student's academic language acquisition in the language arts classroom?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Johann Wyss' *Swiss Family Robinson*.

Duration of Unit: 8 weeks, 2nd cycle

NJCCCS: 3.1 Reading: C, D.1, D.2, D.3, E.1, E.2, E.3, F.1, F.2, F.3, G.2, G.5, G.6, G.7, G.8, G.11, H.1, H.4, H.5

3.2 Writing: A.1, A.2, A.3, A.4, A.5, B.1, B.7, B.10, C.1, C.3, C.4, C.6, C.7, D.2, D.3

3.3 Speaking: A.2, B.4, B.5, C.1, C.2

3.4 Listening: A.2, B.1, B.4

3.5 Viewing & Media Literacy: A.1, A.2, A.3, B.1, B.2, C.1, C.2, C.3

8.1 Technological Literacy: A.1, A.5, B.1, B.2, B.3, B.4, B.7, B.11

WIDA Standard 2: The Language of Language Arts, Levels 1, 2, and 3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What specific vocabulary can help students be successful in the language arts classroom?</p> <p>What are good visual representations of the language arts vocabulary in this unit?</p> <p>Are there any cognates or false cognates between language arts terms in a student's native language and the language arts terms in English?</p> <p>How do the use of context clues and the knowledge of word origins improve reading comprehension?</p> <p>What are the similarities and differences between a student's native language and English?</p> <p>How does an author's narrative convey a universal truth about humankind?</p> <p>How does literature represent a culture and/or a tradition?</p> <p>How does a character's use of non-verbal communication help convey a message?</p> <p>What types of words do authors use to describe character traits? Setting? Conflict?</p> <p>How does inferring improve reading comprehension?</p>	<p>The Language of Language Arts Literacy:</p> <p>Antonym</p> <p>Brainstorm</p> <p>Character</p> <p>Characterization</p> <p>Character Traits</p> <p>Climax</p> <p>Conflict</p> <p>Dialogue</p> <p>Flashback</p> <p>Foreshadowing</p> <p>Imagery</p> <p>Irony</p> <p>Metaphor</p> <p>Mood</p> <p>Motivation</p> <p>Personification</p> <p>Plot</p> <p>Point of View</p> <p>Predict</p> <p>Resolution</p> <p>Sequence</p> <p>Setting</p> <p>Simile</p> <p>Symbol</p> <p>Synonym</p> <p>Theme</p> <p>Open-ended & textual analysis responses</p> <p>Reading skills and strategies for a novel: speculating about illustrations, skimming chapter titles, using a plot map organizer, etc.</p> <p>Family values in Europe in the 1800s</p> <p>Adventure stories</p> <p>Children's stories</p>	<p><i>Swiss Family Robinson, Level 1</i>, Edcon Publishing, ISBN-13: 978-1-55576-049-6</p> <p><i>The Swiss Family Robinson</i>, Saddleback Publishing Illustrated Classics, ISBN-13: 978-1-56254-938-1</p> <p><i>Swiss Family Robinson</i>, Stepping Stones Classic, ISBN-13: 978-0-37587-525-0</p> <p><i>Swiss Family Robinson</i>, Classic Starts, ISBN-13: 978-1-40273-694-0</p> <p><i>The Swiss Family Robinson</i>, Great Illustrated Classics, ISBN-13: 978-1-60340-030-5</p> <p>Walt Disney's Film <i>Swiss Family Robinson</i></p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>Franklin Bilingual Handheld Electronic Translators</p> <p><i>The University of Chicago Spanish Dictionary, Fifth Edition, Spanish-English, English-Spanish</i>, ISBN-13: 9780226666891</p> <p>Bilingual dictionaries as needed (www.bilingualdictionaries.com)</p>	<p>Activities: Compare and contrast characters in narrative texts while quoting the text to support the information; create student-generated visuals of methods of solving conflicts and describe alternative resolutions in writing; use the dictionary and the thesaurus to find definitions, synonyms and antonyms; respond to open-ended questions; create student-generated visuals of similes and metaphors; compare and contrast different methods of solving conflicts through role-plays</p> <p>Graphic Organizers: KWL Charts, Venn Diagrams, Word Webs</p> <p>Pre-teaching Vocabulary: Four-corners vocabulary, visual representations of vocabulary, matching, labeling, pronunciation and spelling of new vocabulary</p> <p>Questions: yes/no questions, WH-questions</p> <p>Modeling activity or finished product: Provide an example of a written summary of a novel before asking students to write their own</p> <p>Relate students' experiences to content: Create a Venn Diagram comparing and contrasting a film clip of <i>Swiss Family Robinson</i> with a scene from the book.</p>	<p>Diagnostic:</p> <ul style="list-style-type: none"> -KWL chart on language arts vocabulary -Language arts pretest -ACCESS for ELLs <p>Formative:</p> <ul style="list-style-type: none"> -Think-Pair-Share -Do Nows -Class discussions -Pictorial or graphic representations of concepts -Answering and asking WH-questions and yes/no questions -Brainstorming <p>Summative:</p> <ul style="list-style-type: none"> -Revisit KWL chart on language arts vocabulary at end of unit for students to assess knowledge gained -Define, label or match literary terms with examples or symbols demonstrating their meaning -Respond to open-ended questions -Multiple choice - ACCESS for ELLs

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the difference between an antonym and a synonym? A simile and a metaphor? And why are these important to a writer?</p> <p>What is a possible alternate ending to the novel? And what is the best way to discuss alternate endings as a group?</p> <p>How can the use of technology and other media resources enhance a student's response to a narrative text?</p> <p>How can the use of technology and other media resources enhance students' study and discussion of the setting of a piece of literature?</p> <p>How do body language, enunciation, emphasis, tempo, volume, facial expressions and tone aid an effective discussion?</p>	<p>Themes: Family values Uses of the natural world Self-reliance</p> <p>Listening, speaking, reading, writing, and viewing in Standard American English</p>	<p><i>Longman Dictionary of American English with Thesaurus and CD-ROM</i>, ISBN-13: 978-0131703445</p> <p><i>The Clear and Simple Thesaurus Dictionary</i>, ISBN-13: 978-0448443096</p>		

Suggestions on how to differentiate in this unit:

- Provide visual representations of content and concepts using different types of visual media.
- Assign group-generated writing responses.
- Assign varied texts and lengths of readings.
- Vary writing topics and length expectations of written work.
- Use of multi-media representation venues to support multi-sensory learning.

**Freehold Regional High School District
English I & II/ELL**

Unit #5: Nonfiction Text

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Effective communication requires certain rules to be followed.

Effective communication in English facilitates the acquisition of academic language in language arts.

Essential Questions: How does the structure of American English compare/contrast to the student's own native language(s)?

How do writers use the structure of American English to convey their message?

How do word relationships and word origins aid students in deriving meaning?

How do context clues help a reader derive meaning?

How do writers use language to achieve their purpose?

How do literary and stylistic devices affect a writer's message?

What reading strategies can help a person understand a specific type of text in the language arts classroom?

How do you combine effective listening and speaking to participate in a discussion?

How does the use of technology affect a person's communication?

How can correct pronunciation of literary terms aid a student in the classroom?

How can effective listening skills advance a student's academic language acquisition in the language arts classroom?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring various types of nonfiction text.

Duration of Unit: 6 weeks, 1st and 2nd cycle

NJCCCS: 3.1 Reading: C, D.1, D.2, D.3, E.1, E.2, E.3, F.1, F.2, F.3, G.1, G.5, G.6, G.7, G.8, G.9, G.10, G.11, G.12, G.13 H.1, H.4, H.5

3.2 Writing: A.1, A.2, A.3, A.4, A.5, B.1, B.7, B.10, C.1, C.3, C.4, C.6, C.7, D.2, D.3

3.3 Speaking: A.2, B.1, B.4, B.5, C.1, C.2

3.4 Listening: A.1, A.2, B.1, B.4

3.5 Viewing & Media Literacy: A.1, A.2, A.3, B.1, B.2, C.1, C.2, C.3

8.1 Technological Literacy: A.1, A.5, B.1, B.2, B.3, B.4, B.7, B.11

WIDA Standard 2: The Language of Language Arts, Levels 1, 2, and 3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What specific vocabulary can help students be successful in the language arts classroom?</p> <p>What are good visual representations of the language arts vocabulary in this unit?</p> <p>Are there any cognates or false cognates between language arts terms in a student's native language and the language arts terms in English?</p> <p>What are the similarities and differences between a student's native language and English?</p> <p>How do the use of context clues and the knowledge of word origins improve reading comprehension?</p> <p>How does the intended audience and writing format affect the language used in a piece of writing?</p> <p>How does predicting improve reading comprehension?</p> <p>What is the difference between a fact and an opinion? Essential and nonessential information? Main idea and supporting details?</p> <p>What is the difference between a persuasive and narrative text?</p> <p>How can the use of technology and other media resources enhance a student's response to a nonfiction text?</p>	<p>The Language of Language Arts Literacy:</p> <p>Antonym</p> <p>Author's purpose</p> <p>Bandwagon appeal</p> <p>Brainstorm</p> <p>Cause</p> <p>Compare</p> <p>Contrast</p> <p>Effect</p> <p>Exaggeration</p> <p>Fact</p> <p>Generalization</p> <p>Hyperbole</p> <p>Loaded language</p> <p>Main idea</p> <p>Metaphor</p> <p>Opinion</p> <p>Persuade</p> <p>Point of view</p> <p>Rhetorical question</p> <p>Simile</p> <p>Statistics</p> <p>Supporting details</p> <p>Synonym</p> <p>Tone</p> <p>Listening, speaking, reading, writing, and viewing in Standard American English</p> <p>Reading skills and strategies for nonfiction texts: speculating about illustrations, skimming sub-heading, using a plot map organizer, etc.</p> <p>Timed reading and writing strategies</p> <p>Multiple-choice test-taking strategies</p>	<p>TeenBiz3000</p> <p><i>The Five W's: 28 Factual Newspaper Articles to Teach the Basics of Comprehension Reading Levels Grades 1-5</i>, Remedia Publications, ISBN-10: 1-56175-832-9, 1-56175-493-5, 1-56175-494-3, 1-56175-495-1, 1-56175-497-6</p> <p><i>High-interest Reading Comprehension Skills & Strategies, Level 3</i>, Saddleback Publishing, ISBN-13: 978-1-56254-030-2</p> <p><i>High-interest Building Vocabulary Skills and Strategies, Level 3</i>, Saddleback Publishing, ISBN-13: 978-1-56254-721-9</p> <p><i>Very Easy True Stories</i>, Pearson Longman, ISBN-13: 978-0-20134-313-7</p> <p><i>All New Very Easy True Stories</i>, Pearson Longman, ISBN-13: 978-0-13134-556-0</p> <p><i>Easy True Stories</i>, Pearson Longman, ISBN-13: 978-0-80131-089-8</p> <p><i>All New Easy True Stories</i>, Pearson Longman, ISBN-13: 978-0-1318-265-3</p> <p><i>True Stories in the News</i>, Pearson Longman, ISBN-13: 978-0-20184-660-7</p>	<p>Activities: Use the dictionary and thesaurus and find definitions, synonyms and antonyms; respond to open-ended questions; investigate the difference between fact and opinion both orally and in writing; distinguish between essential and nonessential information; respond to open-ended questions; match appropriate literary terms to corresponding selections from the text; compare and contrast essential information</p> <p>Graphic Organizers: KWL Charts, Venn Diagrams, Word Webs</p> <p>Pre-teaching Vocabulary: Four-corners vocabulary, visual representations of vocabulary, matching, labeling, pronunciation and spelling of new vocabulary</p> <p>Questions: yes/no questions, WH-questions</p> <p>Modeling activity or finished product: Show a finished visual of the main idea in the text based on a short oral or written description before asking students to create their own</p> <p>Relate students' experiences to content: Students will illustrate a fact and opinion about themselves, and then select and illustrate a fact and an opinion from the text</p>	<p>Diagnostic:</p> <ul style="list-style-type: none"> -KWL chart on language arts vocabulary -Language arts pretest -TeenBiz3000 Pre-test -ACCESS for ELLs <p>Formative:</p> <ul style="list-style-type: none"> -Think-Pair-Share -Do Nows -Class discussions -Pictorial or graphic representations of concepts -Answering and asking WH-questions and yes/no questions -Brainstorming -TeenBiz3000 Activities <p>Summative:</p> <ul style="list-style-type: none"> -Revisit KWL chart on language arts vocabulary at end of unit for students to assess knowledge gained -Define, label or match literary terms with examples or symbols demonstrating their meaning -Respond to open-ended questions -Multiple choice -TeenBiz3000 Post-test -ACCESS for ELLs

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How can the use of technology and other media resources enhance students' study and discussion of nonfiction text?</p> <p>How do you distinguish between essential and nonessential information in a nonfiction text?</p> <p>How does the author's purpose enable students to more easily understand passage-specific vocabulary?</p> <p>What reading strategies should be used for narrative versus persuasive passages?</p> <p>How do body language, enunciation, emphasis, tempo, volume, facial expressions and tone aid an effective discussion?</p>	<p>Open-ended & textual analysis responses</p>	<p><i>More True Stories</i>, Pearson Longman, ISBN-13: 978-0-20169-516-8</p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>Franklin Bilingual Handheld Electronic Translators</p> <p><i>The University of Chicago Spanish Dictionary, Fifth Edition, Spanish-English, English-Spanish</i>, ISBN-13: 9780226666891</p> <p>Bilingual dictionaries as needed (www.bilingualdictionaries.com)</p> <p><i>Longman Dictionary of American English with Thesaurus and CD-ROM</i>, ISBN-13: 978-0131703445</p> <p><i>The Clear and Simple Thesaurus Dictionary</i>, ISBN-13: 978-0448443096</p>		

Suggestions on how to differentiate in this unit:

- Provide visual representations of content and concepts using different types of visual media.
- Assign group-generated writing responses.
- Assign varied texts and lengths of readings.
- Vary writing topics and length expectations of written work.
- Use of multi-media representation venues to support multi-sensory learning.

**Freehold Regional High School District
English I & II/ELL**

Unit #6: Creative Writing

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Effective communication requires certain rules to be followed.

Effective communication in English facilitates the acquisition of academic language in language arts.

Essential Questions: How does the structure of American English compare/contrast to the student's own native language(s)?

How do writers use the structure of American English to convey their message?

How do word relationships and word origins aid students in deriving meaning?

How does word choice affect the meaning of writing?

How do writers use language to achieve their purpose?

How does the writing process assist a student in producing a well crafted piece of writing?

How do literary and stylistic devices affect a writer's message?

How do writers give insight into the human experience through their writing?

How does word choice and tone affect spoken communication?

How do nonverbal clues affect communication?

How do you combine effective listening and speaking to participate in a discussion?

How does the use of technology affect a person's communication?

How can correct pronunciation of literary terms aid a student in the classroom?

How can effective listening skills advance a student's academic language acquisition in the language arts classroom?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring creative writing.

Duration of Unit: 6 weeks, 1st and 2nd cycle

NJCCCS: 3.1 Reading: C, F.1, F.2

3.2 Writing: A.1, A.2, A.3, A.4, A.5, A.6, A.7, B.1, B.7, B.9, B.10, B.11, B.12 C.1, C.2, C.3, C.4, C.5, C.6, C.7, C.8, D.1, D.2, D.3, D.4, D.5, D.7

3.3 Speaking: A.2, B.1, B.6, C.1, C.2, D.1

3.4 Listening: A.1, A.2, B.1

3.5 Viewing & Media Literacy: A.1, A.2, B.1, C.1, C.2, C.3

8.1 Technological Literacy: A.1, A.5, B.1, B.2, B.3, B.4, B.7, B.11

WIDA Standard 2: The Language of Language Arts, Levels 1, 2, and 3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does the American style of speculative writing compare/contrast with a student's native style of speculative writing?</p> <p>How does the intended audience and writing format affect the language used in a piece of writing?</p> <p>How does a writer use Standard American English to entertain a reader?</p> <p>How does a person choose the right words to express themselves in written language?</p> <p>Why do writers use figurative language?</p> <p>How does knowledge of word origins improve writing?</p> <p>How can the use of technology and other media resources enhance a student's speculative story?</p> <p>How does brainstorming in a group help generate ideas for writing?</p> <p>How does a writer express a character's nonverbal communication in a story?</p> <p>How does knowledge of literary terms help a writer outline a speculative story?</p> <p>What are the best literary and stylistic devices to use for creative writing?</p> <p>What are effective pre-writing and revising strategies?</p> <p>How do body language, enunciation, emphasis, tempo, volume, facial expressions and tone aid an effective discussion?</p>	<p>The Language of Language Arts Literacy: Antonym Brainstorm Character Characterization Character Traits Climax Conflict Dialogue Flashback Foreshadowing Imagery Irony Metaphor Mood Motivation Personification Plot Point of View Predict Resolution Sequence Setting Simile Symbol Synonym Theme</p> <p>Adventure Fable Folktale Fairy Tale Fantasy Personal narrative Realistic Story</p> <p>Listening, speaking, reading, writing, and viewing in Standard American English Speculative writing</p>	<p><i>The Quick Write Handbook for Everyday Writers – Beginning</i>, Curriculum Associates</p> <p><i>High-interest Language Arts Skills & Strategies, Level 3</i>, Saddleback Publishing, ISBN-13: 978-1-56254-837-7</p> <p><i>High-interest Language Arts Skills & Strategies, Level 4</i>, Saddleback Publishing, ISBN-13: 978-1-56254-838-4</p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>Franklin Bilingual Handheld Electronic Translators</p> <p><i>The University of Chicago Spanish Dictionary, Fifth Edition, Spanish-English, English-Spanish</i>, ISBN-13: 9780226666891</p> <p>Bilingual dictionaries as needed (www.bilingualdictionaries.com)</p> <p><i>Longman Dictionary of American English with Thesaurus and CD-ROM</i>, ISBN-13: 978-0131703445</p> <p><i>The Clear and Simple Thesaurus Dictionary</i>, ISBN-13: 978-0448443096</p>	<p>Activities: Respond to a picture in one-or-two spoken or written sentences; brainstorm ideas for a short story based on a picture; illustrate a character and provide a written description; create a comic strip based on a picture; write a three paragraph speculative story; illustrate examples of similes and metaphors</p> <p>Graphic Organizers: KWL Charts, Venn Diagrams, Word Webs</p> <p>Pre-teaching Vocabulary: Four-corners vocabulary, visual representations of vocabulary, matching, labeling, pronunciation and spelling of new vocabulary</p> <p>Questions: yes/no questions, WH- questions</p> <p>Modeling activity or finished product: Show a finished visual of a character based on a student generated short oral or written description before asking students to create their own</p> <p>Relate students' experiences to content: Students will sequence the events in their favorite childhood story, illustrate an event from that story, and present it orally to the class</p>	<p>Diagnostic: -KWL chart on language arts vocabulary -Language arts pretest -ACCESS for ELLs</p> <p>Formative: -Think-Pair-Share -Do Nows -Class discussions -Pictorial or graphic representations of concepts -Answering and asking WH-questions and yes/no questions -Outlining a speculative story -Brainstorming</p> <p>Summative: -Revisit KWL chart on language arts vocabulary at end of unit for students to assess knowledge gained -Label or match literary terms with examples or symbols demonstrating their meaning -Write a three paragraph speculative story about a picture -ACCESS for ELLs</p>

Suggestions on how to differentiate in this unit:

- Provide visual representations of content and concepts using different types of visual media.
- Assign group-generated writing responses.
- Assign varied texts and lengths of readings.
- Vary writing topics and length expectations of written work.
- Use of multi-media representation venues to support multi-sensory learning.

Freehold Regional High School District
English I & II/ELL

Unit #7: Persuasive Writing

Enduring Understandings: Language has structure.

Writing allows people to express themselves.

Reading helps people understand the world around them.

Effective communication requires certain rules to be followed.

Effective communication in English facilitates the acquisition of academic language in language arts.

Essential Questions: How does the structure of American English compare/contrast to the student's own native language(s)?

How do writers use the structure of American English to convey their message?

How do word relationships and word origins aid students in deriving meaning?

How does word choice affect the meaning of writing?

How do writers use language to achieve their purpose?

How does the writing process assist a student in producing a well crafted piece of writing?

How do literary and stylistic devices affect a writer's message?

How does word choice and tone affect spoken communication?

How do you combine effective listening and speaking to participate in a discussion?

How does the use of technology affect a person's communication?

How can correct pronunciation of literary terms aid a student in the classroom?

How can effective listening skills advance a student's academic language acquisition in the language arts classroom?

Unit Goal: Students will develop their understanding of American English in various reading, writing and communicative activities while exploring persuasive writing.

Duration of Unit: 6 weeks, 1st and 2nd cycle

NJCCCS: 3.1 Reading: C, F.1, F.2

3.2 Writing: A.1, A.2, A.3, A.4, A.5, A.6, A.7, B.1, B.3, B.4, B.5, B.7, B.8, B.9, B.10, B.11, B.12 C.1, C.2, C.3, C.4, C.5, C.6, C.7, C.8, D.1, D.2, D.3, D.4, D.5, D.7

3.3 Speaking: A.2, B.1, B.6, C.1, C.2, D.1, D.2, D.3, D.4

3.4 Listening: A.1, A.2, A.3, B.1, B.2, B.3, B.4

3.5 Viewing & Media Literacy: A.1, A.2, B.1, C.1, C.2, C.3

8.1 Technological Literacy: A.1, A.5, B.1, B.2, B.3, B.4, B.7, B.11

WIDA Standard 2: The Language of Language Arts, Levels 1, 2, and 3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does the American style of persuasive writing compare/contrast with a student's native style of persuasive writing?</p> <p>How do you use Standard American English to persuade a reader?</p> <p>How does knowledge of word origins improve writing?</p> <p>How does the intended audience and writing format affect the language used in a piece of writing?</p> <p>Why do writers use figurative language?</p> <p>How does a person choose the right words to express themselves in written or spoken language?</p> <p>How can I support my opinion with facts and examples both orally and in writing?</p> <p>What makes a reliable Internet source for valid research information?</p> <p>What are the best literary and stylistic devices to use for persuasive writing?</p> <p>What are effective pre-writing and revising strategies?</p> <p>How do body language, enunciation, emphasis, tempo, volume, facial expressions and tone aid an effective discussion?</p>	<p>The Language of Language Arts Literacy: Antonym Author's purpose Bandwagon appeal Brainstorm Cause Compare Contrast Effect Exaggeration Fact Generalization Hyperbole Loaded language Main idea Metaphor Opinion Persuade Point of view Rhetorical question Simile Statistics Supporting details Synonym Tone</p> <p>Persuasive Writing</p> <p>Listening, speaking, reading, writing, and viewing in Standard American English</p>	<p><i>The Quick Write Handbook for Everyday Writers – Beginning</i>, Curriculum Associates</p> <p>Graphic organizers: http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>Franklin Bilingual Handheld Electronic Translators</p> <p><i>The University of Chicago Spanish Dictionary, Fifth Edition, Spanish-English, English-Spanish</i>, ISBN-13: 9780226666891</p> <p>Bilingual dictionaries as needed (www.bilingualdictionaries.com)</p> <p><i>Longman Dictionary of American English with Thesaurus and CD-ROM</i>, ISBN-13: 978-0131703445</p> <p><i>The Clear and Simple Thesaurus Dictionary</i>, ISBN-13: 978-0448443096</p>	<p>Activities: Research reliable resources about a controversial issue on the internet to find differing viewpoints; investigate the difference between fact and opinion both orally and in writing; form an opinion on a controversial topic and brainstorm facts and examples to support that position; use Microsoft word to type a final draft of a three paragraph persuasive letter</p> <p>Graphic Organizers: KWL Charts, Venn Diagrams, Word Webs</p> <p>Pre-teaching Vocabulary: Four-corners vocabulary, visual representations of vocabulary, matching, labeling, pronunciation and spelling of new vocabulary</p> <p>Questions: yes/no questions, WH-questions</p> <p>Modeling activity or finished product: Provide a student-written five paragraph persuasive essay for students to read before asking students to write their own</p> <p>Relate students' experiences to content: Ask students to brainstorm ideas of school rules that they would like changed and then have them write a letter to the principal explaining why a particular rule should be changed</p>	<p>Diagnostic: -KWL chart on language arts vocabulary -Language arts pretest -ACCESS for ELLs</p> <p>Formative: -Think-Pair-Share -Do Nows -Class discussions -Pictorial or graphic representations of concepts -Answering and asking WH-questions and yes/no questions -Brainstorming</p> <p>Summative: -Revisit KWL chart on language arts vocabulary at end of unit for students to assess knowledge gained -Label or match literary terms with examples or symbols demonstrating their meaning -Five paragraph persuasive essay -ACCESS for ELLs</p>

Suggestions on how to differentiate in this unit:

- Provide visual representations of content and concepts using different types of visual media.
- Assign group-generated writing responses.
- Assign varied texts and lengths of readings.
- Vary writing topics and length expectations of written work.
- Use of multi-media representation venues to support multi-sensory learning.

APPENDIX:

WIDA Standards – put PDF file here for WIDA Standards: <http://www.wida.us/standards/6-12%20Standards%20web.pdf>

WIDA Can Do Descriptors – PDF File: http://wida.us/standards/CAN_DOs/9-12%20CAN%20DOs.pdf

