

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**ENGLISH AND ENGLISH LANGUAGE LEARNER DEPARTMENT**

# **ENGLISH LANGUAGE LEARNERS ENGLISH 3**

Grade Level: 11

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

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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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 III/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 III/ELL provides 11<sup>th</sup> grade ELLs with instruction in ESL, language arts literacy, and in the language of language arts. English III/ELL models itself after the Transitional English III and the English III curricula in that it explores literature from various genres and time periods. It is an introduction to literature while giving students exposure to a British classic, Mary Shelley's *Frankenstein*. 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. Successful completion of this course and a proficient score on the Spring Language Arts Literacy section of the New Jersey High School Proficiency Assessment prepares students for English IV. However, if students do not earn a proficient score on the LAL section of the NJ HSPA, then they will complete the SRA process and continue their ESL instruction and their language arts preparation in English IV/ELL.

**Freehold Regional High School District  
Curriculum Map**

**English III/ELL**

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
3.1.C, 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  PHA 9 PHA 10	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
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?		Written answers to WH-questions using phrases or short sentences  Label objects and pictures using short phrases  Describe events and people	ACCESS for ELLs  HSPA  TeenBiz3000
3.1.D, E, G, H 3.5.A, B, 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?		Match literary terms to appropriate excerpts from the text  Sequence pictures and events  Identify main ideas	Thought Questions
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?		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

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
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.	<p>What reading strategies can help a person understand a specific type of text in the language arts classroom?</p> <p>How can writing improve a student's ability to be successful in the language arts classroom?</p> <p>How can correct pronunciation of literary terms aid a student in the classroom?</p> <p>How can effective listening skills advance a student's academic language acquisition in the language arts classroom?</p>	<p>Pre-test</p> <p>Writing sample</p> <p>ACCESS for ELLs</p> <p>PHA 9 PHA 10</p>	<p>Think-Pair-Shares</p> <p>Produce pictorial or graphic representations of content areas concepts</p> <p>Follow one or two-step oral directions</p> <p>Describe personalities of characters orally or in writing</p>	<p>Persuasive essay</p> <p>Narrative story</p> <p>Short answer open-ended responses</p> <p>ACCESS for ELLs</p> <p>HSPA</p>

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

**English III/ELL**

<b>Unit Title</b>	<b>Unit Understandings and Goals</b>	<b>Recommended Duration</b>
<b>Unit #1: Short Stories</b>	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. 1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring various types of short stories.	7 weeks throughout the 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> marking periods
<b>Unit #2: Nonfiction Text</b>	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. 1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring various types of nonfiction text.	7 weeks throughout the 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> marking periods
<b>Unit #3: Creative Writing</b>	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. 1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring creative writing.	6 weeks throughout the 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> marking periods
<b>Unit #4: Persuasive Writing</b>	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. 1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring persuasive writing.	6 weeks throughout the 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> marking periods
<b>Unit #5: <i>Frankenstein</i></b>	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. 1. Students will develop their understanding of American English in various reading, writing and communicative activities while exploring Mary Shelley's <i>Frankenstein</i> .	8 weeks, 4 <sup>th</sup> marking period

**Freehold Regional High School District  
English III/ELL**

**Unit #1: Short Stories**

**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 short stories.

**Duration of Unit:** 7 weeks throughout the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> marking periods

**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?            What are good visual representations of the language arts vocabulary in this unit?            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>The Language of Language Arts Literacy:            Antonym            Brainstorm            Character            Character Traits            Climax            Conflict</p>	<p><i>Reading Comprehension Vocabulary Development Series, Levels 2 – 10</i>, Edcon Publishing            Graphic organizers:  <a href="http://www.edcon.org/asis.com/curriculum/graphic_organizers.htm">http://www.edcon.org/asis.com/curriculum/graphic_organizers.htm</a></p>	<p>Activities: Compare and contrast characters in various short stories 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,</p>	<p>Diagnostic:            -KWL chart on language arts vocabulary            -Language arts pretest            -ACCESS for ELLs</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<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>What types of words do authors use to describe character traits? Setting? Conflict?</p> <p>How does a character's use of nonverbal communication help convey a message?</p> <p>How does inferring improve reading comprehension?</p> <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 a short story? 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 short story?</p> <p>How do body language, enunciation, emphasis, tempo, volume, facial expressions and tone aid an effective discussion?</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 &amp; textual analysis responses</p> <p>Reading skills and strategies for a short story: speculating about illustrations, skimming chapter titles, using a plot map organizer, etc.</p> <p>Elements of a short story</p> <p>Listening, speaking, reading, writing, and viewing in Standard American English</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 (<a href="http://www.bilingualdictionaries.com">www.bilingualdictionaries.com</a>)</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>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 or 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: 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>Formative:</p> <ul style="list-style-type: none"> <li>-Think-Pair-Share</li> <li>-Do Nows</li> <li>-Class discussions</li> <li>-Pictorial or graphic representations of concepts</li> <li>-Answering and asking WH- questions and yes/no questions</li> <li>-Brainstorming</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>-Revisit KWL chart on language arts vocabulary at end of unit for students to assess knowledge gained</li> <li>-Define, label or match literary terms with examples or symbols demonstrating their meaning</li> <li>-Respond to open-ended questions</li> <li>-Multiple choice</li> <li>- ACCESS for ELLs</li> </ul>

**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 III/ELL**

**Unit #2: 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:** 7 weeks throughout the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> marking periods

**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? Are there any cognates or false cognates between language arts terms in a student’s native language and the language arts terms in English? How do the use of context clues and the knowledge of word origins improve reading comprehension?</p>	<p>The Language of Language Arts Literacy: Antonym Author’s purpose Bandwagon appeal Brainstorm Cause Compare Contrast Effect Exaggeration</p>	<p>TeenBiz3000 <i>High-interest Reading Comprehension Skills &amp; Strategies, Level 4</i>, Saddleback Publishing, ISBN-13: 978-1-56254-031-9 <i>High-interest Building Vocabulary Skills and Strategies, Level 4</i>, Saddleback Publishing, ISBN-13: 978-1-56254-722-6</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;</p>	<p>Diagnostic: -KWL chart on language arts vocabulary -Language arts pretest -TeenBiz3000 Pre-test -ACCESS for ELLs</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does the intended audience and writing format affect the language used in a piece of writing?</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>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>Fact Generalization Hyperbole Loaded language Main idea Metaphor Opinion Persuade Point of view Rhetorical question Simile Statistics Supporting details Synonym Tone</p> <p>Listening, speaking, reading, writing, and viewing in Standard American English Reading skills and strategies for nonfiction texts: speculating about illustrations, skimming sub-heading, using a plot map organizer, etc. Timed reading and writing strategies Multiple-choice test-taking strategies Open-ended &amp; textual analysis responses</p>	<p><i>The Outer Edge Critical Reading Series</i>, Jamestown Education <i>Strategies for Successful Reading and Writing</i>, Options Publishing Graphic organizers: <a href="http://www.educationoasis.com/curriculum/graphic_organizers.htm">http://www.educationoasis.com/curriculum/graphic_organizers.htm</a></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>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</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>Formative: -Think-Pair-Share -Do Nows -Class discussions -Pictorial or graphic representations of concepts -Brainstorming -TeenBiz3000 Activities</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 -TeenBiz3000 Post-test -ACCESS for ELLs</p>
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>• Provide visual representations of content and concepts using different types of visual media.</li> <li>• Assign group-generated writing responses, varied texts and lengths of readings.</li> <li>• Vary writing topics and length expectations of written work.</li> <li>• Use of multi-media representation venues to support multi-sensory learning.</li> </ul>				

**Freehold Regional High School District  
English III/ELL**

**Unit #3: 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 throughout the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> marking periods

**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>The Language of Language Arts Literacy: Antonym Brainstorm Character Character Traits Climax Conflict</p>	<p><i>The Quick Write Handbook for Everyday Writers – Beginning</i>, Curriculum Associates <i>Strategies for Successful Reading and Writing</i>, Options Publishing <i>High-interest Language Arts Skills &amp; Strategies, Level 5</i>, Saddleback Publishing, ISBN-13: 978-1-56254-839-1</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>Diagnostic: -KWL chart on language arts vocabulary -Language arts pretest -ACCESS for ELLs</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<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>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>Adventure</p> <p>Fable</p> <p>Folktale</p> <p>Fairy Tale</p> <p>Fantasy</p> <p>Personal narrative</p> <p>Realistic Story</p> <p>Speculative writing</p>	<p><i>High-interest Language Arts Skills &amp; Strategies, Level 6</i>, Saddleback Publishing, ISBN-13: 978-1-56254-840-7</p> <p>Graphic organizers: <a href="http://www.educationoasis.com/curriculum/graphic_organizers.htm">http://www.educationoasis.com/curriculum/graphic_organizers.htm</a></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 (<a href="http://www.bilingualdictionaries.com">www.bilingualdictionaries.com</a>)</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>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 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>Formative:</p> <ul style="list-style-type: none"> <li>-Think-Pair-Share</li> <li>-Do Nows</li> <li>-Class discussions</li> <li>-Pictorial or graphic representations of concepts</li> <li>-Answering and asking WH-questions and yes/no questions</li> <li>-Outlining a speculative story</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>-Revisit KWL chart on language arts vocabulary at end of unit for students to assess knowledge gained</li> <li>-Label or match literary terms with examples or symbols demonstrating their meaning</li> <li>-Write a three paragraph speculative story about a picture</li> <li>-ACCESS for ELLs</li> </ul>
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>• Provide visual representations of content and concepts using different types of visual media.</li> <li>• Assign group-generated writing responses.</li> <li>• Assign varied texts and lengths of readings.</li> <li>• Vary writing topics and length expectations of written work.</li> <li>• Use of multi-media representation venues to support multi-sensory learning.</li> </ul>				

**Freehold Regional High School District  
English III/ELL**

**Unit #4: 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 throughout the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> marking periods

**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 the intended audience and writing format affect the language used in a piece of writing?</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><i>The Quick Write Handbook for Everyday Writers – Beginning</i>, Curriculum Associates</p> <p><i>Strategies for Successful Reading and Writing</i>, Options Publishing</p> <p><i>High-interest Language Arts Skills &amp; Strategies, Level 5</i>, Saddleback Publishing, ISBN-13: 978-1-56254-839-1</p> <p><i>High-interest Language Arts Skills &amp; Strategies, Level 6</i>, Saddleback Publishing, ISBN-13: 978-1-56254-840-7</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;</p>	<p>Diagnostic:</p> <p>-KWL chart on language arts vocabulary</p> <p>-Language arts pretest</p> <p>-ACCESS for ELLs</p> <p>Formative:</p> <p>-Think-Pair-Share</p> <p>-Do Nows</p> <p>-Class discussions</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Why do writers use figurative language?  How does knowledge of word origins improve writing?  How does a person choose the right words to express themselves in written or spoken language?  How can I support my opinion with facts and examples both orally and in writing?  What makes a reliable Internet source for valid research information?  What are the best literary and stylistic devices to use for persuasive writing?  What are effective pre-writing and revising strategies?  How do body language, enunciation, emphasis, tempo, volume, facial expressions and tone aid an effective discussion?</p>	<p>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>Graphic organizers:  <a href="http://www.educationoasis.com/curriculum/graphic_organizers.htm">http://www.educationoasis.com/curriculum/graphic_organizers.htm</a></p> <p>Franklin Bilingual Handheld Electronic Translators</p> <p><i>The University of Chicago Spanish Dictionary, Fifth Edition, Spanish-English, English-Spanish, ISBN-13: 9780226666891</i></p> <p>Bilingual dictionaries as needed (www.bilingualdictionaries.com)</p> <p><i>Longman Dictionary of American English with Thesaurus and CD-ROM, ISBN-13: 978-0131703445</i></p> <p><i>The Clear and Simple Thesaurus Dictionary, ISBN-13: 978-0448443096</i></p>	<p>use Microsoft word to type a final draft of a three paragraph persuasive letter  Graphic Organizers: KWL Charts, Venn Diagrams, Word Webs  Pre-teaching Vocabulary: Four-corners vocabulary, visual representations of vocabulary, matching, labeling, pronunciation and spelling of new vocabulary  Questions: yes/no questions, WH-questions  Modeling activity or finished product: Provide a student-written five paragraph persuasive essay for students to read before asking students to write their own  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>-Pictorial or graphic representations of concepts  -Answering and asking WH- questions and yes/no questions  -Brainstorming  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>
<p><b><u>Suggestions on how to differentiate in this unit:</u></b></p> <ul style="list-style-type: none"> <li>• Provide visual representations of content and concepts using different types of visual media.</li> <li>• Assign group-generated writing responses.</li> <li>• Assign varied texts and lengths of readings.</li> <li>• Vary writing topics and length expectations of written work.</li> <li>• Use of multi-media representation venues to support multi-sensory learning.</li> </ul>				

**Freehold Regional High School District**  
**English III/ELL**

**Unit #5: *Frankenstein***

**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 Mary Shelley’s *Frankenstein*.

**Duration of Unit:** 8 weeks, 4<sup>th</sup> marking period

**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
What specific vocabulary can help students be successful in the language arts classroom? What are good visual representations of the language arts vocabulary in this unit? Are there any cognates or false cognates between language arts terms in a student’s native language and the language arts terms in English?	The Language of Language Arts Literacy: Antonym Brainstorm Character Character Traits Climax Conflict Dialogue	<i>Frankenstein</i> , Hampton Brown, ISBN-13: 978-0-73622-793-3 <i>Frankenstein</i> , Globe Fearon, ISBN-13: 978-0-83591-116-0 <i>Frankenstein</i> , Edcon Publishing, ISBN-13: <i>Frankenstein</i> , Saddleback’s Illustrated Classics, ISBN-13: 978-1-56254-898-8	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;	Diagnostic: -KWL chart on language arts vocabulary -Language arts pretest -ACCESS for ELLs Formative: -Think-Pair-Share -Do Nows -Class discussions

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<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>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>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 &amp; 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>Themes:</p> <p>Misuse of science and technology</p> <p>Ethics of scientific discovery</p> <p>Dark side of humanity</p> <p>Parental responsibility</p> <p>Role of ego and ambition</p> <p>Listening, speaking, reading, writing, and viewing in Standard American English</p>	<p><i>Frankenstein</i>, Great Illustrated Classics, ISBN-13: 978-1-60340-049-7</p> <p><i>Frankenstein</i>, Classic Starts, ISBN-13: 978-1-40272-666-8</p> <p><i>Frankenstein</i>, Compass Classic Readers, ISBN-13: 978-1-59966-250-3</p> <p><i>Frankenstein</i>, Puffin Graphics, ISBN-10: 0-14-240407-1</p> <p><i>Frankenstein</i>, Regents Illustrated Classics, ISBN-10: 0-88435-467-X</p> <p>Universal Studios Film <i>Frankenstein</i> (1931)</p> <p>Graphic organizers:  <a href="http://www.educationoasis.com/curriculum/graphic_organizers.htm">http://www.educationoasis.com/curriculum/graphic_organizers.htm</a></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>respond to a picture in one-or-two spoken or written sentences; respond to open-ended questions; write and illustrate an alternative ending; compare character flaws and assets; create a comic book version of one of the major events in the story</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: Showing a finished visual of a character based on a short oral or written description 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>Frankenstein</i> with a scene from the play.</p>	<p>-Pictorial or graphic representations of concepts</p> <p>-Answering and asking WH- questions and yes/no questions</p> <p>-Brainstorming</p> <p>-Compare/contrast characters</p> <p>Summative:</p> <p>-Revisit KWL chart on language arts vocabulary at end of unit for students to assess knowledge gained</p> <p>-Label or match literary terms with examples or symbols demonstrating their meaning</p> <p>-Respond to open-ended questions</p> <p>-Multiple choice questions</p> <p>-ACCESS for ELLs</p>
<p><b>Suggestions on how to differentiate in this unit:</b></p> <ul style="list-style-type: none"> <li>• Provide visual representations of content and concepts using different types of visual media.</li> <li>• Assign group-generated writing responses.</li> <li>• Assign varied texts and lengths of readings.</li> <li>• Vary writing topics and length expectations of written work.</li> <li>• Use of multi-media representation venues to support multi-sensory learning.</li> </ul>				



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](http://wida.us/standards/CAN_DOs/9-12%20CAN%20DOs.pdf)