

ESL - Bridging/Reaching

Unit Title: High Point Level B (Units 1-5) Grades 6-8 Bridging/Reaching

Stage 1: Desired Results

Standards & Indicators:

2020 WIDA ELD Standard 1: Social and Instructional Language

- WIDA ELD-S1.4-12.Narrate
 - Share ideas about one's own and others' lived experiences and previous learning
 - Connect stories with images and representations to add meaning
 - Identify and raise questions about what might be unexplained, missing, or left unsaid
 - Recount and restate ideas to sustain and move dialogue forward
 - Create closure, recap, and offer next steps
- WIDA ELD-S1.4-12.Inform
 - Define and classify facts and interpretations; determine what is known vs. unknown
 - Report on explicit and inferred characteristics, patterns, or behavior
 - Describe the parts and wholes of a system
 - Sort, clarify, and summarize relationships
 - Summarize most important aspects of information
- WIDA ELD-S.1.4-12. Explain
 - Generate and convey initial thinking
 - Follow and describe cycles and sequences of steps or procedures and their causes and effects
 - Compare changing variables, factors, and circumstances
 - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
 - Act on feedback to revise understanding of how or why something is or works in particular ways
- WIDA ELD-S1.4-12.Argue
 - Generate questions about different perspectives
 - Support or challenge an opinion, premise, or interpretation
 - Clarify and elaborate ideas based on feedback
 - Evaluate changes in thinking, identifying trade-offs
 - Refine claims and reasoning based on new information or evidence

2020 WIDA ELD Standard 2: Language for Language Arts

- WIDA ELD-LA.6-8.Narrative.Interpretive - Interpret language arts narratives by
 - Identifying a theme or central idea that develops over the course of a text
 - Analyzing how character attributes and actions develop in relation to events or dialogue
 - Evaluating impact of specific word choices about meaning and tone
- WIDA ELD-LA.6-8.Narrate.Expressive - Construct language arts narratives that
 - Orient audience to context and point of view
 - Develop and describe characters and their relationships
 - Develop story, including themes with complication and resolution, time, and event sequences
- WIDA ELD-LA.6-8.Inform.Interpretive - Interpret informational texts in language arts by
 - Identifying and/or summarizing main ideas and their relationship to supporting ideas
 - Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
 - Evaluating the impact of author's key word choices over the course of a text
- WIDA ELD-LA.6-8.Inform.Expressive - Construct informational texts in language arts that
 - Introduce and define topic and/or entity for audience
 - Establish objective or neutral stance
 - Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
 - Develop coherence and cohesion throughout text
- WIDA ELD-LA.6-8.Argue.Interpretive - Interpret language arts arguments by
 - Identifying and summarizing central idea distinct from prior knowledge or opinions

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- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
- WIDA ELD-LA.6-8.Argue.Expressive - Construct language arts arguments that
 - Introduce and develop claim(s) and acknowledge counterclaim(s)
 - Support claims with reasons and evidence that are clear, relevant, and credible
 - Establish and maintain formal style
 - Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

2020 WIDA ELD Standard 3: Language for Mathematics

- WIDA ELD-MA.6-8.Explain.Interpretive - Interpret mathematical explanations by
 - Identifying concept or entity
 - Analyzing possible ways to represent and solve a problem
 - Evaluating model and rationale for underlying relationships in selected problem-solving approach
- WIDA ELD-MA.6-8.Explain.Expressive - Construct mathematical explanations that
 - Introduce concept or entity
 - Share solution with others
 - Describe data and/or problem-solving strategy
 - State reasoning used to generate solution
- WIDA ELD-MA.6-8.Argue.Interpretive - Interpret mathematics by
 - Comparing conjectures with previously established results
 - Distinguishing commonalities among strategies used
 - Evaluating relationships between evidence and mathematical facts to create generalizations
- WIDA ELD-MA.6-8.Argue.Expressive - Construct mathematics arguments that
 - Create conjecture, using definitions and previously established results
 - Generalize logic across cases
 - Justify conclusions with evidence and mathematical facts
 - Evaluate and critique others' arguments

2020 WIDA ELD Standard 4: Language for Science

- WIDA ELD-SC.6-8.Explain.Interpretive - Interpret scientific explanations by
 - Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
 - Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
 - Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions
- WIDA ELD-SC.6-8.Explain.Expressive - Construct scientific explanations that
 - Describe valid and reliable evidence from sources about a phenomenon
 - Establish neutral or objective stance in how results are communicated
 - Develop reasoning to show relationships among independent and dependent variables in models and simple systems
 - Summarize patterns in evidence, making trade-offs, revising, and retesting
- WIDA ELD-SC.6-8.Argue.Interpretive - Interpret scientific arguments by
 - Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
 - Comparing reasoning and claims based on evidence from two arguments on the same topic
 - Evaluating whether they emphasize similar or difference evidence and/or interpretations of facts
- WIDA ELD-SC.6-8.Argue.Expressive - Construct scientific arguments that
 - Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s)
 - Support or refute a claim based on data and evidence
 - Establish and maintain a neutral or objective stance
 - Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

2020 WIDA ELD Standard 5: Language for Social Studies

- ELD-SS.6-8.Explain.Interpretive - Interpret social studies explanations by

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- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluating experts' points of agreement, along with strengths and weakness of explanations
- ELD-SS.6-8.Explain.Expressive - Construct social studies explanations that
 - Introduce and contextualize phenomena or events
 - Establish perspective for communicating outcomes, consequences, or documentation
 - Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
 - Generalize multiple causes and effects of developments or events
- ELD-SS.6-8.Argue.Interpretive - Interpret social studies arguments by
 - Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
 - Analyzing relevant information from multiple sources to support claims
 - Evaluating point of view and credibility of source based on relevance and intended use
- ELD-SS.6-8.Argue.Expressive - Construct social studies arguments that
 - Introduce and contextualize topic
 - Select relevant information to support claims with evidence gathered from multiple sources
 - Establish perspective
 - Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

NJSLS for English Language Arts

- L.SS.6.1. Language, System and Structure of Language.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - B. Use intensive pronouns (e.g., myself, ourselves).
 - C. Recognize and correct inappropriate shifts in pronoun number and person.
 - D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
 - F. Recognize spelling conventions.
- L.KL.6.2. Language, Knowledge of Language.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
 - D. Maintain consistency in style and tone.
- L.VL.6.3. Language, Vocabulary Acquisition, Use and Literal Meaning.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
 - C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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- L.VI.6.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., personification) in context.
 - B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - C. Analyze the impact of a specific word choice on meaning and tone.
 - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
- RL.CR.6.1. Reading Literature. Close Reading of Text.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RI.CR.6.1. Reading Informational Text. Close Reading of Text.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- RL.CI.6.2. Reading Literature. Central Ideas and Themes of Texts.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CI.6.2. Reading Informational Text. Central Ideas and Themes of Texts.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.6.3. Reading Literature. Interactions Among Text Elements.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
- RI.IT.6.3. Reading Informational Text. Interactions Among Text Elements.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- RL.TS.6.4. Reading Literature. Text Structure.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
- RI.TS.6.4. Reading Informational Text. Text Structure.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
- RL.PP.6.5. Reading Literature. Perspective and Purpose in Texts.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
- RI.PP.6.5. Reading Informational Text. Perspective and Purpose in Texts.6.5. Identify author's purpose or perspective or potential bias in a text and explain the impact on the reader's interpretation.
- RL.MF.6.6. Reading Literature. Diverse Media and Formats.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
- RI.MF.6.6. Reading Informational Text. Diverse Media and Formats.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
- RI.AA.6.7. Reading Informational Text. Analysis of an Argument.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RL.CT.6.8. Reading Literature. Comparison of Texts.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
- RI.CT.6.8. Reading Informational Text. Comparison of Texts.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

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- W.AW.6.1. Writing. Argumentative Writing.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
 - A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
 - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
 - C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
 - D. Establish and maintain a formal/academic style, approach, and form.
 - E. Provide a concluding statement or section that follows from the argument presented.
- W.IW.6.2. Writing. Informative and Explanatory Writing.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
 - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Acknowledge and attempt a formal/academic style, approach, and form.
 - F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
- W.NW.6.3. Writing. Narrative Writing.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.WP.6.4. Writing. Writing Process.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- W.RW.6.7. Writing. Range of Writing.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.PE.6.1. Speaking and Listening. Participate Effectively.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.II.6.2. Speaking and Listening. Integrate Information.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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- SL.PI.6.4. Speaking and Listening. Present Information.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
- SL.UM.6.5. Speaking and Listening. Use Media.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.AS.6.6. Speaking and Listening. Adapt Speech.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.SS.7.1. Language. System and Structure of Language.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Explain the function of phrases and clauses in general and their function in specific sentences.
 - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
 - D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
 - E. Recognize spelling conventions.
- L.KL.7.2. Language, Knowledge of Language.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
 - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
- L.VL.7.3. Language. Vocabulary Acquisition, Use and Literal Meaning.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - C. Analyze the impact of a specific word choice on meaning and tone.
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.VI.7.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
 - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- RL.CR.7.1. Reading Literature. Close Reading of Text.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RI.CR.7.1. Reading Informational Texts. Close Reading of Text.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

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- RI.CI.7.2. Reading Literature. Central Ideas and Themes of Texts.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CI.7.2. Reading Informational Texts. Central Ideas and Themes of Texts.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.7.3. Reading Literature. Interactions Among Text Elements.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RI.TS.7.4. Reading Informational Texts. Text Structure.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
- RL.PP.7.5. Reading Literature. Perspective and Purpose in Texts.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
- W.AW.7.1. Writing. Argumentative Writing.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
 - A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - D. Establish and maintain a formal style/academic style, approach, and form.
 - E. Provide a concluding statement or section that follows from and supports the argument presented.
- W.IW.7.2. Writing. Informative and Explanatory Writing.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
 - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate transitions to create cohesion and clarify the relationships among ideas, and concepts.
 - D. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
 - E. Establish and maintain a formal style, academic style, approach, and form.
 - F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
- W.NW.7.3. Writing. Narrative Writing.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.WP.7.4. Writing. Writing Process.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- W.RW.7.7. Writing. Range of Writing.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.PE.7.1. Speaking and Listening. Participate effectively.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - D. Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.II.7.2. Speaking and Listening. Integrate Information.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.PI.7.4. Speaking and Listening. Present Information.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.UM.7.5. Speaking and Listening. Use Media.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.AS.7.6. Speaking and Listening. Adapt Speech.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.SS.8.1. Language. System and Structure of Language.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- L.KL.8.2. Language. Knowledge of Language.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- L.VL.8.3. Language. Vocabulary Acquisition, Use and Literal Meaning.6.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibility from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., but checking the inferred meaning in context or in a dictionary).
- L.VI.8.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- RL.CR.8.1. Reading Literature. Close Reading of Text.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
- RI.CR.8.1. Reading Informational Texts. Close Reading of Text.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RL.CI.8.2. Reading Literature. Central Ideas and Themes of Texts.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CI.8.2. Reading Informational Texts. Central Ideas and Themes of Texts.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.8.3. Reading Literature. Interactions Among Text Elements.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes that characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
- RI.IT.8.3. Reading Informational Texts. Interactions Among Text Elements.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
- RL.CT.8.8. Reading Literature. Comparison of Texts.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
- W.AW.8.1. Writing. Argumentative Writing.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
 - A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - D. Establish and maintain a formal or academic style, approach, and form.
 - E. Provide a concluding statement or section that follows from and supports the argument presented.
- W.NW.8.3. Writing. Narrative Writing.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.WP.8.4. Writing. Writing Process.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

ESL - Bridging/Reaching

- W.RW.8.7. Writing. Range of Writing.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.PE.8.1. Speaking and Listening. Participate Effectively.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.UM.8.5. Speaking and Listening. Use Media.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.AS.8.6. Speaking and Listening. Adapt Speech.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.	Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back.

Central Idea/Enduring Understanding:

Students will understand that...

Units 1-2

Messages That Matter

- Messages that express our feelings, preserve history, or honor heroes are all messages that matter.

Messages Across Time and Space

- Messages from long ago or far away connect us to people and places we may never know or see.

Fitting In

- When you find a place to belong in the world, you can connect with people from other times and other places.

Bridging the Gap

- You can overcome cultural differences by looking beyond the surface and finding your common interests.

Unit 3

What Matters Most

Essential/Guiding Question:

Units 1-2

- What is communication?
- What are some examples of verbal communication?
- What are some examples of nonverbal communication?
- What are some examples of communication that last?
- What does belonging mean?
- To which groups do you automatically belong?
- Which groups do you join by choice?
- How can people bridge gaps and connect with each other?

Unit 3

- What are dreams and decisions?
- Why are dreams important?
- How do you make decisions based on dreams?

Unit 4

- What does continuity mean?
- What does change mean?
- How has your life reflected the meanings of continuity and change?

ESL - Bridging/Reaching

<ul style="list-style-type: none"> Knowing what is important in life can help you reach your dreams and achieve your goals. <p>Toward a Better Future</p> <ul style="list-style-type: none"> Courage and determination can help build a better future. <p>Unit 4 The Certainty of Change</p> <ul style="list-style-type: none"> Nature changes in cycles or by surprise. Only one thing is certain - change happens. <p>An Enduring Legacy</p> <ul style="list-style-type: none"> The human spirit can survive life's cruelest changes - and leave a legacy for generations to come. <p>Unit 5 Making a Difference</p> <ul style="list-style-type: none"> You can make the world a better place if you are willing to get involved. <p>Pushing Past the Limits</p> <ul style="list-style-type: none"> You can learn a lot about yourself by facing life's challenges and pushing past the limits. 	<ul style="list-style-type: none"> What have you learned about continuity and change? <p>Unit 5</p> <ul style="list-style-type: none"> What are challenges? What positive things can happen when you meet a challenge? What negative things can happen when you meet a challenge? What can you learn about yourself when you meet a challenge?
<p>Content:</p> <p>Units 1-2</p> <ul style="list-style-type: none"> Communication (express, messages, verbal, nonverbal, lasting, preserve) Communication (message, meaning) Words About Communication Complete Sentences Opinions Poetry Common and Proper Nouns Singular and Plural Nouns Context Clues Free Verse Style Mood Words Mood Possessive Nouns Subjects and Predicates Communication (messages, connect) Compound Sentences Folk Tale Story Elements (characters, setting, plot) Present Tense Verbs Subject-Verb Agreement Political leaders (emperor, king, queen, prince, president, prime minister, premier) Grains and Diet Science Fiction 	<p>Skills(Objectives):</p> <p>Units 1-2</p> <ul style="list-style-type: none"> Respond to murals Identify cause and effect Evaluate impact of author's background on meaning Use graphic organizers (main idea diagram) Use the dictionary Interact with peers Demonstrate non-verbal communication Plan Use the library Locate resources Analyze story elements (character, plot, setting) Retell and listen to a story Scan Synthesize information Take notes Use computerized card catalogue Use graphic organizers (story staircase map) Analyze information (fantasy and reality) Use visuals Evaluate literature Tell an original story; write Formulate research questions Use graphic organizers (outline) Organize and synthesize information Listen critically Self-assess

ESL - Bridging/Reaching

<ul style="list-style-type: none"> • Fantasy and Reality • Narrative (Fiction) • Writing Process <p>Unit 3</p> <ul style="list-style-type: none"> • Dreams (problems, decisions, goals, results, outcome, future) • Life Experience (decisions, influence, values) • Descriptive Words • Adjectives • Adverbs • Prepositional Phrases • Storytelling • Historical Fiction • Structural Clues • Characterization • Dialogue • Compound Predicates • Compound Subjects • Gestures • Comparative and Superlative Adjectives • Goals (decisions, rewarding, future) • Synonyms • Complex Sentences • Structural Clues (prefixes) • Phrases and Clauses • Population Shifts • Words About Population (population, census, demographics, race, ethnic group) • Context Clues (multiple-meaning words) • Indefinite Adjectives • Modals • Two-word Verbs • Word Origins (borrowed words, coined words) • Idioms • Author's Style • Word Choice • Writing Process • Introductory Sentence <p>Unit 4</p> <ul style="list-style-type: none"> • Continuity and Change (certainty, enduring, legacy) • Continuity and Change (cycles, predict) • Words About Change • Relative Clauses • Story elements • Plot (foreshadowing) • Words About Plot (conflict, complication, rising action, climax, falling action, resolution) 	<ul style="list-style-type: none"> • Use Word-processing software • Read aloud <p>Unit 3</p> <ul style="list-style-type: none"> • Engage in discussion • Interpret a visual image • Use graphic organizers (map) • Relate goals and outcomes • Preview • Build background • Relate to personal experiences • Classify • Generate ideas • Listen actively • Tell a story • Interpret visual information • Use graphic organizers (story map) • Activate prior knowledge • Use new words in context • Predict • Read a selection • Listen to a selection • Use context clues to meaning • Set a purpose for reading • Use graphic organizers (chart) • Identify details • Identify cause and effect • Make an inference • Identify character's motive • Traits • Make comparisons • Confirm word meaning • Form opinions • Summarize • Evaluate impact of author's background on literature • Retell a story • Synthesize information • Draw conclusions • Make judgments • Give information • Formulate questions • Gather information • Use maps • Take notes • Use new words in context • Paraphrase • Relate words • Identify character's point of view • Compare literature • Evaluate literary quality • Demonstrate non-verbal communication • Use the internet • Use Word-processing software
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ESL - Bridging/Reaching

- Scientific Words (method, hypothesis, data)
- Nature Words
- Alliteration
- Consonance
- Mood
- Style
- Words About Destruction
- Sensory Words
- Simile
- Multiple-meaning Words
- Structural Cluse (Latin and Greek roots)
- Volcanoes (active, dormant, extinct)
- Continuity and Change (enduring, legacy, progress)
- Wartime Words
- Present Perfect Tense Verbs
- Biography
- Helping Verbs
- Two-word Verbs
- Tone
- Writing Process
- Sentence Variety and Elaboration
- Outline
- Peer-conferencing

Unit 5

- Challenges (obstacles, make a difference, face or meet a challenge, get involved)
- Natural Environment (environment)
- Words Used to Persuade
- Verbs in the Past Perfect Tense
- Present and Past Perfect Tense Verbs
- Active and Passive Verbs
- Describing Words
- Structural Clues (suffixes)
- Legislative Process (bill, law, legislative branch, Senate, House of Representatives)
- Endangered Species (ecology, ecosystem, food chain, habitat destruction, over-exploitation)
- Mood
- Tone
- Style
- Repetition
- Personification
- Metaphor
- Rhyme Scheme
- Rhythm
- Words About Propaganda (bandwagon, testimonial)

- Locate resources
- Plan
- Interact with peers
- Gather and synthesize information
- Respond to a paragraph
- Identify author's purpose
- Evaluate impact of medium on meaning
- Form generalizations
- Ask questions and clarify meaning
- Evaluate impact of author's qualifications on meaning
- Analyze information (apparent message and hidden agenda)
- State a goal
- Express probability
- Evaluate information from electronic resources
- Use text structures (character map)
- Self-assess
- Use desktop publishing software

Unit 4

- Engage in discussion
- Interpret a visual image
- Preview
- Build background
- Use graphic organizers (mind map; chart)
- Dramatize
- Relate to personal experience
- Form generalizations
- Generate ideas
- Give information
- Analyze information
- Relate words
- Analyze story elements (characters and plot)
- Set a purpose for reading
- Listen to a selection
- Use graphic organizers (character map)
- Identify character's motive
- Analyze information (fantasy and reality)
- Read a selection
- Use new words in context
- Identify cause and effect
- Identify details
- Identify sequence
- Make an inference
- Identify character's point of view
- Draw conclusions
- Respond to literature
- Identify problem and solution
- Make judgments
- Negotiate
- Role-play
- Define and explain
- Formulate hypotheses

ESL - Bridging/Reaching

- Words About Climate (temperate, the tropics, desert, subtropical, subarctic, tundra, highland, humid, continental)
- Challenges (intellectual, physical, social)
- Survival Words
- Future Perfect Tense Verbs
- Autobiography
- Theme
- Word Families (migrant, migrate, migrating, migratory)
- Folk Tale
- Plot (conflict)
- Onomatopoeia
- Characterization (protagonist and minor characters)
- Writing Process

- Gather and analyze information
- Plan research methods
- Conduct an observation
- Use graphic organizers (time line)
- Use context clues
- Relate steps in a process
- Read a poem
- Evaluate impact of point of view on meaning
- Make predictions
- Choral reading
- Skim and take notes
- Use text features (sidebars)
- Summarize
- Evaluate literary quality
- Use graphic organizers (cause/effect chart)
- Compare literature
- Ask for information
- Gather, organize, and synthesize information
- Use a map
- Use the internet
- Listen actively
- Define and explain
- Evaluate impact of author's background on meaning
- Persuade
- Interact with peers
- Cite sources
- Compare literature
- Identify character's traits
- Use the internet
- Use search engines
- Self-assess
- Compare and evaluate literature

Unit 5

- Engage in discussion
- Respond to a photograph
- Preview
- Brainstorm
- Build background
- Use graphic organizers (mind map)
- Respond to visual images
- Relate to personal experience
- Use graphic organizers (chart)
- Generate ideas
- Formulate hypotheses
- Listen actively
- Persuade
- Listen critically
- Use graphic organizers (problem and solution chart)
- Analyze information
- Solve problems
- Form opinions
- Activate prior knowledge

ESL - Bridging/Reaching

- Relate words
- Use SQ3R
- Listen to a selection
- Set a purpose for reading
- Use text features in nonfiction
- Identify cause and effect
- Draw conclusions
- Make judgments
- Read a selection
- Summarize
- Paraphrase
- Evaluate the impact of author's point of view on literature
- Evaluate literature
- Verify information
- Express gratitude
- Interact with peers
- Gather, organize, and synthesize information
- Take notes
- Use the internet
- Use text structures (globes and maps)
- Identify author's point of view
- Identify author's purpose
- Use text structures (diagrams)
- Listen to a poem
- Locate and use definitions
- Evaluate impact of author's background on literature
- Give information
- Analyze and evaluate information
- Identify propaganda
- Make comparisons
- Select, compare, and evaluate media
- Use an atlas and globe
- Elaborate
- Use graphic organizers (word web)
- Make predictions
- Relate causes and effects
- Visualize
- Use graphic organizers (cause/effect chain)
- Use new words in context
- Retell a story
- Role-play
- Relate main ideas and details
- Use text structures (logical order)
- Self-assess
- Deliver a speech
- Record on a computer

Interdisciplinary Connections:

Math, Science, Social Studies, Language Arts

ESL - Bridging/Reaching

Stage 2: Assessment Evidence

Performance Task(s):

Read alouds
Practice workbook activities - Fill in the blank;
multiple-choice; True/False; picture matching;
sentence frames/stems
Grammar and content-related handouts
Use new vocabulary in speaking
Ability to listen and repeat with correct
pronunciation

Other Evidence:

Class Participation
Do Now/Warm-ups
Unit tests

Units 1-2

Selection Tests

- "The Power of Poetry"
- "Talking Walls"
- "Tales Across Time"
- "Fat Men from Space"

Writing Assignments

- Writing That Tells a Story (Narrative Writing/Fantasy)
- Writing For Personal Expression (Expressive Writing/Personal History)

Self-Assessment Form

Peer-Assessment Form

Writing Progress Checklist

Portfolio Evaluation Form

Unit 3

Selection Tests

- "Ginger for the Heart"
- "Twins"
- "The Great Migration"
- "A House of My Own"

Writing Assignments

- Writing That Describes (Descriptive Writing/Character Sketch)
- Letters
- Description
- Essay
- Poem

Self-Assessment Form

Peer Assessment Form

Writing Progress Checklist

Portfolio Evaluation Form

Unit 4

Selection Tests

- "The Mother Who Lost Her Daughter"
- "The Big Blast"
- "Anne Frank"
- "The Diary of a Young Girl"

Writing Assignments

- Writing That Informs and Explains (Expository Writing/Content-Area Report)
- Sentences
- Plot Diagram
- Myth
- Paragraph

ESL - Bridging/Reaching

	<ul style="list-style-type: none"> • Diary Entry • Newspaper article • Poster • Expository (content-area report) <p>Oral Report Self-Assessment Form Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form</p> <p>Unit 5 Selection Tests</p> <ul style="list-style-type: none"> • “Saving the Peregrine Falcon” • “A Celebration of the Everglades” • “The Circuit” • “The Clever Wife” <p>Writing Assignments</p> <ul style="list-style-type: none"> • Writing That Persuades (Persuasive Writing/5-Paragraph Essay) • Reflection Log • Thank You Letter • Informational Poster • Literary Critique • Rhyming Poem • Sentences • Newspaper Article, Description, or Persuasive Letter • Story Review • Persuasive Speech <p>Speech Oral Report Oral Presentation Self-Assessment Form Peer-Assessment Form Writing Progress Checklist Portfolio Evaluation Form</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Unit 1 - Get the Message!</p> <p>Theme 1 - Messages That Matter</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Express Opinions • “The Power of Poetry” (Poems and interview; Reading Strategy; Visualize) • “Talking Walls” (Essay; Reading Strategy; Relate Main Idea and Details) <p>Theme 2 - Messages Across Time and Space</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Make Comparisons • “Tales Across Time” (Folk tales; Reading Strategy: Make Comparisons) • “Fat Men from Space” (Science fiction; Reading Strategy: Identify Events in the Plot) 	<p><u>Resources:</u></p> <p>National Geographic IMPACT Series</p> <p>Unit 1 - Get the Message!</p> <p>High Point Textbook (p. 8-69) High Point Language Skills Practice Book (p.1-29) High Point Listen and Learn Audio Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment (Unit 1 Test), Writing Assessment, Self-Assessment High Point Newsletter 1 and 2 (Home-school connections) High Point Teacher’s Edition (p. T8a-T69) Theme Library (“Zora Hurston and the Chinaberry Tree” and “Aesop’s Fox”)</p>
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ESL - Bridging/Reaching

<p>Unit 2 - A Sense of Place</p> <p>Theme 1 - Fitting In</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Ask and Answer Questions • “The Keeping Quilt” (Family history; Reading Strategy: Preview and Make Predictions) • From “Human Family” (Poem; Reading Strategy: Use Text Structures - Stanzas) • “Beyond the Color Lines” (Self-portraits; Reading Strategy: Distinguish Between Facts and Opinions) <p>Theme 2 - Bridging the Gap</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Express Likes and Dislikes • “Teammates” (Biography; Reading Strategy: Connect New Information to What You Know) • “Amir” (Realistic fiction; Reading Strategy: Sequence Events) • “Starting a Community Garden” (How-to article; Reading Strategy: Set a Purpose and Reading Rate) <p>Unit 3 - Follow Your Dreams</p> <p>Theme 1 - What Matters Most</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Tell a Story • “Ginger for the Heart” (Historical fiction; Reading Strategy: Relate Goals and Outcomes) • “Twins” (Article; Reading Strategy: Paraphrase) <p>Theme 2 - Toward a Better Future</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Describe • “The Great Migration” (Art essay; Reading Strategy: Make Comparisons) • “Follow the Drinking Gourd” (Traditional song; Reading Strategy: Ask Questions and Clarify Meaning) • “A House of My Own” (Story; Reading Strategy: Confirm Word Meanings) <p>Unit 4 - Coming Full Circle</p> <p>Theme 1 - The Certainty of Change</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Give Information • “The Mother Who Lost Her Daughter” (Greek myth/play; Reading Strategy: Analyze Characters and Plot) • “Chrysalis Diary” (Poem; Reading Strategy: Relate Steps in a Process) 	<p>From <i>The Basics Bookshelf</i> (“Good News,” “I Make Pictures Move,” and “A Year Without Rain”)</p> <p>“The Unbreakable Code”</p> <p>“Toliver’s Secret”</p> <p>“The Great Kapok Tree: A Tale of the Amazon Rain Forest”</p> <p>“Talking Walls”</p> <p>“Talking Walls: The Stories Continue”</p> <p>“In My Own Voice: Multicultural Poets on Identity”</p> <p>“Radio Man”</p> <p>“The Adventures of Sojourner”</p> <p>“Quennu and the Cave Bear”</p> <p>“I Am the Mummy Heb-Nefert”</p> <p>“Cocoon”</p> <p>Unit 2 - A Sense of Place</p> <p>High Point Textbook (p. 70-139)</p> <p>High Point Language Skills Practice Book (p. 30-62)</p> <p>High Point Listen and Learn Audio</p> <p>Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers</p> <p>High Point Language Acquisition Assessment (Unit 2 Test), Writing Assessment, Self-Assessment</p> <p>High Point Newsletter 3 and 4 (Home-school connections)</p> <p>High Point Teacher’s Edition (p. T70a-T139)</p> <p>Theme Library (“Going Home” and “Seedfolks”)</p> <p>From <i>The Basics Bookshelf</i> (“Families,” “Let’s Dance!,” and “More Than a Meal”)</p> <p>“Journey to Ellis Island: How My Father Came to America”</p> <p>“Yang the Third and Her Impossible Family”</p> <p>“Home to Medicine Mountain”</p> <p>“New Kids in Town: Oral Histories of Immigrant Teens”</p> <p>“Fiddler on the Roof”</p> <p>“The Bicycle Man”</p> <p>“Oh, Freedom!”</p> <p>“The Foxman”</p> <p>“In My Own Voice: Multicultural Poets on Identity”</p> <p>“The Jackie Robinson Story”</p> <p>Unit 3 - Follow Your Dreams</p> <p>High Point Textbook (p. 140-211)</p> <p>High Point Language Skills Practice Book (p. 63-101)</p> <p>High Point Listen and Learn Audio</p> <p>Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers</p> <p>High Point Language Acquisition Assessment (Unit 3 Test), Writing Assessment, Self-Assessment</p> <p>High Point Newsletter 5 and 6 (Home-school connections)</p> <p>High Point Teacher’s Edition (p. T140a-T211)</p> <p>Theme Library (“The Lotus Seed” and “The Milkman’s Boy”)</p> <p>From <i>The Basics Bookshelf</i> (“Friends Are Like That” and “Who Was Martin Luther King, Jr.?”)</p>
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ESL - Bridging/Reaching

<ul style="list-style-type: none"> • “The Big Blast” (Science article; Reading Strategy: Skim and Take Notes) <p>Theme 2 - An Enduring Legacy</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Define and Explain • “Anne Frank” (Biography; Reading Strategy: Use a Graphic Organizer) • from “The Diary of a Young Girl” (Diary; Reading Strategy: Monitor Your Reading) <p>Unit 5 - Overcoming Obstacles</p> <p>Theme 1 - Making a Difference</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Persuade • “Saving the Peregrine Falcon” (Science article; Reading Strategy: Use SQ3R) • “A Celebration of the Everglades” (Article and Poems; ;Reading Strategy: Identify Author’s Point of View and Purpose) <p>Theme 2 - Pushing Past the Limits</p> <ul style="list-style-type: none"> • Build Language and Vocabulary: Elaborate • “The Circuit” (Autobiography; Reading Strategy: Relate Causes and Effects) • “Mother to Son” (Poem; Reading Strategy: Interpret Metaphors) • “The Clever Wife” (Chinese folk tale; Reading Strategy: Summarize) 	<p>“Mandela” “Going Home” “The Gold Coin” “The Dragon Prince” “The Miracle Worker” “The House on Mango Street” “Dreaming of America: An Ellis Island Story” “The Bus Ride” “Life in Pioneer America”</p> <p>Unit 4 - Coming Full Circle High Point Textbook (p. 212-289) High Point Language Skills Practice Book (p. 102-137) High Point Listen and Learn Audio Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment (Unit 4 Test), Writing Assessment, Self-Assessment High Point Newsletter 7 and 8 (Home-school connections) High Point Teacher’s Edition (p. T212a-T289) Theme Library (“Volcanoes” and “Nine Spoons: A Chanukah Story”) From <i>The Basics Bookshelf</i> (“The Eagle and the Moon Gold,” “Explore!,” and “The Children We Remember”) “Cactus Hotel” “The Time Machine” “To Everything There is a Season” “Felita” “Volcanoes” video “So Far From the Sea” “Number the Stars” “Sadako and the Thousand Paper Cranes” “TimeLiner 4.0” “The Diary of Anne Frank” (film)</p> <p>Unit 5 - Overcoming Obstacles High Point Textbook (p. 290-363) High Point Language Skills Practice Book (p. 138-172) High Point Listen and Learn Audio Technology Support “Inspiration” for Visual Learning Software with Graphic Organizers High Point Language Acquisition Assessment (Unit 5 Test), Writing Assessment, Self-Assessment High Point Newsletter 9 and 10 (Home-school connections) High Point Teacher’s Edition (p. T290a-T363) Theme Library (“Every Living Thing” and “Wings”) From <i>The Basics Bookshelf</i> (“Rachel Carson: A Woman Who Loved Nature,” “Crops,” “Sunny and Moonshine: A Love Story”) “The Shaman’s Apprentice” “Sawgrass Poems” “Turtle Bay” “Saving the Peregrine Falcon” “Discoveries - Explore the Everglades Ecosystem” (video)</p>
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ESL - Bridging/Reaching

<p>“Wilma Unlimited” “Call It Courage” “Hercules: The Twelve Labors of a Legendary Hero” “Hatchet” “Road Adventures USA” (digital)</p>			
<p>Differentiation Sensory Supports (real-life objects; manipulatives; pictures and photographs; illustrations, diagrams, drawings; magazines and newspapers; physical activities; videos and films; broadcasts; models and figures) Graphic Organizers (Venn diagrams; T-charts; cycles; cause and effect; semantic webs) Graphic Supports (charts; graphic organizers; tables; graphs; timelines; number lines) Language Arts Supports (illustrated word/phrase walls; felt or magnetic figures of story elements; sequence blocks; environmental print; posters or displays; bulletin boards; photographs; cartoons; audio books; songs/chants) Interactive Supports (in pairs or partners; in triads or small groups; in a whole group; using cooperative group structures with the Internet or software programs; in the native language with mentors) Technology Supports (software programs; language-learning apps; Oxford Picture Dictionary online) Modifications Pacing (extend time requirements; omit assignments) Environment (assign preferential seating; assign peer buddy) Reinforcement and Follow Through (use positive reinforcement; use concrete reinforcement; check often for understanding/review; arrange for peer tutoring; plan cooperative learning experiences; provide language experience; give immediate feedback; have student repeat directions; make/use vocabulary files; teach study skills; use study guides to organize materials; repeat/review/drill) Assignments (lower reading level; give directions in small, distinct steps; allow copying from paper/book; use written backup for oral directions; lower difficulty level; shorten assignment; read directions to students; give oral clues or prompts; record or type assignments; adapt worksheets, packets; use alternate assignment) Presentation of Subject Material (use individual/small group instruction; use specialized curriculum; simplify language; record lectures for playback; demonstrate concepts; use manipulatives; emphasize critical information; use graphic organizers; pre-teach vocabulary) Materials (provide recorded textbooks; highlight textbooks/study guides; use supplementary materials; give assistance in note taking; type handwritten teacher materials; use bilingual dictionaries; language learner dictionaries and electronic translators; use adapted/modified textbooks; allow use of computer/word processor) Testing Adaptations (allow students to answer orally; use multiple-choice format; read test to student; modify format; write a different test; shorten test length; require only selected test items; create alternative assessment) Grading (modify grading system; modify weights of course components; modify course objectives/outcomes)</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Accelerated programs Independent Study Small groups Activity extensions, projects Peer teaching	Grade level texts Small Groups	Remediation Peer tutoring Small Groups	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions</p>

ESL - Bridging/Reaching

			Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Pacing Guide

Course Name	Resource	Standards
MP 1		
Unit 1 - Get the Message! 22 days Unit 2 - A Sense of Place 22 days	High Point Textbook/National Geographic IMPACT Unit 1 - Get the Message! Theme 1 - Messages That Matter Theme 2 - Messages Across Time and Space Unit 2 - A Sense of Place Theme 1 - Fitting In Theme 2 - Bridging the Gap	2020 WIDA ELD Standard 1 - Social and Instructional Language 2020 WIDA ELD Standard 2 - Language for Language Arts 2020 WIDA ELD Standard 3 - Language for Mathematics 2020 WIDA ELD Standard 4 - Language for Science 2020 WIDA ELD Standard 5 - Language for Social Studies
MP 2		
Unit 3 - Follow Your Dreams 45 days	High Point Textbook/National Geographic IMPACT Unit 3 - Follow Your Dreams Theme 1 - What Matters Most Theme 2 - Toward a Better Future	2020 WIDA ELD Standard 1 - Social and Instructional Language 2020 WIDA ELD Standard 2 - Language for Language Arts 2020 WIDA ELD Standard 3 - Language for Mathematics 2020 WIDA ELD Standard 4 - Language for Science 2020 WIDA ELD Standard 5 - Language for Social Studies
MP 3		
Unit 4 - Coming Full Circle 45 days	High Point Textbook/National Geographic IMPACT Unit 4 - Coming Full Circle Theme 1 - The Certainty of Change Theme 2 - An Enduring Legacy	2020 WIDA ELD Standard 1 - Social and Instructional Language 2020 WIDA ELD Standard 2 - Language for Language Arts 2020 WIDA ELD Standard 3 - Language for Mathematics 2020 WIDA ELD Standard 4 - Language for Science 2020 WIDA ELD Standard 5 - Language for Social Studies
MP 4		
Unit 5 - Overcoming Obstacles 45 days	High Point Textbook/National Geographic IMPACT Unit 5 - Overcoming Obstacles Theme 1 - Making a Difference Theme 2 - Pushing Past the Limits	2020 WIDA ELD Standard 1 - Social and Instructional Language 2020 WIDA ELD Standard 2 - Language for Language Arts 2020 WIDA ELD Standard 3 - Language for Mathematics

ESL - Bridging/Reaching

		2020 WIDA ELD Standard 4 - Language for Science 2020 WIDA ELD Standard 5 - Language for Social Studies
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