

Warren Township Schools
6-8 Advanced
ESL Instructional Framework

Subject: ELL		Grade:6,7,8	Unit: 1,2	Timeframe:Marking Period 1
Concepts:		Skills / Understandings:		
Unit 1: Read non/fiction text; Write personal narrative Unit 2: Read non/fiction text, folktale; Write narrative paragraph Oral Language: academic discourse; general content area language		Listening & Speaking: engage in academic discourse to express ideas and to ask/respond to questions; develop native-like articulation; use general language related to content areas; participate in discussion about class and school expectations; discuss the importance of respecting others; Reading: develop comprehension skills; identify literary elements; analyze genre; summarize text; identify theme; identify supporting evidence; analyze plot Writing: sentence structure; paragraph format; punctuation; self-editing; peer editing; time order; time order signals; compound sentences; narrative writing Grammar: subject-verb agreement; tense; prepositions; transitive verbs; prepositions of location, time; conjunctions		
WIDA ELD Standards:				
WIDA ELD Standard 1: Language for Social and Instructional Language ELD-SI.4-12.Narrate, Inform, Explain, Argue. WIDA ELD Standard 2: Language for English Language Arts ELD-LA 6-8 Narrate Interpretive Interpret language arts narratives ELD-LA 6-8 Narrate Expressive Construct language arts narratives ELD-LA 6-8 Inform Interpretive Interpret informational texts in language arts ELD-LA 6-8 Inform Expressive Construct informational texts in language arts ELD-LA 6-8 Argue Interpretive Interpret language arts arguments ELD-LA 6-8 Argue Expressive Construct language arts arguments WIDA ELD Standard 3: Language for Mathematics ELD-MA 6-8 Explain Interpretive Interpret mathematical explanations ELD-MA 6-8 Explain Expressive Construct mathematical explanations ELD-MA 6-8 Argue Interpretive Interpret mathematics arguments ELD-MA 6-8 Argue Expressive Construct mathematics arguments WIDA ELD Standard 4: Language for Science ELD-SC 6-8 Explain Interpretive Interpret scientific explanations ELD-SC 6-8 Explain Expressive Construct scientific explanations ELD-SC 6-8 Argue Interpretive Interpret scientific arguments ELD-SC 6-8 Argue Expressive Construct scientific arguments WIDA ELD Standard 5: Language for Social Studies ELD-SS 6-8 Explain Interpretive Interpret social studies explanations ELD-SS 6-8 Explain Expressive Construct social studies explanations ELD-SS 6-8 Argue Interpretive Interpret social studies arguments				
Enduring Student Understandings:		Student Vocabulary:		
Paragraph structure; Punctuation rules (comma); sentence structure;		Functions: common idioms; vocabulary incidental to text; time order words; literary analysis terms; general vocabulary related to content areas		

fragments; subject-verb agreement; time-order signals; folktale genre	
Interdisciplinary Standards:	
<p>RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.CI.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.</p> <p>RL.IT.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.</p> <p>RL.TS.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.</p> <p>RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).</p> <p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.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.</p> <p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. icon of hand holding a plant to denote opportunity to integrate climate change education.</p> <p>W.RW.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.</p>	
<p>RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.CI.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.</p> <p>RL.IT.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.</p> <p>RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.PP.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.</p> <p>L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.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.</p> <p>L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. opportunity to integrate climate change education.</p> <p>W.RW.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.</p>	
<p>RL.CR.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.</p> <p>RL.CI.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.</p>	

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the 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.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SL.PE.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.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. opportunity to integrate climate change education.

W.RW.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.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.

SL.II.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.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.PI.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. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SL.PE.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.

SL.II.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.

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SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.PI.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. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SL.PE.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.

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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SL.ES.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Assessment/Benchmark:

Formative Assessments: Portfolio (academic discourse, dictation, student workbook exercises, review assessments), Journal, Observation

Benchmark/Progress Monitoring: WIDA Model 6-8 (new enrollment), Oral Language Benchmark (respond to questions, initiate conversation, simple sentences), Reading Comprehension Benchmark (fiction), Writing Benchmark (simple sentences).
Summative Assessments: End of Unit Assessments 1-2 (Listening, Speaking, Reading, Writing, Vocabulary):
writing- personal narrative; grammar; reading comprehension responses; analysis of plot, setting, character, conflict and theme, sequence of events

Recommended Resources/Materials:

Beyond Reading; Shocks; Surprises; Voices; Milestones; Visions; A Sense of Wonder; Spectrum Language Arts; Spectrum Writing; Spectrum Reading; Vocabulary Drills; World of Grammar

Computer Science & Design Thinking; Career Readiness, Life Literacies, and Key Skills; Climate Change

Computer Science & Design Thinking

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
- 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
- 8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).
- 8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

Career Readiness, Life Literacies, and Key Skills

- 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.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Warren QSAC Accommodations Chart:

Warren Township Schools
6-8 Advanced
ESL Instructional Framework

Subject: ELL		Grade: 6,7,8	Unit: 3,4	Timeframe: Marking Period 2
Concepts:		Skills / Understandings:		
Unit 7: Read non/fiction text; paragraph structure Unit 8: Read nonfiction text, folktale, descriptive paragraph Oral Language: academic discourse; general content area language		Listening & Speaking: engage in academic discourse to express ideas and to ask/respond to questions; develop native-like articulation; use general language related to content areas Reading: develop comprehension skills; identify literary elements; analyze genre; summarize text; identify theme; identify supporting evidence; analyze plot Writing: personal narrative writing; paragraph structure-topic sentence, supporting sentences, conclusion; punctuation-apostrophe, comma; spatial order; paragraph unity; varying sentence openings; run-on sentences; sentence fragments Grammar: subject-verb agreement; tense; prepositions; transitive verbs; prepositions of location, time; conjunctions; verb tenses; irregular forms Financial Literacy		
WIDA ELD Standards:				
WIDA ELD Standard 1: Language for Social and Instructional Language ELD-SI.4-12.Narrate, Inform, Explain, Argue. WIDA ELD Standard 2: Language for English Language Arts ELD-LA 6-8 Narrate Interpretive Interpret language arts narratives ELD-LA 6-8 Narrate Expressive Construct language arts narratives ELD-LA 6-8 Inform Interpretive Interpret informational texts in language arts ELD-LA 6-8 Inform Expressive Construct informational texts in language arts ELD-LA 6-8 Argue Interpretive Interpret language arts arguments ELD-LA 6-8 Argue Expressive Construct language arts arguments WIDA ELD Standard 3: Language for Mathematics ELD-MA 6-8 Explain Interpretive Interpret mathematical explanations ELD-MA 6-8 Explain Expressive Construct mathematical explanations ELD-MA 6-8 Argue Interpretive Interpret mathematics arguments ELD-MA 6-8 Argue Expressive Construct mathematics arguments WIDA ELD Standard 4: Language for Science ELD-SC 6-8 Explain Interpretive Interpret scientific explanations ELD-SC 6-8 Explain Expressive Construct scientific explanations ELD-SC 6-8 Argue Interpretive Interpret scientific arguments ELD-SC 6-8 Argue Expressive Construct scientific arguments WIDA ELD Standard 5: Language for Social Studies ELD-SS 6-8 Explain Interpretive Interpret social studies explanations ELD-SS 6-8 Explain Expressive Construct social studies explanations ELD-SS 6-8 Argue Interpretive Interpret social studies arguments				
Enduring Student Understandings:		Student Vocabulary:		
Paragraph structure; punctuation rules (comma); sentence structure,		Functions: common idioms; vocabulary incidental to text; time order words; literary analysis terms; general vocabulary related to content areas		

fragments; subject-verb agreement; time-order signals; folktale genre	
Interdisciplinary Standards:	
<p>RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.CI.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.</p> <p>RL.IT.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.</p> <p>RL.TS.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.</p> <p>RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).</p> <p>RI.CR.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.</p> <p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.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.</p> <p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W.RW.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.</p> <p>RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.CI.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.</p> <p>RL.IT.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.</p> <p>RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.PP.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.</p> <p>RI.CR.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.</p> <p>L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>L.KL.7.2. 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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.</p> <p>RL.CR.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.</p> <p>RL.CI.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.</p>	

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the 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.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.CR.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.

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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SL.PE.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.

SL.II.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.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.PI.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. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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Assessment/Benchmark:
<p>Formative Assessments: Portfolio (academic discourse, dictation, student workbook exercises, review assessments), Journal, Observation</p> <p>Benchmark/Progress Monitoring: WIDA Model 6-8 (new enrollment), Oral Language Benchmark (respond to questions, initiate conversation, simple sentences), Reading Comprehension Benchmark (fiction), Writing Benchmark (simple sentences).</p> <p>Summative Assessments: End of Unit Assessments 3-4 (Listening, Speaking, Reading, Writing, Vocabulary):</p> <p>writing- personal narrative; writing- descriptive paragraph using spatial order; grammar; reading comprehension responses; analysis of plot, setting, character, conflict and theme, sequence of events; analysis of genre; identify sequence of events; reading comprehension responses</p>
Recommended Resources/Materials:
<i>Beyond Reading; Shocks; Surprises; Voices; Milestones; Visions; A Sense of Wonder; Spectrum Language Arts; Spectrum Writing; Spectrum Reading; Vocabulary Drills; World of Grammar</i>
<u>Computer Science & Design Thinking; Career Readiness, Life Literacies, and Key Skills; Climate Change</u>
<p style="text-align: center;">Computer Science & Design Thinking</p> <p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.</p> <p>8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).</p> <p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p> <p>8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).</p> <p>8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.</p> <p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</p> <p>8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.</p> <p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills</p> <p>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.</p> <p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.</p> <p>9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.</p> <p>9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.</p> <p>9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.</p> <p>9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.</p>
<u>Warren QSAC Accommodations Chart:</u>

Warren Township Schools
6-8 Advanced
ESL Instructional Framework

Subject: ELL		Grade: 6,7,8	Unit: 5,6,7	Timeframe: Marking Period 3
Concepts:		Skills / Understandings:		
Unit 5: Read non/fiction text; Informational text/personal narrative Unit 9: Read non/fiction text; Informational text/Formal request Unit 10:Read non/fiction text; Compare-Contrast Oral Language: academic discourse; general content area language		Listening & Speaking: engage in academic discourse to express ideas and to ask/respond to questions; develop native-like articulation; use general language related to content areas Reading: develop comprehension skills; identify literary elements; analyze plot; analyze genre; summarize text; identify theme; identify supporting evidence Writing: personal narrative; formal letter; compare and contrast; paragraph structure-topic sentence, supporting sentences, conclusion; punctuation-apostrophe, comma; organizing ideas; complex sentences; because/when; object pronouns; present perfect indirect request; direct request; simple past vs. continuous past; if clauses; editing skills Grammar: subject-verb agreement; tense; prepositions; transitive verbs; prepositions of location, time; conjunctions; verb tenses; irregular forms; count/non-count nouns Financial Literacy		
WIDA ELD Standards:				
WIDA ELD Standard 1: Language for Social and Instructional Language ELD-SI.4-12.Narrate, Inform, Explain, Argue. WIDA ELD Standard 2: Language for English Language Arts ELD-LA 6-8 Narrate Interpretive Interpret language arts narratives ELD-LA 6-8 Narrate Expressive Construct language arts narratives ELD-LA 6-8 Inform Interpretive Interpret informational texts in language arts ELD-LA 6-8 Inform Expressive Construct informational texts in language arts ELD-LA 6-8 Argue Interpretive Interpret language arts arguments ELD-LA 6-8 Argue Expressive Construct language arts arguments WIDA ELD Standard 3: Language for Mathematics ELD-MA 6-8 Explain Interpretive Interpret mathematical explanations ELD-MA 6-8 Explain Expressive Construct mathematical explanations ELD-MA 6-8 Argue Interpretive Interpret mathematics arguments ELD-MA 6-8 Argue Expressive Construct mathematics arguments WIDA ELD Standard 4: Language for Science ELD-SC 6-8 Explain Interpretive Interpret scientific explanations ELD-SC 6-8 Explain Expressive Construct scientific explanations ELD-SC 6-8 Argue Interpretive Interpret scientific arguments ELD-SC 6-8 Argue Expressive Construct scientific arguments WIDA ELD Standard 5: Language for Social Studies ELD-SS 6-8 Explain Interpretive Interpret social studies explanations ELD-SS 6-8 Explain Expressive Construct social studies explanations ELD-SS 6-8 Argue Interpretive Interpret social studies arguments				
Enduring Student Understandings:		Student Vocabulary:		

Complex sentences with clauses; if clauses; compare/contrast vocabulary; expressing personal ideas using logical sequence; essay organization	Functions: common idioms; vocabulary incidental to text; time order words; literary analysis terms; general vocabulary related to content areas; compare/contrast signal words; conjunctions; transition signals
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Interdisciplinary Standards:

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.CI.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.

RL.IT.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.

RL.TS.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.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RI.CR.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.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.

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

W.AW.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.

W.IW.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.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.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.

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.CI.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.

RL.IT.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.

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.PP.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.

RI.CR.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.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

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W.IW.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.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.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.

RL.CR.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.

RL.CI.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.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the 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.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.CR.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.

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.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.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.

SL.II.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.

icon of hand holding a plant to denote opportunity to integrate climate change education.

SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.PI.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. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SL.PE.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.

SL.II.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.

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SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.PI.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. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SL.PE.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.

<p>SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. opportunity to integrate climate change education.</p> <p>SL.ES.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
Assessment/Benchmark:
<p>Formative Assessments: Portfolio (academic discourse, dictation, student workbook exercises, review assessments), Journal, Observation</p> <p>Benchmark/Progress Monitoring: WIDA Model 6-8 (new enrollment), Oral Language Benchmark (respond to questions, initiate conversation, simple sentences), Reading Comprehension Benchmark (fiction), Writing Benchmark (simple sentences).</p> <p>Summative Assessments: End of Unit Assessments 5-7 (Listening, Speaking, Reading, Writing, Vocabulary): writing- personal narrative; writing- formal letter; writing- three paragraph compare-contrast essay; writing- descriptive paragraph using spatial order; grammar; reading comprehension responses; analysis of plot, setting, character, conflict and theme; analysis of genre; sequence of events</p> <p>Administration of WIDA ACCESS</p>
Recommended Resources/Materials:
<p><i>Beyond Reading; Shocks; Surprises; Voices; Milestones; Visions; A Sense of Wonder; Spectrum Language Arts; Spectrum Writing; Spectrum Reading; Vocabulary Drills; World of Grammar</i></p>
<p>Computer Science & Design Thinking; Career Readiness, Life Literacies, and Key Skills; Climate Change</p>
<p style="text-align: center;">Computer Science & Design Thinking</p> <p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.</p> <p>8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).</p> <p>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p> <p>8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).</p> <p>8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.</p> <p>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</p> <p>8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.</p> <p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills</p> <p>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.</p> <p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.</p> <p>9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.</p>

- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Warren QSAC Accommodations Chart:

**Warren Township Schools
6-8 Advanced
ESL Instructional Framework**

Subject: ELL	Grade: 6,7,8	Unit: 8,9,10	Timeframe: Marking Period 4
Concepts:		Skills / Understandings:	
Unit 8: Read non/fiction text; Informational text/Definitional paragraph Unit 9: Read non/fiction text; Informational text/Essay Organization Unit 10 Read non/fiction text; Opinion Essay Oral Language: academic discourse; general content area language		Listening & Speaking: engage in academic discourse to express ideas and to ask/respond to questions; develop native-like articulation; use general language related to content areas Reading: develop comprehension skills; identify literary elements; analyze genre; analyze plot; summarize text; identify theme; identify supporting evidence Writing: paragraph structure-topic sentence, supporting sentences, conclusion; punctuation-apostrophe, comma; organizing ideas; complex sentences; appositives; subordinate clauses; comparison signals, contrast signals, transition signals; coherence; adjectival clauses; pre-write; edit Grammar: subject-verb agreement; tense; prepositions; transitive verbs; prepositions of location, time; conjunctions; verb tenses; irregular forms; count/non-count nouns	
<u>WIDA ELD Standards:</u>			
WIDA ELD Standard 1: Language for Social and Instructional Language ELD-SI.4-12.Narrate, Inform, Explain, Argue. WIDA ELD Standard 2: Language for English Language Arts ELD-LA 6-8 Narrate Interpretive Interpret language arts narratives ELD-LA 6-8 Narrate Expressive Construct language arts narratives ELD-LA 6-8 Inform Interpretive Interpret informational texts in language arts ELD-LA 6-8 Inform Expressive Construct informational texts in language arts ELD-LA 6-8 Argue Interpretive Interpret language arts arguments ELD-LA 6-8 Argue Expressive Construct language arts arguments WIDA ELD Standard 3: Language for Mathematics ELD-MA 6-8 Explain Interpretive Interpret mathematical explanations ELD-MA 6-8 Explain Expressive Construct mathematical explanations ELD-MA 6-8 Argue Interpretive Interpret mathematics arguments ELD-MA 6-8 Argue Expressive Construct mathematics arguments WIDA ELD Standard 4: Language for Science ELD-SC 6-8 Explain Interpretive Interpret scientific explanations ELD-SC 6-8 Explain Expressive Construct scientific explanations ELD-SC 6-8 Argue Interpretive Interpret scientific arguments ELD-SC 6-8 Argue Expressive Construct scientific arguments			

WIDA ELD Standard 5: Language for Social Studies

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

ELD-SS 6-8 Explain Expressive Construct social studies explanations

ELD-SS 6-8 Argue Interpretive Interpret social studies arguments

Enduring Student Understandings:	Student Vocabulary:
Complex sentences with clauses; expressing personal ideas using logical sequence; essay organization	Functions: common idioms; vocabulary incidental to text; time words; literary analysis terms; general vocabulary related to content areas; compare/contrast signal words; conjunctions; transition signals

Interdisciplinary Standards:

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.CI.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.

RL.IT.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.

RL.TS.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.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RI.CR.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.

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.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.

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

W.AW.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.

W.IW.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.

W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.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.

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.CI.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.

RL.IT.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.

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.PP.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.

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W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.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.

RL.CR.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.

RL.CI.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.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the 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.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.CR.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.

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SL.PE.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.

SL.II.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.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.PI.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. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SL.PE.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.

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SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Assessment/Benchmark:

Formative Assessments: Portfolio (academic discourse, dictation, student workbook exercises, review assessments), Journal, Observation

Benchmark/Progress Monitoring: WIDA Model 6-8 (new enrollment), Oral Language Benchmark (respond to questions, initiate conversation, simple sentences), Reading Comprehension Benchmark (fiction), Writing Benchmark (simple sentences).

Summative Assessments: End of Unit Assessments 8-10 (Listening, Speaking, Reading, Writing, Vocabulary):
 writing- personal essay; writing- opinion essay; writing- descriptive paragraph using spatial order; grammar; reading comprehension responses; analysis of plot, setting, character, conflict and theme; analysis of genre; sequence of events

Recommend Resources/Materials:

Beyond Reading; Shocks; Surprises; Voices; Milestones; Visions; A Sense of Wonder; Spectrum Language Arts; Spectrum Writing; Spectrum Reading; Vocabulary Drills; World of Grammar

Computer Science & Design Thinking; Career Readiness, Life Literacies, and Key Skills; Climate Change

Computer Science & Design Thinking

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).

8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

Career Readiness, Life Literacies, and Key Skills

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.

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Warren QSAC Accommodations Chart: