

Carle Place Union Free School District

Curriculum Document Academic Year (2023-2024)

English as New Language

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**Carle Place Union Free School District
2023**

English as a New Language Stand-Alone Curriculum

Rationale

The rationale for this English as a New Language Stand-Alone Curriculum is to create a cohesive set of goals, lessons, and instruction to guide us as we teach our English language learners. Due to the vast amount of skills and knowledge that English language learners need to acquire as they learn a new language, it is necessary to have a set of goals that will guide their learning. This curriculum includes the use of sheltered techniques, hands-on activities, visuals, and other strategies that will help learners at various proficiency levels. New vocabulary will be taught through thematic units which are content-based and grammar units which are integrated into broader units of study. By teaching our students how to be language learners, we equip them with the tools they need to maximize their potential. Our curriculum is a comprehensive yet flexible framework prepared to address the full dimension of needs that any individual English Language Learner may have.

Carle Place Union Free School District

June 2023

English as a New Language Stand-Alone Curriculum

Table of Contents

	Page
Scope and Sequence	5
Unit Objectives	6
Unit 1: All About Me: Essential Question (Who Am I?)	7-8
Unit 2: Wisdom of the Ages (Essential Question: What Makes Us Wise?)	9-10
Unit 3: Global Village (Essential Question: What Makes Us the Same? What Makes Us Different?)	11-12
Unit 4: Survival (Essential Question: What Does It Take to Survive?)	13-14
Unit 5: Fitting In (Essential Question: How Important is it to Fit In?)	15-16
Unit 6: What Matters Most (Essential Question: What is Most Important In Life?)	17-18
Unit 7: Key Vocabulary Study	19-20

Carle Place Union Free School District

2023

English as a New Language Scope and Sequence of the Units of Instruction (Weekly or Monthly)

Title of Unit	Approximate # of Lessons	Sequence of Instruction (week or month)
Unit 1: All About Me: Essential Question (Who Am I?)	26 Lessons	September - October
Unit 2: Wisdom of the Ages (Essential Question: What Makes Us Wise?)	26 Lessons	October - December
Unit 3: Global Village (Essential Question: What Makes Us the Same? What Makes Us Different?)	25 Lessons	January - February
Unit 4: Survival (Essential Question: What Does It Take To Survive?)	25 Lessons	March- April
Unit 5: Fitting In (Essential Question: How Important Is It To Fit In?)	25 Lessons	April - May
Unit 6: What Matters Most (Essential Question: What Is Most Important in Life?)	25 Lessons	May-June
Unit 7: Key Vocabulary Study	18 Lessons	September - May

Carle Place Union Free School District

2023

English as a New Language

Unit Objectives

FOR EACH OF THE UNITS DESCRIBED IN THE SCOPE AND SEQUENCE, IDENTIFY LEARNER OBJECTIVES AS DESCRIBED IN THE PERFORMANCE INDICATORS OF THE NYSED LEARNING STANDARDS.

Carle Place Union Free School District

Unit 1 - All About Me (Who Am I?)		26 Lessons
<p>NYSED Standards/ENL Performance Indicators:</p> <ul style="list-style-type: none"> - Reading Standard 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. - Writing Standard 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences - Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. - Apply learning strategies to acquire information and make texts comprehensible and meaningful. - Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. 		
<p>Unit Objectives</p> <p>Describe what students should know and/or be able to do. The objectives must be aligned with Performance Indicators, NYSED and/or College Board Standards.</p>	<p>Instructional Activities</p> <p>These are the suggested activities for this unit of instruction. Most of these activities should foster student engagement.</p>	<p>Assessments</p> <p>Describe the methods by which teachers may assess the degree to which students have been successful in achieving objectives. Please include both formative <i>and</i> summative assessments.</p>
<p>Essential Question(s): Who Am I?</p> <p>Learning Targets:</p> <p>SWBAT introduce themselves to others and share information about their home countries and cultures;</p> <p>SWBAT learn key vocabulary words and their meanings;</p> <p>SWBAT improve their understanding of a text by learning to activate prior knowledge and build background knowledge;</p>	<ul style="list-style-type: none"> ● Home Country Project Presentation ● Think/Pair Share Activity ● Visuals (photos) from Edge Textbook/ Photo Essay ● Word Webs ● Concept Clusters ● Forming Mental Images/Visualize ● Informational video(s) and analysis ● Sequence Chart ● Reflect on how places and people relate to each other: draw a picture, write labels and a caption about family ● Sentence Frames ● Idea Chart prior to poem writing 	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> ● <i>In-Class Discussion</i> ● <i>Observation of Partner Work</i> ● <i>Observation of Group Work</i> ● <i>Speaking/Dialogue Practice</i> ● <i>Creation of Diagrams/Charts</i> ● <i>Exit Tickets</i> <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> ● <i>Home Country Project Presentation</i>

<p>SWBAT learn the meaning and conjugation of essential verbs (be, do, have) to ask for and give information;</p> <p>SWBAT write complete sentences and use subject pronouns appropriately;</p> <p>SWBAT use visuals to aid them in speaking with peers</p>		<ul style="list-style-type: none"> ● <i>Grammar Exams</i> ● <i>Unit Test</i>
<p style="text-align: center;">Instructional Resources</p> <p>These may be text references, websites, manipulatives and/or other instructional materials.</p>	<ul style="list-style-type: none"> ● <i>National Geographic Edge Textbook:</i> ● <i>First Names</i> by Greta Gilbert ● <i>Growing Together</i> by Carmen Agra Deedy; ● <i>My People</i> by Langston Hughes ● <i>Ways to Know You</i> by Mimi Mortezaei ● <i>Who Is She?</i> by Greta Gilbert ● World Map ● Internet for Instructional Video 	

Unit 2 - Wisdom of the Ages (What Makes Us Wise?)

26 Lessons

NYSED Standards/ENL Performance Indicators:

- Language Standard 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
- Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- Read aloud with confidence, accuracy, fluency, and expression to demonstrate understanding and to convey an interpretation of meaning.
- Apply learning strategies to acquire information and make texts comprehensible and meaningful.
- Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources.

<p style="text-align: center;">Unit Objectives</p> <p>Describe what students should know and/or be able to do. The objectives must be aligned with Performance Indicators, NYSED and/or College Board Standards.</p>	<p style="text-align: center;">Instructional Activities</p> <p>These are the suggested activities for this unit of instruction. Most of these activities should foster student engagement.</p>	<p style="text-align: center;">Assessments</p> <p>Describe the methods by which teachers may assess the degree to which students have been successful in achieving objectives. Please include both formative <i>and</i> summative assessments.</p>
<p>Essential Question(s): What makes us wise?</p> <p>Learning Targets:</p> <p>SWBAT use action verbs in the present tense;</p> <p>SWBAT recognize and use compound words;</p> <p>SWBAT express likes and dislikes;</p> <p>SWBAT use present progressive verbs;</p> <p>SWBAT express needs and wants;</p> <p>SWBAT use nouns and verbs in sentences;</p> <p>SWBAT recognize problem-solution text structure;</p>	<ul style="list-style-type: none"> ● Listen to an interview with action words ● Matching activities to create a sentence with action words ● Sentence Writing: write the correct action verb in a sentence ● Graphic Organizer to practice problem-solution text structure ● Active Reading: asking questions about images and text ● Talk about Literature: compare two texts ● Write problem-and-solution paragraph ● Graphic Organizer for compound words ● Listen to dialogue about likes and dislikes ● Present Progressive charades ● Analysis Questions and text connection questions about memoir & poetry 	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> ● <i>Observation of Individual Work</i> ● <i>Observation of Partner and Group Work</i> ● <i>Text Connection Discussion</i> ● <i>Observation of Listening & Writing Skills</i> ● <i>Speaking and Dialogue Practice</i> ● <i>Creation of Active Reading Charts</i> ● <i>Completion of Graphic Organizers</i> ● <i>End of Unit Reflection</i> <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> ● <i>Reading Comprehension Exams</i>

<p>SWBAT recognize and understand memoir genre;</p> <p>SWBAT recognize repetition in poetry;</p> <p>SWBAT use object pronouns</p>	<ul style="list-style-type: none"> ● Writing: Journal Entries 	<ul style="list-style-type: none"> ● <i>Grammar Exams</i> ● <i>Problem-Solution Paragraph</i> ● <i>Unit Test</i>
<p style="text-align: center;">Instructional Resources</p> <p>These may be text references, websites, manipulatives and/or other instructional materials.</p>	<ul style="list-style-type: none"> ● <i>National Geographic Edge Textbook</i> ● <i>How Ananse Gave Wisdom to the World</i> (Folk Tale) by Kofi Asare Opoku ● <i>Good Advice from Teens</i> (Web Forum) ● Excerpt from <i>Be Water, My Friend</i> (Biography) by Ken Mochizuk ● <i>Hands</i> (Short Fiction) by An Na ● <i>Mathematics</i> (Memoir) by Alma Flor Ada ● <i>Remember</i> (Poem) by Joy Harjo ● Audio Recordings of Dialogues (“What Makes You Wise?”) ● Audio Recording of Dialogue (“Let’s Talk About Sports”) 	

Unit 3 - Global Village (What Makes us the Same? What Makes Us Different?)

25 Lessons

NYSED Standards/ENL Performance Indicators:

- Speaking and Listening Standard 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
 -Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information. -Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.

<p align="center">Unit Objectives</p> <p>Describe what students should know and/or be able to do. The objectives must be aligned with Performance Indicators, NYSED and/or College Board Standards.</p>	<p align="center">Instructional Activities</p> <p>These are the suggested activities for this unit of instruction. Most of these activities should foster student engagement.</p>	<p align="center">Assessments</p> <p>Describe the methods by which teachers may assess the degree to which students have been successful in achieving objectives. Please include both formative <i>and</i> summative assessments.</p>
<p>Essential Question(s): What Makes Us The Same? What Makes Us Different?</p> <p>Learning Targets:</p> <p>SWBAT describe people and places;</p> <p>SWBAT use adjectives before nouns;</p> <p>SWBAT make comparisons;</p> <p>SWBAT determine importance/main ideas;</p> <p>SWBAT use adjectives that compare;</p> <p>SWBAT use possessive nouns;</p> <p>SWBAT write a photo essay;</p> <p>SWBAT present a photo essay;</p>	<ul style="list-style-type: none"> ● Listen and Identify Descriptive Phrases ● Describe a Picture ● Create Main Idea Chart for use with Reading ● Listening Activities: Fill-in-the-Blank with audio ● Write and Present a Photo Essay ● Comparison Game ● Summarize Information ● Discussion Questions on Literature ● Read and listen to Song Lyrics ● Journal Entry: Write about Literature 	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> ● <i>Observation of Answers on Listening Activity</i> ● <i>Individual Work on Photo Essay</i> ● <i>Observation of ability to participate in discussion on literature</i> ● <i>Observation of Partner and Group Work</i> ● <i>Monitor Comprehension through Leveled Questioning</i> ● <i>Comparison Activity</i> ● <i>Speaking/Dialogue Practice</i> ● <i>Main Idea Chart</i> <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> ● <i>Graded Classwork</i>

		<ul style="list-style-type: none"> ● <i>Pair Work Presentation Practice</i> ● <i>Photo Essay Project</i> ● <i>Photo Essay Presentation</i> ● <i>Grammar Exams</i> ● <i>Unit Test</i>
<p style="text-align: center;">Instructional Resources</p> <p>These may be text references, websites, manipulatives and/or other instructional materials.</p>	<ul style="list-style-type: none"> ● <i>National Geographic Edge Textbook</i> ● <i>If the World Were a Village (Expository Nonfiction)</i> by David J. Smith ● <i>The Same (Poem)</i> by Francis Alacron ● <i>Freaky Food (Magazine Article)</i> by Nancy Shepherdson ● <i>Behind the Veil (Narrative Nonfiction)</i> by Philip Devitt ● <i>The Simple Sport (Photo Essay)</i> by Sara Chiu ● <i>Alphabet City Ballet (Short Fiction)</i> by Erika Tamar ● <i>You Can Get It IF You Really Want (Song Lyrics)</i> by Jimmy Cliff ● Video on Francis Alacron (Colorin Colorado) 	

Unit 4: Survival (What Does It Take to Survive?)

25 Lessons

NYSED Standards/ENL Performance Indicators:

- Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate
- Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information.
- Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking
- Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources.

<p style="text-align: center;">Unit Objectives</p> <p>Describe what students should know and/or be able to do. The objectives must be aligned with Performance Indicators, NYSED and/or College Board Standards.</p>	<p style="text-align: center;">Instructional Activities</p> <p>These are the suggested activities for this unit of instruction. Most of these activities should foster student engagement.</p>	<p style="text-align: center;">Assessments</p> <p>Describe the methods by which teachers may assess the degree to which students have been successful in achieving objectives. Please include both formative <i>and</i> summative assessments.</p>
<p>Essential Question(s): What does it take to survive?</p> <p>Learning Targets:</p> <p>SWBAT describe a personal experience;</p> <p>SWBAT use past tense verbs (had);</p> <p>SWBAT describe a past event;</p> <p>SWBAT give and carry out demands;</p> <p>SWBAT use irregular past tense verbs;</p> <p>SWBAT use adverbs;</p>	<ul style="list-style-type: none"> ● Use a storyboard to describe an experience ● Tell a story with past tense verbs ● Connect-across-texts activity ● Write about literature: opinion statement ● Small group discussion; express Opinions; ● Make a prediction chart ● Write about Literature (Sentence Frames) ● Create a Story Chart ● Opinion and Support Chart ● Role play a phone call ● Sequence chart 	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> ● <i>Observation of storytelling with past tense verbs</i> ● <i>In-Class Discussion</i> ● <i>Monitor Comprehension</i> ● <i>Observation of Partner and Group Work</i> ● <i>Completion of Sentence Frames</i> ● <i>Completion of Opinion Chart</i> ● <i>Speaking/Dialogue Practice</i> <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> ● <i>Graded Claswork</i> ● <i>Vocabulary Exam</i> ● <i>Grammar Exam</i>

		<ul style="list-style-type: none"> ● <i>Unit Test</i>
<p>Instructional Resources These may be text references, websites, manipulatives and/or other instructional materials.</p>	<ul style="list-style-type: none"> ● <i>National Geographic Edge Textbook:</i> ● <i>Two Were Left (Short Story)</i> by Hugh B .Cave ● <i>Tornado Survivor Called “The Luckiest Man On Earth” (Newspaper Article)</i> by Wes Johnson ● <i>Surviving Katrina (News feature)</i> by Daphne Liu ● <i>Maps (Nonfiction)</i> ● <i>Test Your Survival Skills (Magazine Article)</i> by Nick D’Alto ● <i>Fight of Flight: What Your Body Knows about Survival (Magazine Article)</i> by James E. Porter ● <i>Survivor Rulon Gardner: Hardheaded (Magazine Profile)</i> by Andrea Minareck 	

Unit 5 - Fitting In (How Important Is It To Fit In?)

25 Lessons

NYSED Standards/ENL Performance Indicators:

- Speaking and Listening Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
- Language Standard 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing
- Use the process of prewriting, drafting, revising, peer editing, and proofreading (the “writing process”) to produce well-constructed informational texts.
- Apply learning strategies to acquire information and make texts comprehensible and meaningful.
- Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking.

<p style="text-align: center;">Unit Objectives</p> <p>Describe what students should know and/or be able to do. The objectives must be aligned with Performance Indicators, NYSED and/or College Board Standards.</p>	<p style="text-align: center;">Instructional Activities</p> <p>These are the suggested activities for this unit of instruction. Most of these activities should foster student engagement.</p>	<p style="text-align: center;">Assessments</p> <p>Describe the methods by which teachers may assess the degree to which students have been successful in achieving objectives. Please include both formative <i>and</i> summative assessments.</p>
<p>Essential Question(s): How Important Is It To Fit In?</p> <p>Learning Targets:</p> <p>SWBAT learn key vocabulary words and their meanings;</p> <p>SWBAT express intentions and opinions;</p> <p>SWBAT use verbs in the future tense;</p> <p>SWBAT use prepositions/object pronouns;</p> <p>SWBAT interpret fables;</p>	<ul style="list-style-type: none"> ● Graphic Organizers ● Think-Pair-Share activity ● Cause-and-Effect chain ● Connect Across Texts fable activity ● Make Plans for Summer writing activity ● Letter to a pen pal ● Language workshop; voting activity ● Write about literature; Opinion Statement ● Small group discussion; Express Opinions; Learn about student government ● Fact- and-Opinion Chart ● Write-A-Blog writing activity ● <i>New Class</i> listening activity ● Connections Chart ● Fact-and-Opinion paragraph writing 	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> ● <i>In-Class Discussion</i> ● <i>Observation of Partner Work</i> ● <i>Monitor Comprehension</i> ● <i>Observation of Group Work</i> ● <i>1:1 conferences</i> ● <i>Peer editing</i> ● <i>Speaking/Dialogue Practice</i> ● <i>Creation of Diagrams/Charts</i> ● <i>Exit Tickets</i> <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> ● <i>Grammar Exam</i>

<p>SWBAT identify cause-and-effect relationships;</p> <p>SWBAT connect ideas across texts;</p> <p>SWBAT express ideas and feelings</p>		<ul style="list-style-type: none"> ● <i>Listening Quiz</i> ● <i>Paragraph Writing Project</i> ● <i>Vocabulary Quizzes</i> ● <i>Graded Classwork</i> ● <i>Unit Test</i> ● <i>Interact with the Text Questions</i> ● <i>Purpose Reading Questions</i>
<p style="text-align: center;">Instructional Resources</p> <p>These may be text references, websites, manipulatives and/or other instructional materials.</p>	<ul style="list-style-type: none"> ● <i>National Geographic Edge Textbook</i> ● <i>Frijoles</i> by Gary Soto ● <i>The Jay and the Peacocks</i> by Aesop ● <i>Cochlear Implants</i> By Caitlin Parton ● <i>A Different Drummer</i> by Henry David Thoreau ● <i>High School</i> by Jona Frank ● <i>The Right Moves</i> by Yeemay Chan ● <i>I'm Nobody</i> by Emily Dickinson 	

Unit 6- What Matters Most (Essential Question: What Is Most Important in Life?)

25 Lessons

NYSED Standards/ENL Performance Indicators:

- Language Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Make and support inferences about information and ideas with reference to features in oral and written text.
- Use the process of prewriting, drafting, revising, peer editing, and proofreading (the “writing process”) to produce well-constructed informational texts.
- Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information
- Read aloud with confidence, accuracy, fluency, and expression to demonstrate understanding and to convey an interpretation of meaning.

<p style="text-align: center;">Unit Objectives</p> <p>Describe what students should know and/or be able to do. The objectives must be aligned with Performance Indicators, NYSED and/or College Board Standards.</p>	<p style="text-align: center;">Instructional Activities</p> <p>These are the suggested activities for this unit of instruction. Most of these activities should foster student engagement.</p>	<p style="text-align: center;">Assessments</p> <p>Describe the methods by which teachers may assess the degree to which students have been successful in achieving objectives. Please include both formative <i>and</i> summative assessments.</p>
<p>Essential Question(s): What is Most Important in Life?</p> <p>Learning Targets:</p> <p>SWBAT learn key vocabulary words and their meanings;</p> <p>SWBAT improve their understanding of a text by learning to interpret figurative language (idioms and similes);</p> <p>SWBAT give and follow directions using different kinds of sentences;</p> <p>SWBAT improve their skill in drawing conclusions and making inferences;</p> <p>SWBAT engage in discussion using phrases and</p>	<ul style="list-style-type: none"> ● Think-Pair- Share activities ● Create a map of their neighborhood and exchange map with partner ● Role-Play with a partner ● Write a Skit ● Sentence frames to aid in learning how to engage in discussion ● Inference Chart ● Cause-and-Effect Chart ● Plot Diagram ● Create a Timeline ● Create Sequence Chain ● Career-Project Presentation ● Write a Personal Narrative ● Peer Editing 	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> ● <i>In-Class Discussion</i> ● <i>Observation of Partner Work</i> ● <i>Observation of Group Work</i> ● <i>Speaking/Dialogue Practice</i> ● <i>Creation of Diagrams/Charts</i> ● <i>Exit Tickets</i> ● <i>Interact with the Text Questions</i> ● <i>Purpose Reading Questions</i> ● <i>Connect Across Texts Questions</i> ● <i>Reflect and Assess Writing Activities</i> <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> ● <i>Career Project Presentation</i> ● <i>Vocabulary Quizzes</i> ● <i>Figurative Language Quiz</i>

<p>clauses;</p> <p>SWBAT retell a story using complex sentences;</p> <p>SWBAT identify the plot in a text;</p> <p>SWBAT outline and plan a personal narrative;</p>		<ul style="list-style-type: none"> ● <i>Personal Narrative Writing Project</i> ● <i>Unit Test</i>
<p style="text-align: center;">Instructional Resources</p> <p>These may be text references, websites, manipulatives and/or other instructional materials.</p>	<ul style="list-style-type: none"> ● <i>National Geographic Edge Textbook:</i> ● <i>Luck</i> by Elena Castedo ● <i>Young at Heart</i> by Huynh Quang Nhuong; ● <i>The Scholarship Jacket</i> by Marta Salinas; ● <i>Eye on Cheaters</i> Current Events Magazine; ● <i>The Gift of the Magi</i> by O. Henry; ● <i>Shoulders</i> by Naomi Shihab Nye 	

Unit 7: Key Vocabulary Study

18 lessons

NYSED Standards/ENL Performance Indicators:

- Language Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
- Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is communicated in different ways through language in various contexts.
- Determine the meaning of general academic and content-specific words and phrases.
- Determine the meaning of words and phrases in literary and informational text .

<p style="text-align: center;">Unit Objectives</p> <p>Describe what students should know and/or be able to do. The objectives must be aligned with Performance Indicators, NYSED and/or College Board Standards.</p>	<p style="text-align: center;">Instructional Activities</p> <p>These are the suggested activities for this unit of instruction. Most of these activities should foster student engagement.</p>	<p style="text-align: center;">Assessments</p> <p>Describe the methods by which teachers may assess the degree to which students have been successful in achieving objectives. Please include both formative <i>and</i> summative assessments.</p>
<p>Essential Question(s):</p> <p>Learning Targets: SWBAT determine the meaning of words and phrases as they are used in a text;</p> <p>SWBAT learn key vocabulary words and their meanings;</p> <p>SWBAT expand academic and social language;</p> <p>SWBAT use appropriate vocabulary for formal and informal situations;</p>	<ul style="list-style-type: none"> ● Graphic organizer for each vocabulary unit ● Jamboard ● Draw pictures for visual ● Flashcards ● Vocabulary Rating Scale Activities ● Word Webs 	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> ● <i>In-Class Discussion</i> ● <i>Observation of Partner Work</i> ● <i>Observation of Group Work</i> ● <i>Speaking/Dialogue Practice</i> ● <i>Creation of Diagrams/Charts</i> ● <i>Exit Tickets</i> <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> ● <i>Unit Vocabulary Quizzes</i> ● <i>Graded Classwork</i>
<p style="text-align: center;">Instructional Resources</p> <p>These may be text references, websites,</p>	<p><i>National Geographic Edge Textbook:</i></p> <ul style="list-style-type: none"> ● <i>Unit 1</i> 	

manipulatives and/or other instructional materials.

- *Unit 2*
- *Unit 3*
- *Unit 4*
- *Unit 5*
- *Unit 6*

Administrative Review:

Reviewed by:

Signature: James H. Fisher Date: June 22, 2023

Title: Chairperson of English, ENL, & Literacy Support

Signature: _____ Date: _____

Assistant Superintendent for Instruction and Personnel