Course Name(s): English as a Second Language: Grades 5-8
Prerequisite: Placement is based on the district's screening process for ELLs

Course Code #: M5152   Level: n/a   Year: 5X   Credits: n/a

Course and Program Description: In our Grades 5-8 ESL classes, students will work through four units of instruction that will help them to build the social and academic language needed to be successful as a middle school student. Students will develop English phonemic awareness, basic literacy skills, and make content connections. Students will develop an awareness of their peers' backgrounds in order to develop empathy for others within the environment of an American school system. Students will meet once a day in a small group setting and will work individually and with peers to develop social and academic English.

Course Proficiencies: Students who successfully complete this course will have developed the ability to communicate at an increased level of proficiency according to the four domains suggested by WIDA: listening, speaking, reading, and writing. The course proficiencies are organized according by language domain and English Language Proficiency (ELP) level. Grade 5-8 ESL students will receive instruction and be assessed according to his/her ELP.   Students will be able to demonstrate their proficiency within each domain according to the "Can-do" statements or skills detailed in the chart below entitled, "Grades 5-6 Proficiencies."

In addition to targeting the proficiencies for each ELP, students will also be expected to demonstrate their proficiency with the five WIDA English Language Development (ELD) Standards. These standards focus on the social, instructional and academic language needed in order to engage with their peers, teachers, and content across the curriculum. The five WIDA English Language Development Standards are:

ELD Standard 1	English language learners **communicate** for **Social and Instructional** purposes within the school setting.
ELD Standard 2	English language learners **communication** information, ideas and concepts necessary for academic success in the content area of **Language Arts**.
ELD Standard 3	English language learners **communication** information, ideas and concepts necessary for academic success in the content area of **Mathematics**.
ELD Standard 4	English language learners **communication** information, ideas and concepts necessary for academic success in the content area of **Science**.
ELD Standard 5	English language learners **communication** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

Grades 5 – 8 Proficiencies

Across the English Language Development Standards, students will develop the ability to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
L I S T E N I N G	Follow one-step oral commands/instructions Match social language to visual/graphic displays Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	Follow multi-step oral commands/instructions Classify/sort content-related visuals per oral descriptions Sequence visuals per oral directions Identify information on charts or tables based on oral statements	Categorize content-based examples from oral directions Match main ideas of familiar text read aloud to visuals Use learning strategies described orally Identify everyday examples of content-based concepts described orally Associate oral language with differentiated time frames (e.g., past, present, future)	Identify main ideas and details of oral discourse Complete content-related tasks or assignments based on oral discourse Apply learning strategies to new situations Role play, dramatize, or re-enact scenarios from oral reading	Use oral information to accomplish grade-level tasks Evaluate intent of speech and act accordingly Make inferences from grade-level text read aloud Discriminate among multiple genres read orally	**L e v e l 6 - R e a c h i n g**
S P E A K I N G	Answer yes/no and choice questions Begin to use general and high frequency vocabulary Repeat words, short phrases, memorized chunks Answer or select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	Convey content through high frequency words/phrases State big/main ideas of classroom conversation Describe situations from modeled sentences Describe routines and everyday events Express everyday needs and wants	Begin to express time through multiple tenses Retell/rephrase ideas from speech Give brief oral content-based presentations State opinions Connect ideas in discourse using transitions (e.g., "but," "then")	Paraphrase and summarize ideas presented orally Defend a point of view Explain outcomes Explain and compare content-based concepts Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence	Defend a point of view and give reasons Use and explain metaphors and similes Communicate with fluency in social and academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)	

		Communicate in social situations Make requests	Use different registers inside and outside of class State big/main ideas with some supporting details Ask for clarification (e.g., self-monitor)		
READING	Associate letters with sounds and objects Match content-related objects/pictures to words Identify common symbols, signs, and words Recognize concepts of print Find single word responses to WH-questions (e.g., "who," "what," "when," "where") related to illustrated text Use pictures dictionaries/illustrated glossaries	Sequence illustrated text of fictional and non-fictional events Locate main ideas in a series of simple sentences Find information from text structure (e.g., titles, graphs, glossary) Follow text read aloud (e.g., tapes, teacher, paired-readings) Sort/group pre-taught words/phrases Use pre-taught vocabulary (e.g., word banks) to complete simple sentences Use L1 to support L2 (e.g., cognates) Use bilingual dictionaries and glossaries	Identify topic sentences, main ideas, and details in paragraphs Identify multiple meanings of words in context (e.g., "cell," "table") Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning Differentiate between fact and opinion Answer questions about explicit information in texts Use English dictionaries and glossaries	Order paragraphs Identify summaries of passages Identify figurative language (e.g., "dark as night") Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and informational texts Use an array of strategies (e.g., skim and scan for information)	Differentiate and apply multiple meanings of words/phrases Apply strategies to new situations Infer meaning from modified grade-level text Critique material and support argument Sort grade-level text by genre
WRITING	Draw content-related pictures Produce high frequency words Label pictures and graphs	Complete pattern sentences Extend "sentence starters" with original ideas Connect simple sentences	Produce short paragraphs with main ideas and some details (e.g., column notes) Create compound sentences (e.g., with conjunctions Explain steps in problem-solving	Create multiple-paragraph essays Justify ideas Produce content-related reports Use details/examples to support ideas	Create expository text to explain graphs/charts Produce research reports using multiple sources/citations Begin using analogies

Create vocabulary/concept cards Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)	Complete graphic organizers/forms with personal information Respond to yes/no, choice, and some WH-questions	Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons	Use transition words to create cohesive passages Compose intro/body/conclusion Paraphrase or summarize text Take notes (e.g., for research)	Critique literary essays or articles

Alignment to New Jersey Student Learning Standards: In addition to targeting the English Language Development standards and the "Can-do" statements for each appropriate proficiency level, this course will also target the Grades 5-8 New Jersey Student Learning Standards for English Language Arts, Mathematics, Social Studies and Science. Listening, speaking, reading and writing will continue to be reinforced and assessed throughout the content standards all while keeping in the mind the WIDA ELDs and individual student proficiency level.

The Grades 5-8 ESL program will also aim to meet the following NJSLS for Educational Technology 8.1 and NJSLS for 21st Century Life and Careers:

Educational Technology (NSLS 8):
8.1.5.A.2   Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3   Use a graphic organizer to organize information about problem or issue.
8.1.5.B.1   Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
8.1.5.E.1   Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.8.A.2   Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.B.1   Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
8.1.8.E.1   Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.1.8.F.1   Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
8.1.8.D.4   Assess the credibility and accuracy of digital content.
8.1.8.F.1   Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

21ˢᵗ Century Life and Careers (NJSLS 9):
9.1.8.B.6   Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2.8.B.3   Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work and extracurricular activities for use in a career.

NJ Career Readiness Practices:
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Evaluative Criteria: Teachers utilize student observation checklists, formative assessments, daily participation in regards to independent, paired and/or collaborative group tasks, interpretive, interpersonal and presentational tasks and assessments, projects, integrated performance assessments, student self-assessments and peer assessments to evaluate the progress and/or achievement of the above stated proficiencies. Students in the ESL program will participate in the ACCESS for ELLs 2.0 annually until they meet the requirements to exit the ESL program.