### Warren Township Public School District
#### Beginning Level
#### ESL Instructional Framework

<table>
<thead>
<tr>
<th>Subject: ELL</th>
<th>Grade: 6, 7, 8</th>
<th>Unit: 1-4</th>
<th>Timeframe: Marking Period 1</th>
</tr>
</thead>
</table>

#### Concepts:  
Survival English Skills

#### Skills / Understandings:  
**Listening & Speaking:** listening comprehension; functional vocabulary; question/response; formulaic language; pronunciation  
**Reading & Writing:** read and write simple sentences  
**Grammar skills:** to be; personal pronouns; possessive adjectives; interrogatives, negatives, to have, general statements, preposition of location, imperatives, present progressive

#### WIDA ELD Standards:  
WIDA ELD Standard 1: Social and Instructional Language  
WIDA ELD Standard 2: Language of English Language Arts

#### Enduring Student Understandings:  
**Student Vocabulary:**

#### Basic literacy skills  
**Question/response**

#### Functions:** greetings; personal identity, numbers, days, months, requests, seek clarification, give personal information, describe family members, describe locations, directions, express preferences

#### Simple sentence structure

#### Numbers, days, months

#### Emphasized Cross Cutting Practices:  
**Assessment:**

#### RL.6.1, 7.1, 8.1  
W.6.3, 7.3, 8.3  
L.6.3, 7.3, 8.3  
L.6.4, 7.4, 8.4  

Portfolio assessment to include:  
- Academic discourse, dictation, student workbook exercises, review assessments  
- Generate simple sentences orally and in writing  
- Respond to questions, use appropriate rejoinder, initiate conversation

#### Recommended Resources/Materials:  
**Super Goal** Level 1, units 1-8, textbook and student practice book  
Picture Stories; Jazz Chants

#### Technology, Differentiation and Assessment Strategies:  
[https://docs.google.com/document/d/1aFoyiTqbg1diH0_df7fC-QJsQeywUkD8W5MOUtIW2hs/edit](https://docs.google.com/document/d/1aFoyiTqbg1diH0_df7fC-QJsQeywUkD8W5MOUtIW2hs/edit)
<table>
<thead>
<tr>
<th>Subject: ELL</th>
<th>Grade: 6,7,8</th>
<th>Unit: 5-8</th>
<th>Timeframe: Marking Period 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concepts:</strong></td>
<td><strong>Skills / Understandings:</strong></td>
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</tbody>
</table>
| Survival English Skills | **Listening & Speaking:** listening comprehension; functional vocabulary; question/response; formulaic language; pronunciation  
**Read & Writing:** read and write simple sentences; comprehend simple stories and articles; write a descriptive paragraph  
**Grammar skills:** simple present; negatives; wh-questions; adverbs of frequency; time expressions; modals; like + infinitive; future; object pronouns; simple past; irregular past; irregular verbs |

**WIDA ELD Standards:**

WIDA ELD Standard 1: Social and Instructional Language  
WIDA ELD Standard 2: Language of English Language Arts

**Enduring Student Understandings:**

**Student Vocabulary:**

**Functions:** ask and answer questions about activities; describe people; express time; express ability; express preferences; express future planning; express needs and wants; make invitations; use ordinal numbers; express past

**Emphasized Cross Cutting Practices:**

**Assessment:**

Portfolio assessment to include:  
Academic discourse, dictation, student workbook exercises, review assessments  
Generate simple sentences orally and in writing  
Respond to questions, use appropriate rejoinder, initiate conversation  
Read/comprehend simple stories and articles  
Listen for specific information  
Practice pronunciation of targeted phonemes  
Write a descriptive paragraph  
Compare and contrast orally and in writing  
Identify patterns in written materials  
Make inferences using known vocabulary

**Recommended Resources/Materials:**

*Super Goal Level 1, units 9-16, textbook and student practice book*  
*Picture Stories; Jazz Chants*

**Technology, Differentiation and Assessment Strategies:**

[https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsOeywUkD8W5MOUtIW2hs/edit](https://docs.google.com/document/d/1aFoyiTqbg1diHO_df7fC-QJsOeywUkD8W5MOUtIW2hs/edit)
### Warren Township Schools
#### 6-8 Beginning
#### ESL Instructional Framework

**Subject:** ELL  
**Grade:** 6,7,8  
**Unit:** 9-12  
**Timeframe:** Marking Period 3

<table>
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<tr>
<th>Concepts:</th>
<th>Skills / Understandings:</th>
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</table>
| Survival English Skills | **Listening & Speaking:** listening comprehension; functional vocabulary; question/response; formulaic language; pronunciation  
**Reading & Writing:** read and write simple sentences; comprehend simple stories and articles; use text features for comprehension; write an opinion paragraph  
**Grammar skills:** simple present; negatives; wh-questions adverbs of frequency time expressions; modals; like + infinitive; future; object pronouns; simple past; irregular verbs |

**WIDA ELD Standards:**
- **WIDA ELD Standard 1:** Social and Instructional Language  
- **WIDA ELD Standard 2:** Language of English Language Arts

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<tr>
<th>Enduring Student Understandings:</th>
<th>Student Vocabulary:</th>
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</table>
| Basic literacy skills  
Question/response  
Simple sentence structure | **Functions:** express thanks, apologize; elicit and offer information; express approval and disapproval; describe activities and routines; describe abilities; order from a menu; seek clarification; ask and answer about past activities; express emotions; express regret; offer reasons; make suggestions |

**Emphasized Cross Cutting Practices:**

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| Portfolio assessment to include:  
Academic discourse, dictation, student workbook exercises, review assessments  
Generate simple sentences orally and in writing  
Respond to questions, use appropriate rejoinder, initiate conversation  
Read/comprehend simple stories and articles, listen for specific information  
Practice pronunciation of targeted phonemes, write a descriptive paragraph  
Compare and contrast orally and in writing, identify patterns in written materials  
Make inferences using known vocabulary, make a chart  
Understand requirements of assignment, identify patterns in written materials  
Make inferences using known vocabulary, use quotation marks  
Write a paragraph, write about an opinion, use text features for comprehension |

**Recommended Resources/Materials:**

- *Super Goals* Level 2, units 1-8  
- Picture Stories; *English with a Smile*

**Technology, Differentiation and Assessment Strategies:**

[https://docs.google.com/document/d/1aFoyiTqbg1diHO_d7fC-QJzQeywUkD8W5MOUtlW2bs/edit](https://docs.google.com/document/d/1aFoyiTqbg1diHO_d7fC-QJzQeywUkD8W5MOUtlW2bs/edit)
### Warren Township Schools
#### Beginning Level

**ESL Instructional Framework**

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<th>Subject: ELL</th>
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<th>Unit: 13-16</th>
<th>Timeframe: Marking Period 4</th>
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**Concepts:**

**Skills / Understandings:**

- **Survival English Skills**
  - **Listening & Speaking:** listening comprehension; functional vocabulary; question/response; formulaic language; pronunciation
  - **Reading & Writing:** read and write simple sentences; comprehend simple stories and articles; use text features for comprehension; write an opinion and descriptive paragraph
  - **Grammar skills:** simple present; negatives; wh-questions; adverbs of frequency; time expressions; modals, like + infinitive; future; object pronouns; simple past; irregular past; irregular verbs; comparative adjectives; quantifiers; superlatives; future with will; modals as requests; past progressive; present perfect tense vs. simple past

**WIDA ELD Standards:**

- WIDA ELD Standard 1: Social and Instructional Language
- WIDA ELD Standard 2: Language of English Language Arts
- WIDA ELD Standard 3: Language of Math
- WIDA ELD Standard 4: Language of Science
- WIDA ELD Standard 5: Language of Social Studies

**Enduring Student Understandings:**

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<td>Simple sentence structure</td>
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<tr>
<td>Numbers, days, months</td>
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<tr>
<td>Functions: express obligations; ask for directions; describe places and activities; state opinions; make comparisons; make suggestions; describe weather and seasons; describe future activities; make predictions; make requests; make offers; talk on the phone; express ongoing past activities; tell narrative stories; use negatives</td>
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**Emphasized Cross Cutting Practices:**

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<td>Practice pronunciation of targeted phonemes</td>
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<td>Write descriptive paragraph, write about oneself, write about an opinion</td>
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<td>Compare and contrast, identify patterns in written materials, make inferences using known vocabulary</td>
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<td>Understand requirements of assignment, make a chart</td>
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<td>Use quotation marks, use text features for comprehension</td>
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**Recommended Resources/Materials:**

*Super Goal* Level 2, units 9-16; Picture Stories; *English with a Smile*

**Technology, Differentiation and Assessment Strategies:**

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