

Morris School District
 .English Language Learner Curriculum Map
 Grades 9-12

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Content/Topic	Observable Proficiencies/Skills	NJCCCS	WIDA Model Performance Indicators
Writing 3.2	Strand A: Writing as a Process		
<p>Why is important to use a process approach to writing?</p>	<p>Engage in the full writing process by writing daily and for sustained amounts of time.</p> <p>Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.</p> <p>Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.</p> <p>Review and edit work for spelling, usage, clarity, and fluency.</p> <p>Use the computer and word-processing software to compose, revise, edit, and publish a piece.</p> <p>Use a scoring rubric to evaluate and improve own writing and the writing of others.</p> <p>Reflect on own writing and establish goals for growth and improvement.</p>	<p>3.2A.1 3.2A.2 3.2A.3 3.2A4 3.2A5 3.2A6 3.2A7</p>	<p>Level 1: Generate lists using visual prompts Level 2: Complete graphic organizers or outlines Level 3: Use outlines to form paragraphs Level 4: Generate essays from various process-oriented exercises</p>
	Strand B: Writing as a Product		
<p>How does writing in different writing in different genres create proficient writers?</p>	<p>Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.</p> <p>Critique published works for authenticity and credibility.</p> <p>Draft a thesis statement and support/defend it through highly developed ideas and content,</p>	<p>3.2B.1 3.2B.2 3.2B.3 3.2B.4 3.2B.5 3.2B.6 3.2B.7 3.2B.8 3.2B.9 3.2B.10 3.2B.11</p>	<p>Level 1: Take notes on key symbols, words, or phrases. List key phrases or sentences. Level 2: Produce sentence outlines from discussions, lectures or readings Level 3: Summarize notes from lectures Level 4: Produce essays based on notes from lectures or readings</p>

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	<p>organization, and paragraph development.</p> <p>Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).</p> <p>Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.</p> <p>Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.</p> <p>Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media.</p> <p>Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.</p> <p>Provide compelling openings and strong closure to written pieces.</p> <p>Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).</p> <p>Use the responses of others to review content, organization, and usage for publication.</p> <p>Select pieces of writing from a literacy folder for a</p>	<p>3.2B.12</p>	
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	presentation portfolio that reflects performance in a variety of genres.		
Strand C: Mechanics, Spelling, and Handwriting			
How do writers edit their work?	<p>Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.</p> <p>Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.</p> <p>Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.</p> <p>Use transition words to reinforce a logical progression of ideas.</p> <p>Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.</p> <p>Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.</p> <p>Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.</p> <p>Write legibly in manuscript or cursive to meet district standards.</p>	<p>3.2C.1 3.2C.2 3.2C.3 3.2C.4 3.2C.5 3.2C.6 3.2C.7 3.2C.8</p>	<p>Level 1: Copy key points about language learning Level 2: Check use of newly acquired language through spell or grammar check or dictionaries Level 3: Revise or rephrase written language based on feedback Level 4: Expand, elaborate and correct written language</p>
Strand D: Writing Forms			
What are the purposes of writing?	Employ the most effective writing formats and strategies for the purpose and audience.	<p>3.2D.1 3.2D.2 3.2D.3 3.2D.4</p>	<p>Level 1: Give examples of literature from native cultures using visuals or graphic organizers Level 2: Compare/contrast features of similar story lines from different cultures using visuals or graphic organizers</p>

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	<p>Demonstrate command of a variety of writing genres, such as:</p> <ul style="list-style-type: none"> ▪ Persuasive essay ▪ Personal narrative ▪ Research report ▪ Literary research paper ▪ Descriptive essay ▪ Critique ▪ Response to literature ▪ Parody of a particular narrative style (fable, myth, short story) ▪ Poetry <p>Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.</p> <p>Apply all copyright laws to information used in written work.</p> <p>When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles.</p> <p>Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications.</p> <p>Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.</p> <p>Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.</p>	<p>3.3D.5 3.3D.6 3.3D.7 3.3D.8</p>	<p>Level 3: compare author's points of view of similar story lines from different cultures using visuals or graphic organizers Level 4: Discuss how different views in multicultural literature represent global perspectives.</p>
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Reading 3.1	Strand A: Concepts About Print/Text		
What does a good reader know about textual features?	Interpret and use common textual features (e.g., paragraphs, topic sentence, index, glossary, table of contents) and graphic features, (e.g., charts, maps, diagrams) to comprehend information. Identify interrelationships between and among ideas and concepts within a text, such as cause-and-effect relationships.	3.1A.1 3.1A.2	Level 1: Preview visually supported text to glean basic facts Level 2: Scan material from visually supported text to identify details that confirm main ideas. Level 3: Skim material from visually supported text for meaning of words, phrases or sentences in context Level 4: Draw conclusions based on information in text
	Strand B: Phonological Awareness		
What phonological elements do good readers recognize?	"No additional indicators at this level"	3.1B.1	
	Strand C: Decoding and Word Recognition		
How can you figure out the sounds of new words?	Decode new words using structural and context analysis	3.1C.1	Level 1: Identify sounds Level 2: Recognize words Level 3: Analyze context Level 4: Evaluate information
	Strand D: Fluency		
How can you read with fluency?	Read developmentally appropriate materials (at an independent level) with accuracy and speed. Use appropriate rhythm, flow, meter, and pronunciation when reading. Read a variety of genres and types of text with fluency and comprehension.	3.1D.1 3.1D.2 3.1D.3	Level 1: Identify facts Level 2: Sort information Level 3: Critique information Level 4: Evaluate information
	Strand E: Reading Strategies (before, during and after reading)		
What can you do before, during and after reading to increase comprehension?	Assess, and apply reading strategies that are effective for a variety of texts (e.g., previewing, generating questions, visualizing, monitoring, summarizing, evaluating). Use a variety of graphic organizers with various text types for memory retention and monitoring comprehension. Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose.	3.1E.1 3.1E.2 3.1E.3	Level 1: Associate people with their acts or contributions using visuals and word or phrase level text Level 2: Match cause of influences on people's lives with effect Level 3: Interpret impact of people's lives on others or society using visuals and paragraph level text Level 4: Predict people's reactions to living in different time periods or circumstances using grade level text
	Strand F: Vocabulary and Concept		

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	Development		
What tools can help you understand new words?	Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary. Use knowledge of root words to understand new words. Apply reading vocabulary in different content areas. Clarify pronunciation, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources. Define words, including nuances in meanings, using context such as definition, example, restatement, or contrast.	3.1F.1 3.1F.2 3.1F.3 3.1F.4 3.1F.5	Level 1: Preview text for new vocabulary Level 2: Use different tools to understand the meanings of words Level 3: Define words in relation to text Level 4: Recognize nuances in meaning of words
	Strand G: Comprehension Skills and Response to Text		
How does a good reader use what they have learned to understand and respond to text?	Apply a theory of literary criticism to a particular literary work. Analyze how our literary heritage is marked by distinct literary movements and is part of a global literary tradition. Compare and evaluate the relationship between past literary traditions and contemporary writing. Analyze how works of a given period reflect historical and social events and conditions. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning. Interpret how literary devices affect reading emotions and understanding. Analyze and evaluate figurative language within a text (e.g., irony, paradox, metaphor, simile, personification). Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader. Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.	3.1G.1 3.1G.2 3.1G.3 3.1G.4 3.1G.5 3.1G.6 3.1G.7 3.1G.8 3.1G.9 3.1G.10 3.1G.11 3.1G.12 3.1G.13 3.1G.14 3.1G.15 3.1G.16 3.1G.17 3.1G.18 3.1G.19 3.1G.20 3.1G.21 3.1G.22 3.1G.23 3.1G.24	Level 1: Produce literal words or phrases from illustrations or cartoons and words/phrase banks Level 2: Use examples of literal and figurative language in context Level 3: Elaborate on examples of literal and figurative language Level 4: Compose narratives using literal and figurative language

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	<p>Identify and understand the author's use of idioms, analogies, metaphors, and similes, as well as metrics, rhyme scheme, rhythm, and alliteration in prose and poetry.</p> <p>Identify the structures in drama, identifying how the elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) articulate a playwright's vision.</p> <p>Analyze the elements of setting and characterization to construct meaning of how characters influence the progression of the plot and resolution of the conflict.</p> <p>Analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior.</p> <p>Identify and analyze recurring themes across literary works and the ways in which these themes and ideas are developed.</p> <p>Informational Text</p> <p>Identify, describe, evaluate, and synthesize the central ideas in informational texts.</p> <p>Distinguish between essential and nonessential information.</p> <p>Analyze the use of credible references.</p> <p>Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.</p> <p>Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, contracts, etc. Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, instructional manuals).</p> <p>Distinguish between a summary and a critique.</p> <p>Summarize informational and technical texts and explain the visual components that support them.</p> <p>Evaluate informational and technical texts for clarity, simplicity and coherence and for the appropriateness of graphic and visual appeal.</p> <p>Identify false premises in an argument.</p> <p>Analyze foundational U.S. documents for their historical and literary significance and how they reflect a common and shared American Culture (e.g., The Declaration of Independence, The</p>	<p>3.1G.25</p>	
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	Preamble of the U.S. Constitution, Abraham Lincoln's "Gettysburg Address," Martin Luther King's "Letter from Birmingham Jail").		
	Strand H: Inquiry and Research		
How can you research a topic effectively?	<p>Select appropriate electronic media for research and evaluate the quality of the information received.</p> <p>Develop materials for a portfolio that reflect a specific career choice.</p> <p>Develop increased ability to critically select works to support a research topic.</p> <p>Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.</p> <p>Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.</p> <p>Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.</p> <p>Produce written and oral work that demonstrates synthesis of multiple informational and technical sources. Produce written and oral work that demonstrates drawing conclusions based on evidence from informational and technical text.</p> <p>Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings) to determine how authors reach similar or different conclusions.</p>	<p>3.1H.1 3.1H.2 3.1H.3 3.1H.4 3.1H.5 3.1H.6 3.1H.7 3.1H.8 3.1H.9</p>	<p>Level 1: Identify words and phrases associated with the workplace</p> <p>Level 2: Glean information from workplace related forms</p> <p>Level 3: Interpret information about situations in the workplace supported visually or graphically</p> <p>Level 4: Evaluate information about the workplace and its personal relevance.</p>
Viewing and Media Literacy 3.5	Strand A: Constructing Meaning from Media		
What messages exist in different types of media?	Understand that messages are representations of social reality and vary by historic time periods and parts of the world.	<p>3.5A.1 3.5A.2 3.5A.3</p>	<p>Level 1: Copy information from media</p> <p>Level 2: Form general ideas based on information from media or print in a series or related sentences</p>

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	<p>Identify and evaluate how a media product expresses the values of the culture that produced it.</p> <p>Identify and select media forms appropriate for the viewer's purpose.</p> <p>Examine the commonalities and conflicts between the visual and print messages (e.g., humor, irony, or metaphor) and recognize how words, sounds, and images are used to convey the intended messages.</p>	3.5A.4	<p>Level 3: Summarize information from various sources in paragraph form</p> <p>Level 4: Integrate information from multiple sources to produce short stories</p>
Strand B: Visual and Verbal Messages			
How do different types of media convey messages?	<p>Analyze media for stereotyping (e.g., gender, ethnicity).</p> <p>Analyze visual techniques used in a media message for a particular audience and evaluate their effectiveness.</p> <p>Analyze the effects of media presentations and the techniques to create them.</p> <p>Compare and contrast how the techniques of three or more media sources affect the message.</p>	<p>3.5B.1</p> <p>3.5B.2</p> <p>3.5B.3</p> <p>3.5B.4</p>	
Strand C: Living with Media			
What role do different types of media play in our society?	<p>Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family and social institutions, cf. health and physical education standards and visual and performing arts standards).</p> <p>Identify and discuss the political, economic, and social influences on news media.</p> <p>Identify and critique the forms, techniques (e.g., propaganda) and technologies used in various media messages and performances.</p> <p>Create media presentations and written reports using multi-media resources using effective images, text, graphics, music and/or sound effects that present a distinctive point of view on a topic.</p>	<p>3.5C.1</p> <p>3.5C.2</p> <p>3.5C.3</p> <p>3.5C.4</p>	
Listening 3.4	Strand A: Active Listening		

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<p>How do you become an active listener?</p>	<p>Discuss, analyze and extend ideas heard orally. Distinguished emotive from persuasive oral rhetoric. Demonstrate active listening by taking notes, asking relevant questions making meaningful comments and providing constructive feedback. Identify and define unfamiliar vocabulary through context in oral communication. Analyze how a speaker's word choice and nonverbal cues reveal purpose, attitude, and perspective.</p>	<p>3.4.A.1 3.4.A.2 3.4.A.3 3.4.A.4 3.4.A.5</p>	
<p>Listening 3.4</p>	<p>Strand B: Listening Comprehension</p>		
<p>What does an excellent listener do to increase understanding?</p>	<p>Summarize, make judgments, and evaluate the content and delivery of oral presentations. Evaluate the credibility of a speaker. Determine when propaganda and argument are used in oral forms. Listen and respond appropriately to a debate. Follow oral direction to perform specific tasks to answer questions or solve problems. Paraphrase information presented orally by others. Analyze the ways in which the style and structure of a speech supports or confuses its meaning or purpose.</p>	<p>3.4.B.1 3.4.B.2 3.4.B.3 3.4.B.4 3.4.B.5 3.4.B.6 3.4.B.7</p>	
<p>Speaking 3.3</p>	<p>Strand A: Discussion</p>		
<p>How do you participate in a conversation?</p>	<p>Support a position integrating multiple perspectives. Support, modify, or refute a position in small or large-group discussions. Assume leadership roles in student-directed discussions, projects, and forums. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.</p>	<p>3.3.A.1 3.3.A.2 3.3.A.3 3.3.A.4</p>	
	<p>Strand B: Questioning (Inquiry) and</p>		

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Contributing			
How do you enhance oral language ability?	Ask prepared and follow-up questions in interviews and other discussions. Extend peer contributions by elaboration and illustration. Analyze, evaluate, and modify group processes. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements. Question critically the position or viewpoint of an author. Respond to audience questions by providing clarification, illustration, definition, and elaboration. Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives). Paraphrase comments presented orally by others to clarify viewpoints. Give and follow spoken instructions to perform specific tasks to answer questions or to solve problems.	3.3.B.1 3.3.B.2 3.3.B.3 3.3.B.4 3.3.B.5 3.3.B.6 3.3.B.7 3.3.B.8 3.3.B.9	
Strand C: Word Choice			
How do you enrich your vocabulary?	Select and use precise words to maintain an appropriate tone and clarify ideas in oral and written communications. Improve word choice by focusing on rhetorical devices (e.g., puns parallelism, allusion, alliteration).	3.3.C.1 3.3.C.2	
Strand D: Oral Presentation			
What are the steps for an excellent oral presentation?	Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, and personal expression). Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition and transitional words). Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, and articulation) when speaking. Edit drafts of speeches independently and in peer discussions.	3.3.D.1 3.3.D.2 3.3.D.3 3.3.D.4 3.3.D.5 3.3.D.6	

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	Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details). Use a rubric to self-assess and improve oral presentations.		
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