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PATERSON CHARTER SCHOOL FOR SCIENCE AND TECHNOLOGY

K-12 ESL Curriculum Framework

WIDA ELD Standards Framework (2020 Edition) + 2023 New Jersey Student Learning Standards for English Language Arts

Primary Instructional Resource: TEAM Toolkits: Teaching ELs for Academic Language Mastery, Grades K-12

1. Program Purpose and Curriculum Design

Purpose. This curriculum provides a coherent K-12 framework for pull-out English as a Second Language instruction. It is designed to accelerate English language development while maintaining access to grade-level academic language, literacy practices, and content concepts. Instruction explicitly integrates listening, speaking, reading, and writing and is differentiated according to students' English language proficiency, literacy development, and instructional needs.

Standards base. Curriculum planning uses the WIDA English Language Development Standards Framework, 2020 Edition, including the five ELD Standards Statements, Key Language Uses (Narrate, Inform, Explain, Argue), Language Expectations, and Proficiency Level Descriptors. Academic literacy targets are aligned to the 2023 NJSLS-ELA at the appropriate grade or grade band.

Instructional resource. TEAM Toolkits serve as the primary anchor resource. The publisher identifies TEAM for grades K-12 and for use in pull-out, push-in, small-group, tutoring, and mainstream settings. TEAM units integrate themed academic content, reading strategies, language/grammar focus, writing, tiered vocabulary, and four-domain language practice. The district curriculum supplements TEAM as necessary to meet current WIDA 2020 expectations, the 2023 NJSLS-ELA, student-specific proficiency needs, and grade-level content demands.

2. Adopted/Planned Core Materials

Grade Span	TEAM Kit	District Use	ISBN
K-2	Levels AA-B Complete Kit	Grade K=AA; Grade 1=A; Grade 2=B	0361-6
3-5	Levels C-E Complete Kit	Grade 3=C; Grade 4=D; Grade 5=E	0362-3
6-8	Levels F-H Complete Kit	Grade 6=F; Grade 7=G; Grade 8=H	0363-0
9-12	High School Complete Kit	Books 1-3 used flexibly by grade, proficiency, literacy profile, and unit objective	2629-5

3. WIDA 2020 Alignment

The curriculum uses the current WIDA ELD Standards Framework rather than treating the older WIDA PRIME V2 correlation as the governing standards document. The PRIME correlation remains useful publisher evidence that TEAM addresses academic language, proficiency differentiation, content-area language, and all four language domains, but district unit plans are written in current WIDA 2020 terms.

WIDA Element	Curriculum Application	Evidence in Unit Plans
ELD Standards 1-5	Language for Social and Instructional Purposes; Language for Language Arts; Mathematics; Science; Social Studies	Each unit identifies Standard 1 plus relevant disciplinary standard(s).
Key Language Uses	Narrate, Inform, Explain, Argue	Each unit identifies one or more KLUs tied to authentic communication tasks.
Language Expectations	Grade/grade-band expectations for interpreting and expressing disciplinary language	Teachers identify the most relevant WIDA Language Expectations during lesson planning within each mapped unit.
Proficiency Level Descriptors	Expectations are differentiated across proficiency levels without reducing cognitive demand	Supports are adjusted in discourse, sentence, and word/phrase dimensions.

WIDA Element	Curriculum Application	Evidence in Unit Plans
Four language domains	Listening, Speaking, Reading, Writing	Each unit requires receptive and expressive language opportunities and assessment evidence.

4. Differentiation by WIDA English Language Proficiency

WIDA Level	Typical Language Supports	Expected Student Production	Teacher Decision Rule
1 - Entering	Visuals/realia, gestures, modeling, bilingual resources when appropriate, word banks, labeled diagrams, repeated oral input	Words, phrases, selected responses, patterned oral/written language	Use explicit newcomer/entering-level supports; do not rely on TEAM alone.
2 - Emerging	Sentence frames, chunked text, oral rehearsal, graphic organizers, partner supports	Phrases and simple sentences connected to grade-level concepts	Maintain grade-level concepts while reducing linguistic load.
3 - Developing	Expanded frames, modeled paragraphs, structured discussion, vocabulary morphology support	Connected sentences and emerging paragraphs/discourse	Increase independence and require evidence from texts/media.
4 - Expanding	Strategic frames, complex-sentence models, reduced visual supports, collaborative analysis	Expanded discourse, organized paragraphs, explanations and arguments	Fade supports while increasing precision and complexity.
5 - Bridging	Targeted vocabulary, genre models, feedback on nuance/organization	Sustained academic discourse approaching grade expectations	Provide strategic rather than routine scaffolds.
6 - Reaching	Grade-level language supports as needed for task/content	Language comparable to proficient peers for grade-level work	Continue monitoring academic language needs; avoid unnecessary simplification.

Newcomer safeguard. Continental's published TEAM scope-and-sequence materials state that lessons are probably not suitable for WIDA Level 1/Newcomer students. Therefore, students at Entering/Newcomer levels receive supplemental foundational English, oral-language, literacy, and survival/academic language instruction before and alongside TEAM lessons. This prevents the adopted resource from being represented as a stand-alone curriculum for every proficiency level.

5. Required Instructional Components and Progress Monitoring

- Each ESL lesson includes a language objective tied to a WIDA KLU and language function, a grade-appropriate literacy/content objective, explicit academic vocabulary, and structured opportunities for listening, speaking, reading, and writing.
- Instruction includes direct modeling, guided practice, oral rehearsal, collaborative discourse, explicit vocabulary/morphology instruction, sentence-level language work, reading comprehension, and purposeful writing.
- Formative evidence may include language samples, oral retells/explanations, exit responses, vocabulary applications, comprehension checks, writing samples, and teacher observation using proficiency-aligned criteria.
- Unit evidence includes at least one integrated performance task requiring students to interpret information and produce oral and/or written academic language. Teachers maintain work samples and use results to adjust scaffolds and grouping.
- ACCESS for ELLs results, WIDA Screener data when applicable, classroom evidence, progress-monitoring data, and teacher judgment are considered together. No single publisher assessment determines language-service decisions.

6. K-12 Scope and Sequence and Grade-Level Unit Maps

Pacing is intentionally flexible. A four-unit annual sequence generally allows approximately 8-9 weeks per unit in a full-year program, but actual pacing is adjusted to service frequency, student proficiency, newcomer status, progress data, school calendar, and the need to coordinate with grade-level content. Unit order may be changed when necessary while preserving the standards and language-development expectations.

Kindergarten Pull-Out ESL Curriculum Map

Primary resource: TEAM Level AA (Grade K)

Standards: WIDA ELD Standards Framework, 2020 Edition; NJSLS-ELA Kindergarten.

Annual language-development priority: Students increase independence, precision, complexity, and stamina in academic listening, speaking, reading, and writing while engaging with grade-appropriate concepts and texts.

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
Animal Homes	How do living things use language and evidence to explain where and how they live?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Inform, Explain; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.K.1 / RL.CR.K.1, RI.CI.K.2 / RL.CI.K.2, SL.PE.K.1, SL.PI.K.4, L.KL.K.1, L.VL.K.2, W.IW.K.2	Content-language focus: Science/Social Studies. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, explain language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Supported oral presentation with labeled visual; one or more dictated/independently written sentences; teacher listening/reading check.
Life on a Farm	How can we describe and sequence what happens on a farm?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Inform, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.K.1 / RL.CR.K.1, RI.CI.K.2 / RL.CI.K.2, SL.PE.K.1, SL.PI.K.4, L.KL.K.1, L.VL.K.2, W.NW.K.3, W.IW.K.2	Content-language focus: Science/Social Studies. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Supported oral presentation with labeled visual; one or more dictated/independently written sentences; teacher listening/reading check.
All About Weather	How can we observe, describe, and explain changes in weather?	WIDA ELD 1, 2, 4; Key Language Uses: Explain, Inform; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.K.1 / RL.CR.K.1, RI.CI.K.2 / RL.CI.K.2, SL.PE.K.1, SL.PI.K.4, L.KL.K.1, L.VL.K.2, W.IW.K.2	Content-language focus: Science/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, inform language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Supported oral presentation with labeled visual; one or more dictated/independently written sentences; teacher listening/reading check.
Jobs in My Town	How do people explain what community workers do and why their work matters?	WIDA ELD 1, 2, 5; Key Language Uses: Inform, Narrate; all four domains; grade/grade-band	RI.CR.K.1 / RL.CR.K.1, RI.CI.K.2 / RL.CI.K.2, SL.PE.K.1, SL.PI.K.4,	Content-language focus: Social Studies/Language Arts. Interpret grade-appropriate	Supported oral presentation with labeled visual; one or more dictated/independently

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
		Language Expectations and PLDs used for lesson differentiation.	L.KL.K.1, L.VL.K.2, W.NW.K.3, W.IW.K.2	texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	written sentences; teacher listening/reading check.

Unit implementation requirements: Each unit plan is operationalized through TEAM lessons plus teacher-selected grade-level texts/materials as needed. Teachers document a content objective, WIDA-aligned language objective, target academic vocabulary, proficiency-level scaffolds, four-domain opportunities, formative checks, and a culminating integrated task. The listed NJSLS are priority standards; teachers may add additional grade-level standards based on the specific TEAM lesson and supplemental text.

Grade 1 ESL Curriculum Map

Primary resource: TEAM Level A (Grade 1)

Standards: WIDA ELD Standards Framework, 2020 Edition; NJSLS-ELA Grade 1.

Annual language-development priority: Students increase independence, precision, complexity, and stamina in academic listening, speaking, reading, and writing while engaging with grade-appropriate concepts and texts.

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
All About Me	How can we use language to describe ourselves, our bodies, and our experiences?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Inform, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.1.1 / RL.CR.1.1, RI.CI.1.2 / RL.CI.1.2, SL.PE.1.1, SL.PI.1.4, L.KL.1.1, L.VL.1.2, W.NW.1.3, W.IW.1.2	Content-language focus: Science/Social Studies. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Short oral presentation and illustrated written response using unit vocabulary, sentence frames as needed, and evidence/details from text.
Telling Tales	How do stories from different cultures teach ideas and values?	WIDA ELD 1, 2, 5; Key Language Uses: Narrate, Explain; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.1.1 / RL.CR.1.1, RI.CI.1.2 / RL.CI.1.2, SL.PE.1.1, SL.PI.1.4, L.KL.1.1, L.VL.1.2, W.NW.1.3, W.IW.1.2, RI.IT.1.3	Content-language focus: Language Arts/Social Studies. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce narrate, explain language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Short oral presentation and illustrated written response using unit vocabulary, sentence frames as needed, and evidence/details from text.
Plants, Plants, Plants!	How can we explain how plants grow and why they are important?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Inform, Explain; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.1.1 / RL.CR.1.1, RI.CI.1.2 / RL.CI.1.2, SL.PE.1.1, SL.PI.1.4, L.KL.1.1, L.VL.1.2, W.IW.1.2, RI.IT.1.3	Content-language focus: Science/Social Studies. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, explain language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Short oral presentation and illustrated written response using unit vocabulary, sentence frames as needed, and evidence/details from text.
Different Ways to Play	How can we compare ways people play, learn rules, and	WIDA ELD 1, 2, 4, 5; Key Language Uses: Explain, Inform; all four domains; grade/grade-band Language	RI.CR.1.1 / RL.CR.1.1, RI.CI.1.2 / RL.CI.1.2, SL.PE.1.1, SL.PI.1.4,	Content-language focus: Social Studies/Science. Interpret grade-appropriate	Short oral presentation and illustrated written response using unit vocabulary, sentence frames as needed, and

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
	communicate with others?	Expectations and PLDs used for lesson differentiation.	L.KL.1.1, L.VL.1.2, W.IW.1.2, RI.IT.1.3	texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, inform language at a level appropriate to proficiency; apply sentence/word-level language features in context.	evidence/details from text.

Unit implementation requirements: Each unit plan is operationalized through TEAM lessons plus teacher-selected grade-level texts/materials as needed. Teachers document a content objective, WIDA-aligned language objective, target academic vocabulary, proficiency-level scaffolds, four-domain opportunities, formative checks, and a culminating integrated task. The listed NJSLS are priority standards; teachers may add additional grade-level standards based on the specific TEAM lesson and supplemental text.

Grade 2 ESL Curriculum Map

Primary resource: TEAM Level B (Grade 2)

Standards: WIDA ELD Standards Framework, 2020 Edition; NJSLS-ELA Grade 2.

Annual language-development priority: Students increase independence, precision, complexity, and stamina in academic listening, speaking, reading, and writing while engaging with grade-appropriate concepts and texts.

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
From Here to There	How do people and ideas move from one place to another?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Inform, Explain; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.2.1 / RL.CR.2.1, RI.CI.2.2 / RL.CI.2.2, SL.PE.2.1, SL.PI.2.4, L.KL.2.1, L.VL.2.2, W.IW.2.2, RI.IT.2.3	Content-language focus: Social Studies/Science. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, explain language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Short oral presentation and illustrated written response using unit vocabulary, sentence frames as needed, and evidence/details from text.
In Outer Space	How can we use evidence and precise language to explain what we know about space?	WIDA ELD 1, 2, 4; Key Language Uses: Explain, Inform; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.2.1 / RL.CR.2.1, RI.CI.2.2 / RL.CI.2.2, SL.PE.2.1, SL.PI.2.4, L.KL.2.1, L.VL.2.2, W.IW.2.2, RI.IT.2.3	Content-language focus: Science/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, inform language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Short oral presentation and illustrated written response using unit vocabulary, sentence frames as needed, and evidence/details from text.
Life in the Desert	How do living things adapt to desert environments?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Explain, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.2.1 / RL.CR.2.1, RI.CI.2.2 / RL.CI.2.2, SL.PE.2.1, SL.PI.2.4, L.KL.2.1, L.VL.2.2, W.NW.2.3, W.IW.2.2, RI.IT.2.3	Content-language focus: Science/Social Studies. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Short oral presentation and illustrated written response using unit vocabulary, sentence frames as needed, and evidence/details from text.
Special Holidays	How do people describe and compare	WIDA ELD 1, 2, 5; Key Language Uses: Narrate, Inform; all four domains;	RI.CR.2.1 / RL.CR.2.1, RI.CI.2.2 / RL.CI.2.2, SL.PE.2.1, SL.PI.2.4,	Content-language focus: Social Studies/Language Arts. Interpret grade-	Short oral presentation and illustrated written response using unit vocabulary, sentence

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
	traditions and celebrations?	grade/grade-band Language Expectations and PLDs used for lesson differentiation.	L.KL.2.1, L.VL.2.2, W.NW.2.3, W.IW.2.2	appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce narrate, inform language at a level appropriate to proficiency; apply sentence/word-level language features in context.	frames as needed, and evidence/details from text.

Unit implementation requirements: Each unit plan is operationalized through TEAM lessons plus teacher-selected grade-level texts/materials as needed. Teachers document a content objective, WIDA-aligned language objective, target academic vocabulary, proficiency-level scaffolds, four-domain opportunities, formative checks, and a culminating integrated task. The listed NJSLS are priority standards; teachers may add additional grade-level standards based on the specific TEAM lesson and supplemental text.

Grade 3 ESL Curriculum Map

Primary resource: TEAM Level C (Grade 3)

Standards: WIDA ELD Standards Framework, 2020 Edition; NJSLS-ELA Grade 3.

Annual language-development priority: Students increase independence, precision, complexity, and stamina in academic listening, speaking, reading, and writing while engaging with grade-appropriate concepts and texts.

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
All About Animals	How do we use evidence to explain animal traits, behavior, and habitats?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Inform, Explain; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.3.1 / RL.CR.3.1, RI.CI.3.2 / RL.CI.3.2, SL.PE.3.1, SL.PI.3.4, L.KL.3.1, L.VL.3.2, W.IW.3.2, RI.IT.3.3	Content-language focus: Science/Social Studies. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, explain language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Multi-paragraph or structured written product plus collaborative discussion/presentation using evidence and grade-appropriate academic vocabulary.
Ideas That Changed the World	How can ideas and inventions change communities and the world?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Explain, Argue; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.3.1 / RL.CR.3.1, RI.CI.3.2 / RL.CI.3.2, SL.PE.3.1, SL.PI.3.4, L.KL.3.1, L.VL.3.2, W.AW.3.1, RI.AA.3.7, W.IW.3.2, RI.IT.3.3	Content-language focus: Science/Social Studies. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, argue language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Multi-paragraph or structured written product plus collaborative discussion/presentation using evidence and grade-appropriate academic vocabulary.
New Places, New Faces, New Things	How do people adapt to new environments and experiences?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Explain, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.3.1 / RL.CR.3.1, RI.CI.3.2 / RL.CI.3.2, SL.PE.3.1, SL.PI.3.4, L.KL.3.1, L.VL.3.2, W.NW.3.3, W.IW.3.2, RI.IT.3.3	Content-language focus: Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Multi-paragraph or structured written product plus collaborative discussion/presentation using evidence and grade-appropriate academic vocabulary.
Food for Thought	How do food, culture, and choices connect to our lives?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Inform, Argue; all four domains; grade/grade-band Language Expectations and PLDs	RI.CR.3.1 / RL.CR.3.1, RI.CI.3.2 / RL.CI.3.2, SL.PE.3.1, SL.PI.3.4, L.KL.3.1, L.VL.3.2,	Content-language focus: Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit	Multi-paragraph or structured written product plus collaborative discussion/presentation using evidence and

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
		used for lesson differentiation.	W.AW.3.1, RI.AA.3.7, W.IW.3.2	academic vocabulary; participate in structured academic discussion; produce inform, argue language at a level appropriate to proficiency; apply sentence/word-level language features in context.	grade-appropriate academic vocabulary.

Unit implementation requirements: Each unit plan is operationalized through TEAM lessons plus teacher-selected grade-level texts/materials as needed. Teachers document a content objective, WIDA-aligned language objective, target academic vocabulary, proficiency-level scaffolds, four-domain opportunities, formative checks, and a culminating integrated task. The listed NJSLS are priority standards; teachers may add additional grade-level standards based on the specific TEAM lesson and supplemental text.

Grade 4 ESL Curriculum Map

Primary resource: TEAM Level D (Grade 4)

Standards: WIDA ELD Standards Framework, 2020 Edition; NJSLS-ELA Grade 4.

Annual language-development priority: Students increase independence, precision, complexity, and stamina in academic listening, speaking, reading, and writing while engaging with grade-appropriate concepts and texts.

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
Our History	How can we use evidence and language to communicate family and community history?	WIDA ELD 1, 2, 5; Key Language Uses: Inform, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.4.1 / RL.CR.4.1, RI.CI.4.2 / RL.CI.4.2, SL.PE.4.1, SL.PI.4.4, L.KL.4.1, L.VL.4.2, W.NW.4.3, W.IW.4.2	Content-language focus: Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Multi-paragraph or structured written product plus collaborative discussion/presentation using evidence and grade-appropriate academic vocabulary.
Being a Good Citizen	What does responsible citizenship look and sound like in a community?	WIDA ELD 1, 2, 3, 5; Key Language Uses: Explain, Argue; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.4.1 / RL.CR.4.1, RI.CI.4.2 / RL.CI.4.2, SL.PE.4.1, SL.PI.4.4, L.KL.4.1, L.VL.4.2, W.AW.4.1, RI.AA.4.7, W.IW.4.2, RI.IT.4.3	Content-language focus: Social Studies/Mathematics/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, argue language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Multi-paragraph or structured written product plus collaborative discussion/presentation using evidence and grade-appropriate academic vocabulary.
Keeping Up with Changing Technology	How does technology change the way people live, work, and communicate?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Explain, Inform; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.4.1 / RL.CR.4.1, RI.CI.4.2 / RL.CI.4.2, SL.PE.4.1, SL.PI.4.4, L.KL.4.1, L.VL.4.2, W.IW.4.2, RI.IT.4.3	Content-language focus: Science/Social Studies. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, inform language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Multi-paragraph or structured written product plus collaborative discussion/presentation using evidence and grade-appropriate academic vocabulary.
Solving Problems	How do readers and writers explain problems, evaluate solutions, and justify decisions?	WIDA ELD 1, 2, 3, 4, 5; Key Language Uses: Explain, Argue; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.4.1 / RL.CR.4.1, RI.CI.4.2 / RL.CI.4.2, SL.PE.4.1, SL.PI.4.4, L.KL.4.1, L.VL.4.2, W.AW.4.1, RI.AA.4.7, W.IW.4.2, RI.IT.4.3	Content-language focus: Science/Math/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, argue language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Multi-paragraph or structured written product plus collaborative discussion/presentation using evidence and grade-appropriate academic vocabulary.

Unit implementation requirements: Each unit plan is operationalized through TEAM lessons plus teacher-selected grade-level texts/materials as needed. Teachers document a content objective, WIDA-aligned language objective, target academic vocabulary, proficiency-level scaffolds, four-domain opportunities, formative checks, and a culminating integrated task. The listed NJSLS are priority standards; teachers may add additional grade-level standards based on the specific TEAM lesson and supplemental text.

Grade 5 ESL Curriculum Map

Primary resource: TEAM Level E (Grade 5)

Standards: WIDA ELD Standards Framework, 2020 Edition; NJSLS-ELA Grade 5.

Annual language-development priority: Students increase independence, precision, complexity, and stamina in academic listening, speaking, reading, and writing while engaging with grade-appropriate concepts and texts.

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
All Kinds of Animals	How do scientists and writers organize evidence about animals?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Inform, Explain; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.5.1 / RL.CR.5.1, RI.CI.5.2 / RL.CI.5.2, SL.PE.5.1, SL.PI.5.4, L.KL.5.1, L.VL.5.2, W.IW.5.2, RI.IT.5.3	Content-language focus: Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, explain language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Multi-paragraph or structured written product plus collaborative discussion/presentation using evidence and grade-appropriate academic vocabulary.
Take Me Out to the Ball Game	How do rules, teamwork, evidence, and point of view shape sports?	WIDA ELD 1, 2, 3, 5; Key Language Uses: Explain, Argue, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.5.1 / RL.CR.5.1, RI.CI.5.2 / RL.CI.5.2, SL.PE.5.1, SL.PI.5.4, L.KL.5.1, L.VL.5.2, W.AW.5.1, RI.AA.5.7, W.NW.5.3, W.IW.5.2, RI.IT.5.3	Content-language focus: Social Studies/Mathematics/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, argue, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Multi-paragraph or structured written product plus collaborative discussion/presentation using evidence and grade-appropriate academic vocabulary.
Across the Miles	How do geography, travel, and culture shape stories and information?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Inform, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.5.1 / RL.CR.5.1, RI.CI.5.2 / RL.CI.5.2, SL.PE.5.1, SL.PI.5.4, L.KL.5.1, L.VL.5.2, W.NW.5.3, W.IW.5.2	Content-language focus: Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Multi-paragraph or structured written product plus collaborative discussion/presentation using evidence and grade-appropriate academic vocabulary.
Making Choices	How can evidence help people make and defend responsible choices?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Argue, Explain, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.5.1 / RL.CR.5.1, RI.CI.5.2 / RL.CI.5.2, SL.PE.5.1, SL.PI.5.4, L.KL.5.1, L.VL.5.2, W.AW.5.1, RI.AA.5.7, W.NW.5.3, W.IW.5.2, RI.IT.5.3	Content-language focus: Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce argue, explain, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Multi-paragraph or structured written product plus collaborative discussion/presentation using evidence and grade-appropriate academic vocabulary.

Unit implementation requirements: Each unit plan is operationalized through TEAM lessons plus teacher-selected grade-level texts/materials as needed. Teachers document a content objective, WIDA-aligned language objective, target academic vocabulary, proficiency-level scaffolds, four-domain opportunities, formative checks, and a culminating integrated task. The

listed NJSLS are priority standards; teachers may add additional grade-level standards based on the specific TEAM lesson and supplemental text.

Grade 6 ESL Curriculum Map

Primary resource: TEAM Level F (Grade 6)

Standards: WIDA ELD Standards Framework, 2020 Edition; NJSLS-ELA Grade 6.

Annual language-development priority: Students increase independence, precision, complexity, and stamina in academic listening, speaking, reading, and writing while engaging with grade-appropriate concepts and texts.

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
Acts of Nature	How do we explain natural events and evaluate their impact on people and places?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Explain, Argue; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.6.1 / RL.CR.6.1, RI.CI.6.2 / RL.CI.6.2, SL.PE.6.1, SL.PI.6.4, L.KL.6.2, L.VL.6.3, W.AW.6.1, RI.AA.6.7, W.IW.6.2, RI.IT.6.3	Content-language focus: Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, argue language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Evidence-based written response (informative, narrative, or argument as appropriate) plus academic discussion/presentation and vocabulary application.
We the People	How do people use language to participate in civic life?	WIDA ELD 1, 2, 5; Key Language Uses: Inform, Argue, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.6.1 / RL.CR.6.1, RI.CI.6.2 / RL.CI.6.2, SL.PE.6.1, SL.PI.6.4, L.KL.6.2, L.VL.6.3, W.AW.6.1, RI.AA.6.7, W.NW.6.3, W.IW.6.2	Content-language focus: Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, argue, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Evidence-based written response (informative, narrative, or argument as appropriate) plus academic discussion/presentation and vocabulary application.
Our Global Community	How can evidence and argument help communities address shared problems?	WIDA ELD 1, 2, 3, 4, 5; Key Language Uses: Explain, Argue; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.6.1 / RL.CR.6.1, RI.CI.6.2 / RL.CI.6.2, SL.PE.6.1, SL.PI.6.4, L.KL.6.2, L.VL.6.3, W.AW.6.1, RI.AA.6.7, W.IW.6.2, RI.IT.6.3	Content-language focus: Science/Math/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, argue language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Evidence-based written response (informative, narrative, or argument as appropriate) plus academic discussion/presentation and vocabulary application.
Exploring New Lands	How do exploration, evidence, and perspective shape	WIDA ELD 1, 2, 3, 4, 5; Key Language Uses: Inform, Narrate,	RI.CR.6.1 / RL.CR.6.1, RI.CI.6.2 / RL.CI.6.2, SL.PE.6.1, SL.PI.6.4,	Content-language focus: Science/Math/Social	Evidence-based written response (informative, narrative, or argument

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
	what we know about places?	Explain; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	L.KL.6.2, L.VL.6.3, W.NW.6.3, W.IW.6.2, RI.IT.6.3	Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, narrate, explain language at a level appropriate to proficiency; apply sentence/word-level language features in context.	as appropriate) plus academic discussion/presentation and vocabulary application.

Unit implementation requirements: Each unit plan is operationalized through TEAM lessons plus teacher-selected grade-level texts/materials as needed. Teachers document a content objective, WIDA-aligned language objective, target academic vocabulary, proficiency-level scaffolds, four-domain opportunities, formative checks, and a culminating integrated task. The listed NJSLS are priority standards; teachers may add additional grade-level standards based on the specific TEAM lesson and supplemental text.

Grade 7 ESL Curriculum Map

Primary resource: TEAM Level G (Grade 7)

Standards: WIDA ELD Standards Framework, 2020 Edition; NJSLS-ELA Grade 7.

Annual language-development priority: Students increase independence, precision, complexity, and stamina in academic listening, speaking, reading, and writing while engaging with grade-appropriate concepts and texts.

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
Earth's Resources	How should people explain and evaluate the use of natural resources?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Explain, Argue; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.7.1 / RL.CR.7.1, RI.CI.7.2 / RL.CI.7.2, SL.PE.7.1, SL.PI.7.4, L.KL.7.2, L.VL.7.3, W.AW.7.1, RI.AA.7.7, W.IW.7.2, RI.IT.7.3	Content-language focus: Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, argue language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Evidence-based written response (informative, narrative, or argument as appropriate) plus academic discussion/presentation and vocabulary application.
Beyond Earth	How do scientists explain space phenomena and argue for solutions to new challenges?	WIDA ELD 1, 2, 4; Key Language Uses: Explain, Argue, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.7.1 / RL.CR.7.1, RI.CI.7.2 / RL.CI.7.2, SL.PE.7.1, SL.PI.7.4, L.KL.7.2, L.VL.7.3, W.AW.7.1, RI.AA.7.7, W.NW.7.3, W.IW.7.2, RI.IT.7.3	Content-language focus: Science/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, argue, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Evidence-based written response (informative, narrative, or argument as appropriate) plus academic discussion/presentation and vocabulary application.
Obstacles and Achievements	How do people explain innovation, persistence, and achievement?	WIDA ELD 1, 2, 3, 4, 5; Key Language Uses: Inform, Explain, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.7.1 / RL.CR.7.1, RI.CI.7.2 / RL.CI.7.2, SL.PE.7.1, SL.PI.7.4, L.KL.7.2, L.VL.7.3, W.NW.7.3, W.IW.7.2, RI.IT.7.3	Content-language focus: Science/Math/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, explain, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Evidence-based written response (informative, narrative, or argument as appropriate) plus academic discussion/presentation and vocabulary application.
On the Job	How do people communicate knowledge, skills, and	WIDA ELD 1, 2, 5; Key Language Uses: Inform, Argue; all four	RI.CR.7.1 / RL.CR.7.1, RI.CI.7.2 / RL.CI.7.2, SL.PE.7.1, SL.PI.7.4,	Content-language focus: Social Studies/Language Arts.	Evidence-based written response (informative, narrative, or argument

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
	values in the world of work?	domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	L.KL.7.2, L.VL.7.3, W.AW.7.1, RI.AA.7.7, W.IW.7.2	Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, argue language at a level appropriate to proficiency; apply sentence/word-level language features in context.	as appropriate) plus academic discussion/presentation and vocabulary application.

Unit implementation requirements: Each unit plan is operationalized through TEAM lessons plus teacher-selected grade-level texts/materials as needed. Teachers document a content objective, WIDA-aligned language objective, target academic vocabulary, proficiency-level scaffolds, four-domain opportunities, formative checks, and a culminating integrated task. The listed NJSLS are priority standards; teachers may add additional grade-level standards based on the specific TEAM lesson and supplemental text.

Grade 8 ESL Curriculum Map

Primary resource: TEAM Level H (Grade 8)

Standards: WIDA ELD Standards Framework, 2020 Edition; NJSLS-ELA Grade 8.

Annual language-development priority: Students increase independence, precision, complexity, and stamina in academic listening, speaking, reading, and writing while engaging with grade-appropriate concepts and texts.

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
Discoveries	How do discoveries change knowledge, decisions, and society?	WIDA ELD 1, 2, 5; Key Language Uses: Inform, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.8.1 / RL.CR.8.1, RI.CI.8.2 / RL.CI.8.2, SL.PE.8.1, SL.PI.8.4, L.KL.8.2, L.VL.8.3, W.NW.8.3, W.IW.8.2	Content-language focus: Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Evidence-based written response (informative, narrative, or argument as appropriate) plus academic discussion/presentation and vocabulary application.
By the Numbers	How can quantitative information and precise language explain complex ideas?	WIDA ELD 1, 2, 3, 4, 5; Key Language Uses: Explain, Inform; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.8.1 / RL.CR.8.1, RI.CI.8.2 / RL.CI.8.2, SL.PE.8.1, SL.PI.8.4, L.KL.8.2, L.VL.8.3, W.IW.8.2, RI.IT.8.3	Content-language focus: Mathematics/Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, inform language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Evidence-based written response (informative, narrative, or argument as appropriate) plus academic discussion/presentation and vocabulary application.
Choices	How do people evaluate evidence and communicate choices about the future?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Argue, Explain, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.8.1 / RL.CR.8.1, RI.CI.8.2 / RL.CI.8.2, SL.PE.8.1, SL.PI.8.4, L.KL.8.2, L.VL.8.3, W.AW.8.1, RI.AA.8.7, W.NW.8.3, W.IW.8.2, RI.IT.8.3	Content-language focus: Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce argue, explain, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Evidence-based written response (informative, narrative, or argument as appropriate) plus academic discussion/presentation and vocabulary application.
Fun and Entertainment	How do media and entertainment communicate ideas and influence audiences?	WIDA ELD 1, 2, 3, 4, 5; Key Language Uses: Inform, Argue, Explain; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.8.1 / RL.CR.8.1, RI.CI.8.2 / RL.CI.8.2, SL.PE.8.1, SL.PI.8.4, L.KL.8.2, L.VL.8.3, W.AW.8.1, RI.AA.8.7, W.IW.8.2, RI.IT.8.3	Content-language focus: Math/Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, argue, explain language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Evidence-based written response (informative, narrative, or argument as appropriate) plus academic discussion/presentation and vocabulary application.

Unit implementation requirements: Each unit plan is operationalized through TEAM lessons plus teacher-selected grade-level texts/materials as needed. Teachers document a content objective, WIDA-aligned language objective, target academic

vocabulary, proficiency-level scaffolds, four-domain opportunities, formative checks, and a culminating integrated task. The listed NJSLS are priority standards; teachers may add additional grade-level standards based on the specific TEAM lesson and supplemental text.

Grade 9 ESL Curriculum Map

Primary resource: TEAM High School Book 1 as suggested anchor; placement remains proficiency-responsive

Standards: WIDA ELD Standards Framework, 2020 Edition; NJSLS-ELA Grades 9-10.

Annual language-development priority: Students increase independence, precision, complexity, and stamina in academic listening, speaking, reading, and writing while engaging with grade-appropriate concepts and texts.

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
Into the Deep (HS Book 1)	How do researchers explain complex environments and communicate claims from evidence?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Explain, Argue, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.9–10.1 / RL.CR.9–10.1, RI.CI.9–10.2 / RL.CI.9–10.2, SL.PE.9–10.1, SL.PI.9–10.4, L.KL.9–10.2, L.VL.9–10.3, W.AW.9–10.1, RI.AA.9–10.7, W.NW.9–10.3, W.IW.9–10.2, RI.IT.9–10.3	Content-language focus: Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, argue, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Source-based writing and formal discussion/presentation demonstrating synthesis, academic vocabulary, and control of increasingly complex language.
It's Elementary! (HS Book 1)	How do inquiry, logic, and evidence help people solve complex problems?	WIDA ELD 1, 2, 3, 4; Key Language Uses: Explain, Inform, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.9–10.1 / RL.CR.9–10.1, RI.CI.9–10.2 / RL.CI.9–10.2, SL.PE.9–10.1, SL.PI.9–10.4, L.KL.9–10.2, L.VL.9–10.3, W.NW.9–10.3, W.IW.9–10.2, RI.IT.9–10.3	Content-language focus: Math/Science/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, inform, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Source-based writing and formal discussion/presentation demonstrating synthesis, academic vocabulary, and control of increasingly complex language.
From Here to There (HS Book 1)	How do migration, movement, and place shape identity and perspective?	WIDA ELD 1, 2, 5; Key Language Uses: Inform, Narrate, Argue; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.9–10.1 / RL.CR.9–10.1, RI.CI.9–10.2 / RL.CI.9–10.2, SL.PE.9–10.1, SL.PI.9–10.4, L.KL.9–10.2, L.VL.9–10.3, W.AW.9–10.1, RI.AA.9–10.7, W.NW.9–10.3, W.IW.9–10.2	Content-language focus: Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, narrate, argue language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Source-based writing and formal discussion/presentation demonstrating synthesis, academic vocabulary, and control of increasingly complex language.
Cultures Around the World (HS Book 1)	How do texts communicate cultural knowledge, values, and perspectives?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Inform, Explain, Narrate; all four domains; grade/grade-band	RI.CR.9–10.1 / RL.CR.9–10.1, RI.CI.9–10.2 / RL.CI.9–10.2, SL.PE.9–10.1, SL.PI.9–10.4, L.KL.9–10.2, L.VL.9–10.3,	Content-language focus: Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit	Source-based writing and formal discussion/presentation demonstrating synthesis, academic vocabulary, and control

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
		Language Expectations and PLDs used for lesson differentiation.	W.NW.9–10.3, W.IW.9–10.2, RI.IT.9–10.3	academic vocabulary; participate in structured academic discussion; produce inform, explain, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	of increasingly complex language.

Unit implementation requirements: Each unit plan is operationalized through TEAM lessons plus teacher-selected grade-level texts/materials as needed. Teachers document a content objective, WIDA-aligned language objective, target academic vocabulary, proficiency-level scaffolds, four-domain opportunities, formative checks, and a culminating integrated task. The listed NJSLS are priority standards; teachers may add additional grade-level standards based on the specific TEAM lesson and supplemental text.

Grade 10 ESL Curriculum Map

Primary resource: TEAM High School Book 2 as suggested anchor; placement remains proficiency-responsive

Standards: WIDA ELD Standards Framework, 2020 Edition; NJSLS-ELA Grades 9-10.

Annual language-development priority: Students increase independence, precision, complexity, and stamina in academic listening, speaking, reading, and writing while engaging with grade-appropriate concepts and texts.

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
Medical Mysteries (HS Book 2)	How do writers explain scientific uncertainty and argue from evidence?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Explain, Argue, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.9–10.1 / RL.CR.9–10.1, RI.CI.9–10.2 / RL.CI.9–10.2, SL.PE.9–10.1, SL.PI.9–10.4, L.KL.9–10.2, L.VL.9–10.3, W.AW.9–10.1, RI.AA.9–10.7, W.NW.9–10.3, W.IW.9–10.2, RI.IT.9–10.3	Content-language focus: Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, argue, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Source-based writing and formal discussion/presentation demonstrating synthesis, academic vocabulary, and control of increasingly complex language.
Sounds Around You (HS Book 2)	How do scientific and artistic texts explain the role of sound?	WIDA ELD 1, 2, 3, 4; Key Language Uses: Explain, Inform; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.9–10.1 / RL.CR.9–10.1, RI.CI.9–10.2 / RL.CI.9–10.2, SL.PE.9–10.1, SL.PI.9–10.4, L.KL.9–10.2, L.VL.9–10.3, W.IW.9–10.2, RI.IT.9–10.3	Content-language focus: Science/Math/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, inform language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Source-based writing and formal discussion/presentation demonstrating synthesis, academic vocabulary, and control of increasingly complex language.
The Silver Screen (HS Book 2)	How do media creators shape meaning for different audiences?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Inform, Narrate, Argue; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.9–10.1 / RL.CR.9–10.1, RI.CI.9–10.2 / RL.CI.9–10.2, SL.PE.9–10.1, SL.PI.9–10.4, L.KL.9–10.2, L.VL.9–10.3, W.AW.9–10.1, RI.AA.9–10.7, W.NW.9–10.3, W.IW.9–10.2	Content-language focus: Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce inform, narrate, argue language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Source-based writing and formal discussion/presentation demonstrating synthesis, academic vocabulary, and control of increasingly complex language.
The 20th Century (HS Book 2)	How do historical texts construct explanations and arguments about change?	WIDA ELD 1, 2, 5; Key Language Uses: Inform, Argue, Narrate; all four domains; grade/grade-band Language Expectations and	RI.CR.9–10.1 / RL.CR.9–10.1, RI.CI.9–10.2 / RL.CI.9–10.2, SL.PE.9–10.1, SL.PI.9–10.4, L.KL.9–10.2, L.VL.9–10.3, W.AW.9–10.1, RI.AA.9–10.7,	Content-language focus: Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary;	Source-based writing and formal discussion/presentation demonstrating synthesis, academic vocabulary, and control

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
		PLDs used for lesson differentiation.	W.NW.9–10.3, W.IW.9–10.2	participate in structured academic discussion; produce inform, argue, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	of increasingly complex language.

Unit implementation requirements: Each unit plan is operationalized through TEAM lessons plus teacher-selected grade-level texts/materials as needed. Teachers document a content objective, WIDA-aligned language objective, target academic vocabulary, proficiency-level scaffolds, four-domain opportunities, formative checks, and a culminating integrated task. The listed NJSLS are priority standards; teachers may add additional grade-level standards based on the specific TEAM lesson and supplemental text.

Grade 11 ESL Curriculum Map

Primary resource: TEAM High School Book 3 as suggested anchor; placement remains proficiency-responsive

Standards: WIDA ELD Standards Framework, 2020 Edition; NJSLS-ELA Grades 11-12.

Annual language-development priority: Students increase independence, precision, complexity, and stamina in academic listening, speaking, reading, and writing while engaging with grade-appropriate concepts and texts.

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
Food and You (HS Book 3)	How do scientific, cultural, and persuasive texts shape decisions about food?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Argue, Inform, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.11–12.1 / RL.CR.11–12.1, RI.CI.11–12.2 / RL.CI.11–12.2, SL.PE.11–12.1, SL.PI.11–12.4, L.KL.11–12.2, L.VL.11–12.3, W.AW.11–12.1, RI.AA.11–12.7, W.NW.11–12.3, W.IW.11–12.2	Content-language focus: Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce argue, inform, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Research-informed written and oral product with synthesis of multiple sources, discipline-specific language, and independent revision; Grade 12 units culminate in capstone-level communication.
Storytelling (HS Book 3)	How do storytellers adapt language, structure, and medium for purpose and audience?	WIDA ELD 1, 2, 3, 4, 5; Key Language Uses: Narrate, Inform, Explain; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.11–12.1 / RL.CR.11–12.1, RI.CI.11–12.2 / RL.CI.11–12.2, SL.PE.11–12.1, SL.PI.11–12.4, L.KL.11–12.2, L.VL.11–12.3, W.NW.11–12.3, W.IW.11–12.2, RI.IT.11–12.3	Content-language focus: Math/Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce narrate, inform, explain language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Research-informed written and oral product with synthesis of multiple sources, discipline-specific language, and independent revision; Grade 12 units culminate in capstone-level communication.
The Body and Technology (HS Book 3)	How do writers explain and evaluate the interaction of science, technology, and human life?	WIDA ELD 1, 2, 3, 4; Key Language Uses: Explain, Inform, Narrate; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.11–12.1 / RL.CR.11–12.1, RI.CI.11–12.2 / RL.CI.11–12.2, SL.PE.11–12.1, SL.PI.11–12.4, L.KL.11–12.2, L.VL.11–12.3, W.NW.11–12.3, W.IW.11–12.2, RI.IT.11–12.3	Content-language focus: Science/Math/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, inform, narrate language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Research-informed written and oral product with synthesis of multiple sources, discipline-specific language, and independent revision; Grade 12 units culminate in capstone-level communication.
Our Government (HS Book 3)	How do citizens evaluate claims and communicate	WIDA ELD 1, 2, 3, 5; Key Language Uses: Argue, Inform, Explain;	RI.CR.11–12.1 / RL.CR.11–12.1, RI.CI.11–12.2 /	Content-language focus: Social Studies/Math/Language	Research-informed written and oral product with synthesis

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
	arguments about government and public policy?	all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RL.CI.11–12.2, SL.PE.11–12.1, SL.PI.11–12.4, L.KL.11–12.2, L.VL.11–12.3, W.AW.11–12.1, RI.AA.11–12.7, W.IW.11–12.2, RI.IT.11–12.3	Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce argue, inform, explain language at a level appropriate to proficiency; apply sentence/word-level language features in context.	of multiple sources, discipline-specific language, and independent revision; Grade 12 units culminate in capstone-level communication.

Unit implementation requirements: Each unit plan is operationalized through TEAM lessons plus teacher-selected grade-level texts/materials as needed. Teachers document a content objective, WIDA-aligned language objective, target academic vocabulary, proficiency-level scaffolds, four-domain opportunities, formative checks, and a culminating integrated task. The listed NJSLS are priority standards; teachers may add additional grade-level standards based on the specific TEAM lesson and supplemental text.

Grade 12 ESL Curriculum Map

Primary resource: TEAM High School Book 3 and selected Books 1-2 texts as anchors, supplemented with grade-band research and college/career/civic texts

Standards: WIDA ELD Standards Framework, 2020 Edition; NJSLS-ELA Grades 11-12.

Annual language-development priority: Students increase independence, precision, complexity, and stamina in academic listening, speaking, reading, and writing while engaging with grade-appropriate concepts and texts.

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
Food and You - Advanced Application	How can students synthesize credible sources to make and defend evidence-based health and consumer claims?	WIDA ELD 1, 2, 4, 5; Key Language Uses: Argue, Inform; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.11–12.1 / RL.CR.11–12.1, RI.CI.11–12.2 / RL.CI.11–12.2, SL.PE.11–12.1, SL.PI.11–12.4, L.KL.11–12.2, L.VL.11–12.3, W.AW.11–12.1, RI.AA.11–12.7, W.IW.11–12.2	Content-language focus: Science/Social Studies/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce argue, inform language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Research-informed written and oral product with synthesis of multiple sources, discipline-specific language, and independent revision; Grade 12 units culminate in capstone-level communication.
Storytelling - Voice, Audience, and Media	How does language change when a story is adapted across audiences and media?	WIDA ELD 1, 2, 5; Key Language Uses: Narrate, Explain; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.11–12.1 / RL.CR.11–12.1, RI.CI.11–12.2 / RL.CI.11–12.2, SL.PE.11–12.1, SL.PI.11–12.4, L.KL.11–12.2, L.VL.11–12.3, W.NW.11–12.3, W.IW.11–12.2, RI.IT.11–12.3	Content-language focus: Language Arts/Social Studies. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce narrate, explain language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Research-informed written and oral product with synthesis of multiple sources, discipline-specific language, and independent revision; Grade 12 units culminate in capstone-level communication.
The Body and Technology - Research Extension	How can students explain a technical issue and evaluate competing claims about its impact?	WIDA ELD 1, 2, 3, 4; Key Language Uses: Explain, Argue; all four domains; grade/grade-band Language Expectations and PLDs used for lesson differentiation.	RI.CR.11–12.1 / RL.CR.11–12.1, RI.CI.11–12.2 / RL.CI.11–12.2, SL.PE.11–12.1, SL.PI.11–12.4, L.KL.11–12.2, L.VL.11–12.3, W.AW.11–12.1, RI.AA.11–12.7, W.IW.11–12.2, RI.IT.11–12.3	Content-language focus: Science/Math/Language Arts. Interpret grade-appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce explain, argue language at a level appropriate to proficiency; apply sentence/word-level language features in context.	Research-informed written and oral product with synthesis of multiple sources, discipline-specific language, and independent revision; Grade 12 units culminate in capstone-level communication.
Our Government - Civic Argument & Capstone	How can students develop, present, and defend a well-	WIDA ELD 1, 2, 5; Key Language Uses: Argue, Inform; all four domains; grade/grade-	RI.CR.11–12.1 / RL.CR.11–12.1, RI.CI.11–12.2 / RL.CI.11–12.2,	Content-language focus: Social Studies/Language Arts. Interpret grade-	Research-informed written and oral product with synthesis of multiple sources,

Unit / TEAM Anchor	Essential Question	WIDA 2020 Alignment	2023 NJSLS-ELA Alignment	Language & Literacy Outcomes	Integrated Performance Evidence
	researched civic argument?	band Language Expectations and PLDs used for lesson differentiation.	SL.PE.11–12.1, SL.PI.11–12.4, L.KL.11–12.2, L.VL.11–12.3, W.AW.11–12.1, RI.AA.11–12.7, W.IW.11–12.2	appropriate texts/media; use unit academic vocabulary; participate in structured academic discussion; produce argue, inform language at a level appropriate to proficiency; apply sentence/word-level language features in context.	discipline-specific language, and independent revision; Grade 12 units culminate in capstone-level communication.

Unit implementation requirements: Each unit plan is operationalized through TEAM lessons plus teacher-selected grade-level texts/materials as needed. Teachers document a content objective, WIDA-aligned language objective, target academic vocabulary, proficiency-level scaffolds, four-domain opportunities, formative checks, and a culminating integrated task. The listed NJSLS are priority standards; teachers may add additional grade-level standards based on the specific TEAM lesson and supplemental text.

7. High School Resource Placement and Grade-Level Rigor

The High School TEAM kit contains three books for grades 9-12. For district curriculum purposes, the books are not treated as a rigid one-book-per-grade sequence. Student placement in Book 1, 2, or 3 may be adjusted based on English proficiency, literacy profile, prior schooling, and instructional need. The grade-level NJSLS-ELA and WIDA grade-band expectations remain the required standards targets regardless of which TEAM book provides the anchor text. Grade 12 instruction therefore uses appropriate high-school TEAM units with increased text complexity, source synthesis, research, argumentation, presentation, and college/career/civic language demands.

8. Standards and Resource References

- New Jersey Department of Education. 2023 New Jersey Student Learning Standards for English Language Arts. https://www.nj.gov/education/standards/ela/2023/
- WIDA. WIDA English Language Development Standards Framework, 2020 Edition, Kindergarten-Grade 12. https://wida.wisc.edu/resources/wida-english-language-development-standards-framework-2020-edition
- WIDA. ELD Standards Statements and implementation resources. https://wida.wisc.edu/teach/standards/eld
- Continental Press. TEAM Toolkits: Teaching ELs for Academic Language Mastery, Grades K-12. https://www.continentalpress.com/product/team-toolkits-teaching-ells-for-academic-language-mastery/
- Continental Press. TEAM Scope & Sequence, Levels AA-B (Grades K-2). https://www.continentalpress.com/wp-content/uploads/2019/07/TEAM_Scope-Sequence_AA-B_kit.pdf
- Continental Press. TEAM Scope & Sequence, Levels C-E (Grades 3-5). https://www.continentalpress.com/wp-content/uploads/2019/07/TEAM_Scope-Sequence_C-E_kit.pdf
- Continental Press. TEAM Scope & Sequence, Levels F-H (Grades 6-8). https://www.continentalpress.com/wp-content/uploads/2019/07/TEAM_Scope-Sequence_F-H_kit.pdf
- Continental Press. TEAM Scope & Sequence, High School Books 1-3. https://www.continentalpress.com/wp-content/uploads/TEAM_Scope-Sequence_HS_kit.pdf
- WIDA PRIME V2 Correlation for TEAM Toolkits (publisher correlation supplied by district). Note: this correlation reflects the older WIDA framework and is retained as supporting resource evidence rather than the current standards authority.

9. Curriculum Use and Review

This curriculum is intended as the district-level framework for K-12 pull-out ESL instruction. Teachers use the grade-level maps together with current WIDA 2020 grade/grade-band materials, NJSLS-ELA, TEAM teacher editions/student materials, student proficiency data, and supplemental grade-level texts. The curriculum should be reviewed periodically following standards revisions, changes in adopted materials, ACCESS/WIDA updates, and district program evaluation data.

PCSST
Kindergarten ESL Curriculum

Primary Instructional Resource: Continental Press TEAM Toolkits
Level AA (Kindergarten)
Aligned to the WIDA English Language Development Standards Framework, 2020 Edition
and the 2023 New Jersey Student Learning Standards for English Language Arts

This curriculum is designed for supplemental English language development in a pull-out ESL setting. It is not intended to replace grade-level core instruction.

1. Curriculum Purpose and Design

The Kindergarten Pull-Out ESL Curriculum provides systematic English language development while maintaining access to kindergarten-level academic concepts. Instruction integrates listening, speaking, reading, viewing, writing, and representing through the current WIDA 2020 framework and connects those language goals to the 2023 NJSLS-ELA. Continental Press TEAM Level AA serves as the primary instructional resource and provides the thematic sequence, texts, language activities, academic vocabulary, and differentiated supports.

TEAM Level AA contains four units with three lessons in each unit. The publisher identifies the kindergarten themes as Animal Homes, Life on a Farm, All About Weather, and Jobs in My Town. The curriculum below preserves that sequence while adding current New Jersey and WIDA alignment, explicit language objectives, proficiency-responsive scaffolds, and a district assessment plan.

2. Standards Framework

WIDA ELD Standards, 2020 Edition

- ELD Standard 1 (ELD-SI): Language for Social and Instructional Purposes
- ELD Standard 2 (ELD-LA): Language for Language Arts
- ELD Standard 3 (ELD-MA): Language for Mathematics
- ELD Standard 4 (ELD-SC): Language for Science
- ELD Standard 5 (ELD-SS): Language for Social Studies

The four WIDA Key Language Uses are Narrate, Inform, Explain, and Argue. In kindergarten, unit planning emphasizes the specific Language Expectations published for Kindergarten and pairs them with Standard 1 social/instructional language expectations for grades K-3.

Primary Kindergarten WIDA Language Expectations Used

Reference	Instructional emphasis
ELD-SI.K-3.Narrate	Share lived experiences, connect stories and images, ask questions, recount or restate ideas.
ELD-SI.K-3.Inform	Define/classify objects and concepts; describe characteristics, patterns, parts, and wholes; sort and summarize ideas.
ELD-SI.K-3.Explain	Share thinking; follow and describe steps, cycles, and cause/effect; compare and contrast; revise thinking from feedback.
ELD-SI.K-3.Argue	Ask about opinions; support an opinion with a reason; clarify or revise an opinion based on new information.
ELD-LA.K.Narrate.Interpretive / Expressive	Identify story details, characters, settings, and events; construct supported narratives that orient the audience and describe events.
ELD-LA.K.Inform.Interpretive / Expressive	Identify main topic/key details and relevant word choices; introduce a topic and describe facts/details.
ELD-MA.K.Inform.Interpretive / Expressive	Identify mathematical concepts/objects; describe quantities and attributes; define, classify, describe, and compare.
ELD-SC.K.Inform.Interpretive / Expressive	Determine topic; define/classify scientific concepts; introduce a topic/entity and provide details.
ELD-SC.K.Explain.Interpretive / Expressive	Use observations to explain patterns or why something occurs; describe observations, causes, and possible solutions.
ELD-SS.K.Inform.Interpretive / Expressive	Determine a social-studies topic; identify attributes; introduce a topic and provide relevant detail.

2023 NJSLS-ELA Priorities

Domain	Kindergarten standards emphasized in this curriculum
Foundational Reading	L.RF.K.1-4: print concepts, phonological awareness, phonics/word recognition, and emergent-reader fluency.
Foundational Writing / Language	L.WF.K.1-3; L.KL.K.1; L.VL.K.2; L.VI.K.3: sound-letter knowledge, spelling, sentence composition, grammar, vocabulary, and word relationships.
Reading Literature / Informational	RL.CR.K.1, RL.CI.K.2, RL.IT.K.3, RL.MF.K.6; RI.CR.K.1, RI.CI.K.2, RI.IT.K.3, RI.MF.K.6, RI.AA.K.7, RI.CT.K.8.
Writing	W.AW.K.1, W.IW.K.2, W.NW.K.3, W.WP.K.4, W.WR.K.5, W.SE.K.6, W.RW.K.7.
Speaking & Listening	SL.PE.K.1, SL.II.K.2, SL.ES.K.3, SL.PI.K.4, SL.UM.K.5, SL.AS.K.6.

3. Instructional Model and Pacing

Suggested pacing is approximately eight to nine instructional weeks per TEAM unit, with flexibility based on student entry date, English proficiency, progress data, and the frequency/duration of pull-out services. Each TEAM lesson may be expanded across multiple ESL sessions so students receive repeated opportunities to interpret and produce language.

Unit	TEAM Level AA theme	Approx. pacing	Primary Key Language Uses
1	Animal Homes	8-9 weeks	Inform, Explain, Argue
2	Life on a Farm	8-9 weeks	Inform, Narrate, Explain
3	All About Weather	8-9 weeks	Inform, Explain, Narrate
4	Jobs in My Town	8-9 weeks	Inform, Narrate, Argue

4. Proficiency-Responsive Instruction

WIDA proficiency levels guide the amount and type of linguistic support; they do not reduce the cognitive intent of the task. Students work toward the same unit concepts while receiving different language supports and expectations for independence.

WIDA level	Typical instructional access in pull-out ESL
1 - Entering	Use realia, gestures, visuals, home-language resources when available, modeled oral language, yes/no or either/or choices, pointing/matching, single words and practiced chunks. TEAM should be supplemented rather than used as the sole resource.
2 - Emerging	Use picture-supported phrases, labeled visuals, repeated sentence frames, partner rehearsal, choral response, and short patterned statements.
3 - Developing	Use simple and some expanded sentences, graphic organizers, guided retell/explanation, modeled connectors, and increasingly independent responses.
4 - Expanding	Use connected sentences, specific vocabulary, comparison/cause language, reduced sentence-frame dependence, and supported elaboration.
5 - Bridging	Use increasingly precise, elaborated language, multiple details/reasons, more independent reading/writing, and flexible use of academic vocabulary.
6 - Reaching	Use grade-appropriate language with minimal linguistic scaffolding while continuing to develop disciplinary precision and academic discourse.

Newcomer safeguard: Continental's published Level AA scope and sequence states that the standard lessons are probably not suitable for Level 1/Newcomer students. Accordingly, Level 1 students receive an additional newcomer pathway emphasizing survival/social instructional language, classroom routines, high-frequency vocabulary, oral comprehension, phonological awareness, and heavily scaffolded participation in the TEAM theme.

Unit 1: Animal Homes

Essential Question: How do living things use places and materials to meet their needs?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level AA (Kindergarten), Unit 1: Animal Homes
WIDA Alignment	ELD-SC.K.Inform; ELD-SC.K.Explain; ELD-LA.K.Inform; ELD-SI.K-3.Inform; ELD-SI.K-3.Explain; ELD-SI.K-3.Argue
2023 NJSLS-ELA Alignment	RI.CR.K.1; RI.CI.K.2; RI.IT.K.3; RI.MF.K.6; RI.CT.K.8; W.AW.K.1; W.IW.K.2; SL.PE.K.1; SL.II.K.2; SL.PI.K.4; L.KL.K.1; L.VI.K.3; L.WF.K.3
Content Objective	Students will identify and compare animal homes and explain how a home helps an animal meet basic needs.
Language Objective	Students will use nouns, action verbs, location words, comparison language, and simple reasons to identify, describe, compare, and express an opinion about animal homes.
Priority Academic / Thematic Vocabulary	animal, home, hive, nest, burrow, bee, bird, chipmunk, build, live, inside, outside, above, below, same, different, because
Culminating Performance Task	Create and orally present a labeled animal-home model or drawing. Identify the animal and home, give at least two details, and state one reason the home is useful.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 1: Life in a Hive	Science / Social Studies	Main idea	Nouns	Opinion
Lesson 2: Birds' Nests	Mathematics / Science	Compare and contrast	Verbs	Description
Lesson 3: Chipmunks	Language Arts / Science	Setting	The word I	Opinion

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Identify topic and key details from teacher read-alouds, visuals, audio, demonstrations, and peer talk; follow supported directions and respond to questions.
Speaking / Expressive	Use unit vocabulary in practiced phrases and increasingly complete sentences to describe, compare, retell, explain, ask questions, and respond to peers.
Reading / Viewing	Use pictures, labels, print features, and emergent text to identify key information; connect words and illustrations; recognize recurring unit vocabulary.
Writing / Representing	Use drawing, labeling, dictation, copied/model-supported language, and increasingly independent sentences to communicate information, opinion, or narrative events.

Suggested Instructional Sequence

1. 1. Build background and oral language: activate prior knowledge; preview photographs/realia; explicitly teach 6-10 priority words; establish gestures or picture cues.
2. 2. Interpret text/media: use TEAM read-aloud, listening, picture, or reading task; model think-alouds; identify topic/main idea and key details.
3. 3. Develop language: teach the TEAM language focus explicitly; rehearse sentence patterns through choral response, partner talk, sorting, matching, and structured conversation.

4. 4. Read/view and respond: use supported emergent reading, labels, graphic organizers, and comprehension checks matched to proficiency.
5. 5. Produce language: complete speaking and writing/representing tasks using the unit language objective and proficiency-appropriate scaffolds.
6. 6. Assess and recycle: collect an oral or written language sample, reteach priority language, and recycle vocabulary in a new context.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, act, draw, label, or respond with single words/practiced chunks. Use realia, home-language support when available, modeled language, visual choice boards, and repeated oral routines.
2 - Emerging	Produce short phrases or patterned simple statements using picture-supported frames; rehearse orally before writing; use word banks and labeled visuals.
3 - Developing	Produce simple and some expanded sentences; use graphic organizers and frames with connectors such as and, then, because, same/different as appropriate to the unit.
4 - Expanding	Produce connected sentences with unit-specific vocabulary and multiple details; use reduced frames and independently ask/respond to questions.
5 - Bridging	Elaborate with specific vocabulary, reasons, comparisons, and sequence/cause language; read and write with less visual dependence.
6 - Reaching	Complete grade-appropriate oral and written tasks with minimal language scaffolds; focus on precision, elaboration, and flexible language choices.

Formative Assessment Evidence

- Teacher observation checklist for comprehension and oral participation
- Picture/vocabulary sort or matching task
- Turn-and-talk language sample using the target function
- Listening comprehension response
- Emergent reading / print-concept check as appropriate
- Drawing + label / sentence response
- Exit task aligned to the unit language objective
- Student self-reflection using an age-appropriate 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a developmentally appropriate level.
Language function	Student uses the intended function(s), such as describing, informing, explaining, retelling, comparing, or giving a reason.
Vocabulary	Student uses priority unit vocabulary with increasing independence.
Comprehensibility	Student's oral, written, visual, or multimodal response communicates meaning to the audience.
Growth / independence	Performance is compared to prior samples and interpreted in light of the student's current English language proficiency level.

Unit 2: Life on a Farm

Essential Question: How do plants, animals, and people work together on a farm?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level AA (Kindergarten), Unit 2: Life on a Farm
WIDA Alignment	ELD-LA.K.Inform; ELD-LA.K.Narrate; ELD-SC.K.Inform; ELD-SS.K.Inform; ELD-SI.K-3.Narrate; ELD-SI.K-3.Inform; ELD-SI.K-3.Explain
2023 NJSLS-ELA Alignment	RI.CR.K.1; RI.CI.K.2; RI.IT.K.3; RL.CR.K.1; RL.CI.K.2; RL.IT.K.3; W.IW.K.2; W.NW.K.3; SL.PE.K.1; SL.II.K.2; SL.PI.K.4; L.KL.K.1; L.WF.K.3
Content Objective	Students will describe common farm plants and animals, sequence familiar farm processes, and retell events in a farm-related narrative.
Language Objective	Students will use sequence words, singular/plural nouns, action verbs, and complete simple sentences to describe, explain sequence, and retell.
Priority Academic / Thematic Vocabulary	farm, farmer, plant, seed, soil, grow, animal, barn, field, first, next, then, last, one, many, grows, eats, gives
Culminating Performance Task	Produce a four-part farm sequence using pictures and oral/written language. Students explain what happens first, next, then, and last and include a labeled plant or animal.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 4: Farm Plants	Science / Social Studies	Sequence	Capitalization	Letter
Lesson 5: Farm Animals	Science / Social Studies	Details	End punctuation	Compare and contrast
Lesson 6: On a Farm	Language Arts / Social Studies	Characters	Plural nouns	Retell a story

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Identify topic and key details from teacher read-alouds, visuals, audio, demonstrations, and peer talk; follow supported directions and respond to questions.
Speaking / Expressive	Use unit vocabulary in practiced phrases and increasingly complete sentences to describe, compare, retell, explain, ask questions, and respond to peers.
Reading / Viewing	Use pictures, labels, print features, and emergent text to identify key information; connect words and illustrations; recognize recurring unit vocabulary.
Writing / Representing	Use drawing, labeling, dictation, copied/model-supported language, and increasingly independent sentences to communicate information, opinion, or narrative events.

Suggested Instructional Sequence

7. 1. Build background and oral language: activate prior knowledge; preview photographs/realia; explicitly teach 6-10 priority words; establish gestures or picture cues.
8. 2. Interpret text/media: use TEAM read-aloud, listening, picture, or reading task; model think-alouds; identify topic/main idea and key details.

9. 3. Develop language: teach the TEAM language focus explicitly; rehearse sentence patterns through choral response, partner talk, sorting, matching, and structured conversation.
10. 4. Read/view and respond: use supported emergent reading, labels, graphic organizers, and comprehension checks matched to proficiency.
11. 5. Produce language: complete speaking and writing/representing tasks using the unit language objective and proficiency-appropriate scaffolds.
12. 6. Assess and recycle: collect an oral or written language sample, reteach priority language, and recycle vocabulary in a new context.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, act, draw, label, or respond with single words/practiced chunks. Use realia, home-language support when available, modeled language, visual choice boards, and repeated oral routines.
2 - Emerging	Produce short phrases or patterned simple statements using picture-supported frames; rehearse orally before writing; use word banks and labeled visuals.
3 - Developing	Produce simple and some expanded sentences; use graphic organizers and frames with connectors such as and, then, because, same/different as appropriate to the unit.
4 - Expanding	Produce connected sentences with unit-specific vocabulary and multiple details; use reduced frames and independently ask/respond to questions.
5 - Bridging	Elaborate with specific vocabulary, reasons, comparisons, and sequence/cause language; read and write with less visual dependence.
6 - Reaching	Complete grade-appropriate oral and written tasks with minimal language scaffolds; focus on precision, elaboration, and flexible language choices.

Formative Assessment Evidence

- Teacher observation checklist for comprehension and oral participation
- Picture/vocabulary sort or matching task
- Turn-and-talk language sample using the target function
- Listening comprehension response
- Emergent reading / print-concept check as appropriate
- Drawing + label / sentence response
- Exit task aligned to the unit language objective
- Student self-reflection using an age-appropriate 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a developmentally appropriate level.
Language function	Student uses the intended function(s), such as describing, informing, explaining, retelling, comparing, or giving a reason.
Vocabulary	Student uses priority unit vocabulary with increasing independence.
Comprehensibility	Student's oral, written, visual, or multimodal response communicates meaning to the audience.
Growth / independence	Performance is compared to prior samples and interpreted in light of the student's current English language proficiency level.

Unit 3: All About Weather

Essential Question: How can we observe, describe, and explain weather?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level AA (Kindergarten), Unit 3: All About Weather
WIDA Alignment	ELD-SC.K.Inform; ELD-SC.K.Explain; ELD-LA.K.Narrate; ELD-SI.K-3.Inform; ELD-SI.K-3.Explain; ELD-SI.K-3.Narrate
2023 NJSLS-ELA Alignment	RI.CR.K.1; RI.CI.K.2; RI.IT.K.3; RL.CR.K.1; RL.CI.K.2; W.IW.K.2; W.NW.K.3; SL.II.K.2; SL.ES.K.3; SL.PI.K.4; L.RF.K.2; L.KL.K.1; L.VL.K.2; L.WF.K.3
Content Objective	Students will observe and describe weather conditions, compare weather features, and use simple cause/effect language to explain weather-related events.
Language Objective	Students will ask and answer weather questions; use describing words, cause/effect connectors, and past-tense verbs; and retell a weather-related event.
Priority Academic / Thematic Vocabulary	weather, cloud, wind, snow, storm, cold, warm, sky, wet, dry, because, so, what, where, why, blew, moved, changed
Culminating Performance Task	Complete a weather observation and explanation. Students identify the weather, provide two observations, and explain one simple effect using because/so or a supported equivalent.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 7: Clouds	Science	Compare and contrast	Question words	Facts and opinions
Lesson 8: Winter Storms	Science	Cause and effect	Rhyming words	Description
Lesson 9: Kites and Wind	Language Arts / Mathematics	Parts of a story	Past-tense verbs (-ed)	Retell a story

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Identify topic and key details from teacher read-alouds, visuals, audio, demonstrations, and peer talk; follow supported directions and respond to questions.
Speaking / Expressive	Use unit vocabulary in practiced phrases and increasingly complete sentences to describe, compare, retell, explain, ask questions, and respond to peers.
Reading / Viewing	Use pictures, labels, print features, and emergent text to identify key information; connect words and illustrations; recognize recurring unit vocabulary.
Writing / Representing	Use drawing, labeling, dictation, copied/model-supported language, and increasingly independent sentences to communicate information, opinion, or narrative events.

Suggested Instructional Sequence

13. 1. Build background and oral language: activate prior knowledge; preview photographs/realia; explicitly teach 6-10 priority words; establish gestures or picture cues.
14. 2. Interpret text/media: use TEAM read-aloud, listening, picture, or reading task; model think-alouds; identify topic/main idea and key details.
15. 3. Develop language: teach the TEAM language focus explicitly; rehearse sentence patterns through choral response, partner talk, sorting, matching, and structured conversation.

16. 4. Read/view and respond: use supported emergent reading, labels, graphic organizers, and comprehension checks matched to proficiency.
17. 5. Produce language: complete speaking and writing/representing tasks using the unit language objective and proficiency-appropriate scaffolds.
18. 6. Assess and recycle: collect an oral or written language sample, reteach priority language, and recycle vocabulary in a new context.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, act, draw, label, or respond with single words/practiced chunks. Use realia, home-language support when available, modeled language, visual choice boards, and repeated oral routines.
2 - Emerging	Produce short phrases or patterned simple statements using picture-supported frames; rehearse orally before writing; use word banks and labeled visuals.
3 - Developing	Produce simple and some expanded sentences; use graphic organizers and frames with connectors such as and, then, because, same/different as appropriate to the unit.
4 - Expanding	Produce connected sentences with unit-specific vocabulary and multiple details; use reduced frames and independently ask/respond to questions.
5 - Bridging	Elaborate with specific vocabulary, reasons, comparisons, and sequence/cause language; read and write with less visual dependence.
6 - Reaching	Complete grade-appropriate oral and written tasks with minimal language scaffolds; focus on precision, elaboration, and flexible language choices.

Formative Assessment Evidence

- Teacher observation checklist for comprehension and oral participation
- Picture/vocabulary sort or matching task
- Turn-and-talk language sample using the target function
- Listening comprehension response
- Emergent reading / print-concept check as appropriate
- Drawing + label / sentence response
- Exit task aligned to the unit language objective
- Student self-reflection using an age-appropriate 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a developmentally appropriate level.
Language function	Student uses the intended function(s), such as describing, informing, explaining, retelling, comparing, or giving a reason.
Vocabulary	Student uses priority unit vocabulary with increasing independence.
Comprehensibility	Student's oral, written, visual, or multimodal response communicates meaning to the audience.
Growth / independence	Performance is compared to prior samples and interpreted in light of the student's current English language proficiency level.

Unit 4: Jobs in My Town

Essential Question: How do people and community helpers meet needs in a town?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level AA (Kindergarten), Unit 4: Jobs in My Town
WIDA Alignment	ELD-SS.K.Inform; ELD-LA.K.Inform; ELD-LA.K.Narrate; ELD-SI.K-3.Inform; ELD-SI.K-3.Narrate; ELD-SI.K-3.Argue
2023 NJSLS-ELA Alignment	RI.CR.K.1; RI.CI.K.2; RI.IT.K.3; RI.MF.K.6; W.IW.K.2; W.NW.K.3; W.AW.K.1; SL.PE.K.1; SL.ES.K.3; SL.PI.K.4; SL.AS.K.6; L.KL.K.1; L.VI.K.3; L.WF.K.3
Content Objective	Students will identify community helpers, describe their roles and tools, and explain how their work helps people.
Language Objective	Students will use occupation nouns, action verbs, descriptive words, sequence language, and reasons to inform, narrate, and state an opinion about community jobs.
Priority Academic / Thematic Vocabulary	community, town, job, police officer, dentist, firefighter, help, safe, healthy, emergency, tools, first, next, last, important, because
Culminating Performance Task	Create a community-helper profile with a drawing, labels, two facts, and an oral explanation of how the helper serves the community.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 10: Police Officers	Social Studies	Main idea	Antonyms	Description
Lesson 11: Dentists	Social Studies	Connections	Prefix un-	Informational writing
Lesson 12: Firefighters	Language Arts / Social Studies	Sequence	Synonyms	Narrative

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Identify topic and key details from teacher read-alouds, visuals, audio, demonstrations, and peer talk; follow supported directions and respond to questions.
Speaking / Expressive	Use unit vocabulary in practiced phrases and increasingly complete sentences to describe, compare, retell, explain, ask questions, and respond to peers.
Reading / Viewing	Use pictures, labels, print features, and emergent text to identify key information; connect words and illustrations; recognize recurring unit vocabulary.
Writing / Representing	Use drawing, labeling, dictation, copied/model-supported language, and increasingly independent sentences to communicate information, opinion, or narrative events.

Suggested Instructional Sequence

19. 1. Build background and oral language: activate prior knowledge; preview photographs/realia; explicitly teach 6-10 priority words; establish gestures or picture cues.
20. 2. Interpret text/media: use TEAM read-aloud, listening, picture, or reading task; model think-alouds; identify topic/main idea and key details.
21. 3. Develop language: teach the TEAM language focus explicitly; rehearse sentence patterns through choral response, partner talk, sorting, matching, and structured conversation.

22. 4. Read/view and respond: use supported emergent reading, labels, graphic organizers, and comprehension checks matched to proficiency.
23. 5. Produce language: complete speaking and writing/representing tasks using the unit language objective and proficiency-appropriate scaffolds.
24. 6. Assess and recycle: collect an oral or written language sample, reteach priority language, and recycle vocabulary in a new context.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, act, draw, label, or respond with single words/practiced chunks. Use realia, home-language support when available, modeled language, visual choice boards, and repeated oral routines.
2 - Emerging	Produce short phrases or patterned simple statements using picture-supported frames; rehearse orally before writing; use word banks and labeled visuals.
3 - Developing	Produce simple and some expanded sentences; use graphic organizers and frames with connectors such as and, then, because, same/different as appropriate to the unit.
4 - Expanding	Produce connected sentences with unit-specific vocabulary and multiple details; use reduced frames and independently ask/respond to questions.
5 - Bridging	Elaborate with specific vocabulary, reasons, comparisons, and sequence/cause language; read and write with less visual dependence.
6 - Reaching	Complete grade-appropriate oral and written tasks with minimal language scaffolds; focus on precision, elaboration, and flexible language choices.

Formative Assessment Evidence

- Teacher observation checklist for comprehension and oral participation
- Picture/vocabulary sort or matching task
- Turn-and-talk language sample using the target function
- Listening comprehension response
- Emergent reading / print-concept check as appropriate
- Drawing + label / sentence response
- Exit task aligned to the unit language objective
- Student self-reflection using an age-appropriate 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a developmentally appropriate level.
Language function	Student uses the intended function(s), such as describing, informing, explaining, retelling, comparing, or giving a reason.
Vocabulary	Student uses priority unit vocabulary with increasing independence.
Comprehensibility	Student's oral, written, visual, or multimodal response communicates meaning to the audience.
Growth / independence	Performance is compared to prior samples and interpreted in light of the student's current English language proficiency level.

5. Kindergarten Assessment and Progress Monitoring Plan

- Baseline: Review current WIDA screener/ACCESS information when available, classroom data, and an initial teacher-collected oral language sample.
- Ongoing: Collect at least one interpre-tive and one expressive data point during each unit. Evidence may include listening responses, oral language samples, reading/viewing responses, labeled drawings, dictated/written sentences, or TEAM lesson checks.
- Unit: Score the culminating performance task using the district criteria above and note the level of linguistic support required.
- Periodic: Review growth across listening, speaking, reading/viewing, and writing/representing and adjust scaffolds, grouping, and instructional emphasis.
- Annual: Use ACCESS for ELLs results together with local evidence to inform continued ESL programming and next-year instructional planning.

6. Newcomer / Level 1 Supplemental Pathway

Because TEAM Level AA itself cautions that its standard lessons may not be suitable for Level 1/Newcomer students, the following supplemental expectations should be used before and alongside the grade-level themes:

- Classroom survival language: greetings, names, needs, help, bathroom, stop/go, yes/no, I don't understand, please show me.
- School routines and directions supported by visuals and gestures.
- High-frequency kindergarten nouns and verbs tied to the current TEAM theme.
- Phonological awareness and sound-letter work responsive to the student's literacy background.
- Oral comprehension through short, repeated teacher language and visual response routines.
- Opportunities to demonstrate understanding nonverbally before requiring extended English production.
- Strategic use of home language, bilingual resources, cognates, and peer/family knowledge when available.
- Progression from single words and chunks toward patterned phrases and simple sentences without delaying access to grade-level concepts.

7. Primary Sources and Alignment Notes

- New Jersey Department of Education. 2023 New Jersey Student Learning Standards for English Language Arts: Kindergarten.
- WIDA. WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten materials.
- Continental Press. TEAM Toolkits: Teaching ELs for Academic Language Mastery, Level AA-B Scope and Sequence.
- WIDA PRIME V2 Correlation for TEAM Toolkits (publisher correlation supplied by PCSST).

Alignment note: The TEAM publisher materials were originally correlated to an earlier WIDA framework and reference Beginning, Developing, and Expanding/Bridging groupings. This district curriculum uses TEAM as the instructional resource while aligning curriculum expectations to the current WIDA 2020 framework and current 2023 NJSLS-ELA.

PCSST

Grade 1 ESL Curriculum

Primary Instructional Resource: Continental Press TEAM Toolkits
Level A (Grade 1)
Aligned to the WIDA English Language Development Standards Framework, 2020 Edition
and the 2023 New Jersey Student Learning Standards for English Language Arts

This curriculum provides supplemental English language development in a pull-out ESL setting. It does not replace grade-level core instruction.

1. Curriculum Purpose and Design

The Grade 1 Pull-Out ESL Curriculum provides systematic English language development while maintaining access to grade-level concepts and literacy practices. Instruction integrates listening, speaking, reading, viewing, writing, and representing through the WIDA 2020 framework and connects language development to the 2023 NJSLS-ELA. Continental Press TEAM Level A serves as the primary instructional resource and provides the thematic sequence, texts, academic vocabulary, language activities, reading strategies, writing tasks, and differentiated supports.

TEAM Level A contains four units with three lessons per unit. The published Grade 1 sequence is All About Me, Telling Tales, Plants, Plants, Plants!, and Different Ways to Play. This district curriculum preserves that sequence while adding current WIDA and New Jersey standards alignment, explicit language objectives, proficiency-responsive scaffolds, assessments, progress monitoring, and newcomer supports.

2. Standards Framework

WIDA ELD Standards, 2020 Edition

- ELD Standard 1 (ELD-SI): Language for Social and Instructional Purposes
- ELD Standard 2 (ELD-LA): Language for Language Arts
- ELD Standard 3 (ELD-MA): Language for Mathematics
- ELD Standard 4 (ELD-SC): Language for Science
- ELD Standard 5 (ELD-SS): Language for Social Studies

Grade 1 uses the WIDA Key Language Uses Narrate, Inform, Explain, and Argue. Standard 1 language expectations are shared across grades K-3 and are paired with Grade 1 disciplinary Language Expectations in Language Arts, Mathematics, Science, and Social Studies.

Primary Grade 1 WIDA Language Expectations Used

Reference	Instructional emphasis
ELD-SI.K-3.Narrate	Share lived experiences and previous learning; connect stories and images; ask questions; recount and restate ideas.
ELD-SI.K-3.Inform	Define/classify objects and concepts; describe characteristics, patterns, parts, and wholes; sort and summarize ideas.
ELD-SI.K-3.Explain	Share initial thinking; describe steps, cycles, causes/effects; compare/contrast; revise understandings from feedback.
ELD-SI.K-3.Argue	Ask about opinions; support opinions with reasons; clarify, elaborate, and revise thinking.
ELD-LA.1.Narrate.Interpretive / Expressive	Identify central message, character attributes/actions, and feeling/sensory language; construct narratives with orientation and developed events.
ELD-LA.1.Inform.Interpretive / Expressive	Identify main topic/key details and relevant word choices; introduce a topic and describe attributes with facts and details.
ELD-MA.1.Inform.Interpretive / Expressive	Identify, define, classify, describe, and compare mathematical concepts or entities.
ELD-SC.1.Inform.Interpretive / Expressive	Determine scientific topic; define/classify concepts; introduce topics and summarize observations or facts.
ELD-SC.1.Explain.Interpretive / Expressive	Use observations and data to explain how or why phenomena occur; relate events and compare solutions.
ELD-SS.1.Inform.Interpretive / Expressive	Determine social-studies topic; define/classify attributes; introduce a topic and provide disciplinary details.

2023 NJSLS-ELA Priorities

Domain	Grade 1 standards emphasized in this curriculum
Foundational Reading	L.RF.1.1-4: print concepts, phonological awareness, phonics/word recognition, and fluency.
Foundational Writing / Language	L.WF.1.1-3; L.KL.1.1; L.VL.1.2; L.VI.1.3: encoding/spelling, sentence composition, grammar, vocabulary, word relationships, and nuances.
Reading Literature / Informational	RL.CR.1.1, RL.CI.1.2, RL.IT.1.3, RL.TS.1.4, RL.PP.1.5, RL.MF.1.6, RL.CT.1.8; RI.CR.1.1, RI.CI.1.2, RI.IT.1.3, RI.TS.1.4, RI.PP.1.5, RI.MF.1.6, RI.AA.1.7, RI.CT.1.8.
Writing	W.AW.1.1, W.IW.1.2, W.NW.1.3, W.WP.1.4, W.WR.1.5, W.SE.1.6, W.RW.1.7.
Speaking & Listening	SL.PE.1.1, SL.II.1.2, SL.ES.1.3, SL.PI.1.4, SL.UM.1.5, SL.AS.1.6.

3. Instructional Model and Pacing

Suggested pacing is approximately eight to nine instructional weeks per TEAM unit, with flexibility based on students' entry dates, English proficiency, demonstrated progress, and the frequency/duration of pull-out services. Each TEAM lesson may be expanded across multiple ESL sessions to ensure repeated opportunities to interpret and produce language.

Unit	TEAM Level A theme	Approx. pacing	Primary Key Language Uses
1	All About Me	8-9 weeks	Inform, Narrate, Explain
2	Telling Tales	8-9 weeks	Narrate, Explain, Argue
3	Plants, Plants, Plants!	8-9 weeks	Inform, Explain, Narrate
4	Different Ways to Play	8-9 weeks	Inform, Explain, Argue

4. Proficiency-Responsive Instruction

WIDA proficiency levels guide the amount and type of linguistic support; they do not lower the cognitive intent of the task. Students engage with the same unit concepts while supports and expectations for linguistic independence are adjusted.

WIDA level	Typical instructional access in pull-out ESL
1 - Entering	Use realia, gestures, visuals, home-language resources when available, modeled oral language, yes/no or either/or choices, pointing/matching, single words and practiced chunks. TEAM is supplemented rather than used as the sole resource.
2 - Emerging	Use picture-supported phrases, labeled visuals, repeated sentence frames, partner rehearsal, choral response, and short patterned statements.
3 - Developing	Use simple and some expanded sentences, graphic organizers, guided retell/explanation, modeled connectors, and increasingly independent responses.
4 - Expanding	Use connected sentences, specific vocabulary, comparison/cause language, reduced sentence-frame dependence, and supported elaboration.
5 - Bridging	Use increasingly precise, elaborated language, multiple details/reasons, more independent reading/writing, and flexible academic vocabulary.
6 - Reaching	Use grade-appropriate language with minimal linguistic scaffolding while continuing to develop disciplinary precision and academic discourse.

Newcomer safeguard: Continental's published Level A scope and sequence states that the standard lessons are probably not suitable for Level 1/Newcomer students. Level 1 students therefore receive a supplemental newcomer pathway emphasizing

social/instructional language, classroom routines, high-frequency vocabulary, oral comprehension, foundational literacy responsive to prior schooling, and heavily scaffolded participation in the TEAM theme.

Unit 1: All About Me

Essential Question: How can we use language to describe ourselves, our bodies, and everyday experiences?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level A (Grade 1), Unit 1: All About Me
WIDA Alignment	ELD-LA.1.Inform; ELD-LA.1.Narrate; ELD-SC.1.Inform; ELD-SI.K-3.Inform; ELD-SI.K-3.Narrate; ELD-SI.K-3.Explain
2023 NJSLS-ELA Alignment	RI.CR.1.1; RI.CI.1.2; RI.IT.1.3; RI.TS.1.4; RL.CR.1.1; RL.CI.1.2; RL.IT.1.3; W.IW.1.2; W.NW.1.3; SL.PE.1.1; SL.II.1.2; SL.PI.1.4; L.KL.1.1; L.VL.1.2; L.VI.1.3; L.WF.1.3
Content Objective	Students will identify how senses and body structures provide information and support daily activities and will connect those ideas to personal experiences and narrative events.
Language Objective	Students will identify main ideas/details, describe attributes and actions, use pronouns to maintain reference, and produce connected descriptive or narrative sentences about self and familiar experiences.
Priority Academic / Thematic Vocabulary	sense, see, hear, smell, taste, touch, body, bone, skeleton, strong, soft, kitchen, cook, recipe, first, next, details, because, I, he, she, they
Culminating Performance Task	Create an 'All About Me' multimodal page or mini-book. Include a labeled drawing, at least three facts/details, and an oral explanation or short narrative using unit vocabulary.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 1: My Senses	Science / Social Studies	Main Idea and Details	Commas	Descriptive Paragraph
Lesson 2: My Bones	Science	Text Features	Antonyms	News Story
Lesson 3: In the Kitchen	Language Arts	Parts of Story	Pronouns	Story

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Identify topic, central message or main idea, and key details from read-alouds, audio, visuals, demonstrations, and peer talk; follow multi-step supported directions and answer questions.
Speaking / Expressive	Use unit vocabulary in increasingly complete and connected sentences to describe, compare, retell, explain, ask questions, give directions, and support a preference or opinion.
Reading / Viewing	Use text features, illustrations, phonics/word-analysis skills, and context to read supported grade-level text; identify key information and relationships such as sequence, cause/effect, and compare/contrast.
Writing / Representing	Use drawings, labels, word banks, sentence frames, and increasingly independent sentences to produce informative, narrative, opinion, descriptive, or procedural responses aligned to the TEAM writing focus.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview photographs/realia; explicitly teach priority vocabulary; connect to students' experiences and languages.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify topic/main idea, central message, details, text features, or story elements.

3. Develop language: explicitly teach the TEAM language focus; rehearse target sentence patterns through structured partner talk, sorting, matching, movement, and oral rehearsal.

4. Read/view and respond: use supported grade-level text, decodable/phonics connections when appropriate, graphic organizers, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using the unit language objective and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, give feedback, reteach priority language, and recycle vocabulary/functions in a new context.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, act, draw, label, or respond with single words/practiced chunks. Use realia, home-language support when available, modeled language, picture choice boards, and repeated oral routines.
2 - Emerging	Produce short phrases or patterned simple sentences using picture-supported frames; rehearse orally before writing; use word banks and labeled visuals.
3 - Developing	Produce simple and some expanded sentences; use graphic organizers and frames with connectors such as and, then, because, same/different as appropriate.
4 - Expanding	Produce connected sentences with unit-specific vocabulary and multiple details; use reduced frames and independently ask/respond to questions.
5 - Bridging	Elaborate with specific vocabulary, reasons, comparisons, sequence/cause language, and more independent reading/writing.
6 - Reaching	Complete grade-appropriate oral and written tasks with minimal language scaffolds; focus on precision, elaboration, cohesion, and flexible language choices.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension and oral participation
- Vocabulary / concept sort, matching, labeling, or quick classification task
- Turn-and-talk language sample using the target language function
- Listening or read-aloud comprehension response
- Supported grade-level reading / text-feature or story-element check
- Sentence, short paragraph, drawing + written response, or TEAM writing task
- Exit task aligned to the unit language objective
- Student self-reflection using an age-appropriate 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 1-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, directing, or supporting an opinion.
Vocabulary and language features	Student uses priority unit vocabulary and target language features with increasing accuracy and independence.
Comprehensibility and organization	Student's oral, written, visual, or multimodal response is understandable and organized for the purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of the student's current English language proficiency and level of support required.

Unit 2: Telling Tales

Essential Question: How do stories from different traditions help us understand characters, events, and lessons?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level A (Grade 1), Unit 2: Telling Tales
WIDA Alignment	ELD-LA.1.Narrate; ELD-LA.1.Inform; ELD-SI.K-3.Narrate; ELD-SI.K-3.Explain; ELD-SI.K-3.Argue
2023 NJSLS-ELA Alignment	RL.CR.1.1; RL.CI.1.2; RL.IT.1.3; RL.TS.1.4; RL.PP.1.5; RL.MF.1.6; RL.CT.1.8; W.AW.1.1; W.NW.1.3; W.WP.1.4; SL.PE.1.1; SL.ES.1.3; SL.PI.1.4; L.KL.1.1; L.VI.1.3; L.WF.1.3
Content Objective	Students will distinguish and compare types of traditional tales, identify central messages and character actions, and sequence major events.
Language Objective	Students will retell and construct narratives using character/place language, sequence and past-tense verbs; compare stories using same/different language; and give an opinion supported by a reason.
Priority Academic / Thematic Vocabulary	fairy tale, tall tale, legend, folktale, character, setting, event, problem, ending, lesson, first, next, then, last, same, different, because, was, were
Culminating Performance Task	Retell or recreate a traditional tale using a story map. Students identify characters and setting, sequence at least three events, communicate a central message/lesson, and state one supported opinion about the tale.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 4: Fairy Tales and Tall Tales	Social Studies / Language Arts	Compare and Contrast	Subject-Verb Agreement (is/are)	Opinion
Lesson 5: Legends	Social Studies / Language Arts	Cause and Effect	Conjunctions	Diary Entry
Lesson 6: Folktales	Language Arts	Sequence	Past-Tense Verbs	Story

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Identify topic, central message or main idea, and key details from read-alouds, audio, visuals, demonstrations, and peer talk; follow multi-step supported directions and answer questions.
Speaking / Expressive	Use unit vocabulary in increasingly complete and connected sentences to describe, compare, retell, explain, ask questions, give directions, and support a preference or opinion.
Reading / Viewing	Use text features, illustrations, phonics/word-analysis skills, and context to read supported grade-level text; identify key information and relationships such as sequence, cause/effect, and compare/contrast.
Writing / Representing	Use drawings, labels, word banks, sentence frames, and increasingly independent sentences to produce informative, narrative, opinion, descriptive, or procedural responses aligned to the TEAM writing focus.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview photographs/realia; explicitly teach priority vocabulary; connect to students' experiences and languages.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify topic/main idea, central message, details, text features, or story elements.

3. Develop language: explicitly teach the TEAM language focus; rehearse target sentence patterns through structured partner talk, sorting, matching, movement, and oral rehearsal.

4. Read/view and respond: use supported grade-level text, decodable/phonics connections when appropriate, graphic organizers, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using the unit language objective and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, give feedback, reteach priority language, and recycle vocabulary/functions in a new context.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, act, draw, label, or respond with single words/practiced chunks. Use realia, home-language support when available, modeled language, picture choice boards, and repeated oral routines.
2 - Emerging	Produce short phrases or patterned simple sentences using picture-supported frames; rehearse orally before writing; use word banks and labeled visuals.
3 - Developing	Produce simple and some expanded sentences; use graphic organizers and frames with connectors such as and, then, because, same/different as appropriate.
4 - Expanding	Produce connected sentences with unit-specific vocabulary and multiple details; use reduced frames and independently ask/respond to questions.
5 - Bridging	Elaborate with specific vocabulary, reasons, comparisons, sequence/cause language, and more independent reading/writing.
6 - Reaching	Complete grade-appropriate oral and written tasks with minimal language scaffolds; focus on precision, elaboration, cohesion, and flexible language choices.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension and oral participation
- Vocabulary / concept sort, matching, labeling, or quick classification task
- Turn-and-talk language sample using the target language function
- Listening or read-aloud comprehension response
- Supported grade-level reading / text-feature or story-element check
- Sentence, short paragraph, drawing + written response, or TEAM writing task
- Exit task aligned to the unit language objective
- Student self-reflection using an age-appropriate 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 1-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, directing, or supporting an opinion.
Vocabulary and language features	Student uses priority unit vocabulary and target language features with increasing accuracy and independence.
Comprehensibility and organization	Student's oral, written, visual, or multimodal response is understandable and organized for the purpose and audience.

Criterion	Evidence
Growth / independence	Performance is compared with prior samples and interpreted in light of the student's current English language proficiency and level of support required.

Unit 3: Plants, Plants, Plants!

Essential Question: How do plants grow, change, and meet their needs?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level A (Grade 1), Unit 3: Plants, Plants, Plants!
WIDA Alignment	ELD-SC.1.Inform; ELD-SC.1.Explain; ELD-LA.1.Inform; ELD-LA.1.Narrate; ELD-SI.K-3.Inform; ELD-SI.K-3.Explain
2023 NJSLS-ELA Alignment	RI.CR.1.1; RI.CI.1.2; RI.IT.1.3; RI.MF.1.6; RL.CR.1.1; RL.IT.1.3; W.IW.1.2; W.NW.1.3; SL.II.1.2; SL.ES.1.3; SL.PI.1.4; L.KL.1.1; L.VL.1.2; L.WF.1.3
Content Objective	Students will identify plant parts and functions, describe plant characteristics and needs, and explain simple cause/effect relationships in plant growth and care.
Language Objective	Students will define and classify plant parts, describe observations with adjectives, explain causes/effects using because/so, and use future language to communicate plans or predictions.
Priority Academic / Thematic Vocabulary	plant, root, stem, leaf, flower, seed, soil, water, sunlight, grow, need, part, green, tall, small, because, so, will, plan
Culminating Performance Task	Create and explain a labeled plant diagram or growth sequence. Students provide at least three facts/details and explain one cause/effect relationship about what plants need or how they grow.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 7: Parts of Plants	Science / Social Studies	Main Idea and Details	Possessive Nouns	Plan
Lesson 8: Plant Facts	Science / Social Studies	Cause and Effect	Adjectives	Letter
Lesson 9: Planting Trees	Language Arts	Parts of Story	Future-Tense Verbs	Diary Entry

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Identify topic, central message or main idea, and key details from read-alouds, audio, visuals, demonstrations, and peer talk; follow multi-step supported directions and answer questions.
Speaking / Expressive	Use unit vocabulary in increasingly complete and connected sentences to describe, compare, retell, explain, ask questions, give directions, and support a preference or opinion.
Reading / Viewing	Use text features, illustrations, phonics/word-analysis skills, and context to read supported grade-level text; identify key information and relationships such as sequence, cause/effect, and compare/contrast.
Writing / Representing	Use drawings, labels, word banks, sentence frames, and increasingly independent sentences to produce informative, narrative, opinion, descriptive, or procedural responses aligned to the TEAM writing focus.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview photographs/realia; explicitly teach priority vocabulary; connect to students' experiences and languages.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify topic/main idea, central message, details, text features, or story elements.

3. Develop language: explicitly teach the TEAM language focus; rehearse target sentence patterns through structured partner talk, sorting, matching, movement, and oral rehearsal.

4. Read/view and respond: use supported grade-level text, decodable/phonics connections when appropriate, graphic organizers, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using the unit language objective and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, give feedback, reteach priority language, and recycle vocabulary/functions in a new context.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, act, draw, label, or respond with single words/practiced chunks. Use realia, home-language support when available, modeled language, picture choice boards, and repeated oral routines.
2 - Emerging	Produce short phrases or patterned simple sentences using picture-supported frames; rehearse orally before writing; use word banks and labeled visuals.
3 - Developing	Produce simple and some expanded sentences; use graphic organizers and frames with connectors such as and, then, because, same/different as appropriate.
4 - Expanding	Produce connected sentences with unit-specific vocabulary and multiple details; use reduced frames and independently ask/respond to questions.
5 - Bridging	Elaborate with specific vocabulary, reasons, comparisons, sequence/cause language, and more independent reading/writing.
6 - Reaching	Complete grade-appropriate oral and written tasks with minimal language scaffolds; focus on precision, elaboration, cohesion, and flexible language choices.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension and oral participation
- Vocabulary / concept sort, matching, labeling, or quick classification task
- Turn-and-talk language sample using the target language function
- Listening or read-aloud comprehension response
- Supported grade-level reading / text-feature or story-element check
- Sentence, short paragraph, drawing + written response, or TEAM writing task
- Exit task aligned to the unit language objective
- Student self-reflection using an age-appropriate 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 1-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, directing, or supporting an opinion.
Vocabulary and language features	Student uses priority unit vocabulary and target language features with increasing accuracy and independence.
Comprehensibility and organization	Student's oral, written, visual, or multimodal response is understandable and organized for the purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of the student's current English language proficiency and level of support required.

Unit 4: Different Ways to Play

Essential Question: How do rules, directions, tools, and choices help people play together?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level A (Grade 1), Unit 4: Different Ways to Play
WIDA Alignment	ELD-LA.1.Inform; ELD-MA.1.Inform; ELD-SI.K-3.Inform; ELD-SI.K-3.Explain; ELD-SI.K-3.Argue; ELD-SI.K-3.Narrate
2023 NJSLS-ELA Alignment	RI.CR.1.1; RI.CI.1.2; RI.IT.1.3; RI.TS.1.4; RI.MF.1.6; W.IW.1.2; W.AW.1.1; W.WP.1.4; SL.PE.1.1; SL.II.1.2; SL.ES.1.3; SL.AS.1.6; L.KL.1.1; L.VL.1.2; L.WF.1.3
Content Objective	Students will identify and explain rules, materials, and steps for familiar games and play activities and compare different ways people play.
Language Objective	Students will give and follow directions using sequence and location language, compare activities, explain rules, and support a preference with a reason.
Priority Academic / Thematic Vocabulary	play, game, rule, turn, marble, kite, board game, piece, move, roll, start, finish, on, under, beside, first, next, last, same, different, because
Culminating Performance Task	Teach a partner how to play a familiar or invented game. Students name materials, sequence at least three steps/rules, use location/direction language, and explain one reason for a rule or preference.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 10: Marbles	Social Studies	Text Features	Prepositions	How-To
Lesson 11: Kites	Science / Social Studies	Sequence	Homophones	Plan
Lesson 12: Board Games	Language Arts / Social Studies	Compare and Contrast	End Punctuation	Letter

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Identify topic, central message or main idea, and key details from read-alouds, audio, visuals, demonstrations, and peer talk; follow multi-step supported directions and answer questions.
Speaking / Expressive	Use unit vocabulary in increasingly complete and connected sentences to describe, compare, retell, explain, ask questions, give directions, and support a preference or opinion.
Reading / Viewing	Use text features, illustrations, phonics/word-analysis skills, and context to read supported grade-level text; identify key information and relationships such as sequence, cause/effect, and compare/contrast.
Writing / Representing	Use drawings, labels, word banks, sentence frames, and increasingly independent sentences to produce informative, narrative, opinion, descriptive, or procedural responses aligned to the TEAM writing focus.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview photographs/realia; explicitly teach priority vocabulary; connect to students' experiences and languages.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify topic/main idea, central message, details, text features, or story elements.

3. Develop language: explicitly teach the TEAM language focus; rehearse target sentence patterns through structured partner talk, sorting, matching, movement, and oral rehearsal.

4. Read/view and respond: use supported grade-level text, decodable/phonics connections when appropriate, graphic organizers, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using the unit language objective and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, give feedback, reteach priority language, and recycle vocabulary/functions in a new context.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, act, draw, label, or respond with single words/practiced chunks. Use realia, home-language support when available, modeled language, picture choice boards, and repeated oral routines.
2 - Emerging	Produce short phrases or patterned simple sentences using picture-supported frames; rehearse orally before writing; use word banks and labeled visuals.
3 - Developing	Produce simple and some expanded sentences; use graphic organizers and frames with connectors such as and, then, because, same/different as appropriate.
4 - Expanding	Produce connected sentences with unit-specific vocabulary and multiple details; use reduced frames and independently ask/respond to questions.
5 - Bridging	Elaborate with specific vocabulary, reasons, comparisons, sequence/cause language, and more independent reading/writing.
6 - Reaching	Complete grade-appropriate oral and written tasks with minimal language scaffolds; focus on precision, elaboration, cohesion, and flexible language choices.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension and oral participation
- Vocabulary / concept sort, matching, labeling, or quick classification task
- Turn-and-talk language sample using the target language function
- Listening or read-aloud comprehension response
- Supported grade-level reading / text-feature or story-element check
- Sentence, short paragraph, drawing + written response, or TEAM writing task
- Exit task aligned to the unit language objective
- Student self-reflection using an age-appropriate 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 1-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, directing, or supporting an opinion.
Vocabulary and language features	Student uses priority unit vocabulary and target language features with increasing accuracy and independence.
Comprehensibility and organization	Student's oral, written, visual, or multimodal response is understandable and organized for the purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of the student's current English language proficiency and level of support required.

5. Grade 1 Assessment and Progress Monitoring Plan

- Baseline: Review current WIDA Screener/ACCESS information when available, classroom data, prior ESL records, and an initial teacher-collected oral and written language sample.
- Ongoing: Collect at least one interpretive and one expressive data point during each unit. Evidence may include listening responses, oral language samples, reading/viewing responses, vocabulary applications, sentences/paragraphs, or TEAM lesson checks.
- Unit: Score the culminating performance task using the district criteria above and document the type/amount of linguistic support required.
- Periodic: Review growth across listening, speaking, reading/viewing, and writing/representing and adjust scaffolds, grouping, text access, and language targets.
- Annual: Use ACCESS for ELLs results together with local evidence to inform continued ESL programming, instructional priorities, and next-year planning.

6. Newcomer / Level 1 Supplemental Pathway

Because Continental's Level A scope and sequence cautions that the standard lessons may not be suitable for Level 1/Newcomer students, the following supplemental pathway should be used before and alongside the Grade 1 themes:

- Classroom survival language: greetings, names, needs, help, bathroom, stop/go, yes/no, I don't understand, please repeat/show me.
- School routines, directions, and participation language supported by visuals and gestures.
- High-frequency Grade 1 nouns, verbs, adjectives, and question words tied to the current TEAM unit.
- Foundational literacy responsive to the student's prior literacy: phonological awareness, letter-sound correspondence, high-frequency words, and decoding foundations.
- Short, repeated oral-comprehension routines with visual or physical response options before extended English production.
- Strategic use of home language, bilingual resources, cognates, peer support, and family/community knowledge when available.
- Progression from single words/chunks to patterned simple sentences, then expanded sentences, without delaying access to grade-level concepts.
- Regular collection of brief language samples to determine when scaffolds can be reduced and TEAM tasks can be attempted more independently.

7. Primary Sources and Alignment Notes

- New Jersey Department of Education. 2023 New Jersey Student Learning Standards for English Language Arts: Grade 1.
- WIDA. WIDA English Language Development Standards Framework, 2020 Edition: Grade 1 Materials.
- Continental Press. TEAM Toolkits: Teaching ELs for Academic Language Mastery, Levels AA-B Scope and Sequence (Level A / Grade 1).
- WIDA PRIME V2 Correlation for TEAM Toolkits (publisher correlation supplied by PCSST).

PCSST

Grade 2 ESL Curriculum

Primary Instructional Resource: Continental Press TEAM Toolkits
Level B (Grade 2)
Aligned to the WIDA English Language Development Standards Framework, 2020 Edition
and the 2023 New Jersey Student Learning Standards for English Language Arts

This curriculum provides supplemental English language development in a pull-out ESL setting. It does not replace grade-level core instruction.

1. Curriculum Purpose and Design

The Grade 2 Pull-Out ESL Curriculum provides systematic English language development while maintaining access to grade-level concepts and literacy practices. Instruction integrates listening, speaking, reading, viewing, writing, and representing through the WIDA 2020 framework and connects language development to the 2023 NJSLS-ELA. Continental Press TEAM Level B serves as the primary instructional resource and provides the thematic sequence, texts, academic vocabulary, language activities, reading strategies, writing tasks, and differentiated supports.

TEAM Level B contains four units with three lessons per unit. The published Grade 2 sequence is From Here to There, In Outer Space, Life in the Desert, and Special Holidays. This district curriculum preserves that sequence while adding current WIDA and New Jersey standards alignment, explicit language objectives, proficiency-responsive scaffolds, assessment and progress monitoring, and newcomer supports.

2. Standards Framework

WIDA ELD Standards, 2020 Edition

- ELD Standard 1 (ELD-SI): Language for Social and Instructional Purposes
- ELD Standard 2 (ELD-LA): Language for Language Arts
- ELD Standard 3 (ELD-MA): Language for Mathematics
- ELD Standard 4 (ELD-SC): Language for Science
- ELD Standard 5 (ELD-SS): Language for Social Studies

Grade 2 is part of WIDA's Grades 2-3 cluster. The four Key Language Uses are Narrate, Inform, Explain, and Argue. Standard 1 language expectations are shared across grades K-3; disciplinary Language Expectations for Grades 2-3 are selected according to each TEAM unit's content and communicative demands.

Primary Grade 2 WIDA Language Expectations Used

Reference	Instructional emphasis
ELD-SI.K-3.Narrate	Share experiences and previous learning; connect stories and images; ask questions; recount and restate ideas.
ELD-SI.K-3.Inform	Define/classify objects and concepts; describe characteristics, patterns, parts, and wholes; sort and summarize ideas.
ELD-SI.K-3.Explain	Share thinking; describe steps, cycles, and causes/effects; compare/contrast; revise understandings from feedback.
ELD-SI.K-3.Argue	Ask about opinions; support opinions with reasons; clarify, elaborate, and revise thinking.
ELD-LA.2-3.Narrate.Interpretive / Expressive	Identify central message, character attributes/actions, and literal/nonliteral language; construct narratives with context, event sequence, complication/resolution, and audience awareness.
ELD-LA.2-3.Inform.Interpretive / Expressive	Identify main idea/key details and relationships among events, ideas, concepts, or procedures; introduce/define a topic and add details to describe, compare, and classify.
ELD-MA.2-3.Explain.Interpretive / Expressive	Identify a mathematical concept/entity, analyze problem-solving steps and patterns, and construct explanations using reasoning and relationships.
ELD-MA.2-3.Argue.Interpretive / Expressive	Identify conjectures and connections among ideas; justify conclusions/strategies and respond to others' mathematical arguments.
ELD-SC.2-3.Explain.Interpretive / Expressive	Use observations, data, and evidence to explain how or why a phenomenon occurs; describe observations and link evidence to claims.
ELD-SC.2-3.Argue.Interpretive / Expressive	Distinguish evidence from opinion and construct claims about the natural/designed world supported by relevant evidence.

Reference	Instructional emphasis
ELD-SS.2-3.Explain.Interpretive / Expressive	Analyze sources for sequence and cause/effect; explain events by describing components, order, causes, cycles, and possible reasons.
ELD-SS.2-3.Argue.Interpretive / Expressive	Identify purpose and relevant information from sources; support claims with evidence and show relationships among claim, evidence, and reasoning.

2023 NJSLS-ELA Priorities

Domain	Grade 2 standards emphasized in this curriculum
Foundational Reading	L.RF.2.3-4: phonics/word analysis, automatic word recognition, accuracy, fluency, and comprehension.
Foundational Writing / Language	L.WF.2.1-3; L.KL.2.1; L.VL.2.2; L.VI.2.3: encoding/spelling, sentence composition, grammar, punctuation, vocabulary, morphology, word relationships, and nuances.
Reading Literature / Informational	RL.CR.2.1, RL.CI.2.2, RL.IT.2.3, RL.TS.2.4, RL.PP.2.5, RL.MF.2.6, RL.CT.2.8; RI.CR.2.1, RI.CI.2.2, RI.IT.2.3, RI.TS.2.4, RI.PP.2.5, RI.MF.2.6, RI.AA.2.7, RI.CT.2.8.
Writing	W.AW.2.1, W.IW.2.2, W.NW.2.3, W.WP.2.4, W.WR.2.5, W.SE.2.6, W.RW.2.7.
Speaking & Listening	SL.PE.2.1, SL.II.2.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, SL.AS.2.6.

3. Instructional Model and Pacing

Suggested pacing is approximately eight to nine instructional weeks per TEAM unit, with flexibility based on students' entry dates, English proficiency, demonstrated progress, and the frequency/duration of pull-out services. Each TEAM lesson may be expanded across multiple ESL sessions so students receive repeated opportunities to interpret and produce increasingly precise academic language.

Unit	TEAM Level B theme	Approx. pacing	Primary Key Language Uses
1	From Here to There	8-9 weeks	Inform, Explain, Narrate
2	In Outer Space	8-9 weeks	Inform, Explain, Narrate
3	Life in the Desert	8-9 weeks	Inform, Explain, Argue, Narrate
4	Special Holidays	8-9 weeks	Inform, Explain, Narrate, Argue

4. Proficiency-Responsive Instruction

WIDA proficiency levels guide the amount and type of linguistic support; they do not lower the cognitive intent of the task. Students engage with common unit concepts while the teacher adjusts scaffolds, language features, text access, and expectations for independence.

WIDA level	Typical instructional access in pull-out ESL
1 - Entering	Use realia, gestures, visuals, home-language resources when available, modeled oral language, yes/no or either/or choices, pointing/matching, single words and practiced chunks. TEAM is supplemented rather than used as the sole resource.
2 - Emerging	Use picture-supported phrases, labeled visuals, repeated sentence frames, partner rehearsal, choral response, and short patterned sentences.
3 - Developing	Use simple and expanded sentences, graphic organizers, guided retell/explanation, modeled connectors, and increasingly independent responses.

WIDA level	Typical instructional access in pull-out ESL
4 - Expanding	Use connected sentences and short paragraphs with specific vocabulary, comparison/cause language, reduced sentence-frame dependence, and supported elaboration.
5 - Bridging	Use increasingly precise, elaborated language, multiple details/reasons, more independent grade-level reading/writing, and flexible academic vocabulary.
6 - Reaching	Use grade-appropriate language with minimal linguistic scaffolding while continuing to develop disciplinary precision, cohesion, and academic discourse.

Newcomer safeguard: Continental's published Level B scope and sequence states that the standard lessons are probably not suitable for Level 1/Newcomer students. Level 1 students therefore receive a supplemental newcomer pathway emphasizing social/instructional language, classroom routines, high-frequency vocabulary, oral comprehension, foundational literacy responsive to prior schooling, and heavily scaffolded participation in the TEAM theme.

Unit 1: From Here to There

Essential Question: How have people designed and improved ways to travel from place to place?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level B (Grade 2), Unit 1: From Here to There
WIDA Alignment	ELD-LA.2-3.Inform; ELD-LA.2-3.Narrate; ELD-SS.2-3.Explain; ELD-SC.2-3.Explain; ELD-SI.K-3.Inform; ELD-SI.K-3.Explain; ELD-SI.K-3.Narrate
2023 NJSLS-ELA Alignment	RI.CR.2.1; RI.CI.2.2; RI.IT.2.3; RI.TS.2.4; RI.MF.2.6; W.IW.2.2; W.NW.2.3; W.WP.2.4; SL.PE.2.1; SL.II.2.2; SL.PI.2.4; L.WF.2.2-3; L.KL.2.1; L.VL.2.2; L.VI.2.3
Content Objective	Students will identify key developments in transportation, sequence events or innovations, and explain simple cause/effect relationships in how transportation changed over time.
Language Objective	Students will identify main ideas and key details, explain causes/effects, sequence events using temporal language, and use precise transportation vocabulary in informative and narrative responses.
Priority Academic / Thematic Vocabulary	transportation, bicycle, railroad, train, airplane, travel, invention, wheel, track, engine, flight, past, present, first, next, later, because, caused, changed, faster, slower
Culminating Performance Task	Create a transportation timeline or comparison. Students explain at least three developments or features using sequence language and include one supported cause/effect statement about how transportation changed people's lives.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 1: The First Bicycles	Social Studies	Main Idea	Antonyms	Letter
Lesson 2: Up in the Air	Science / Social Studies	Cause and Effect	Homophones	News Story
Lesson 3: On the Railroad	Language Arts / Social Studies	Sequence	End Punctuation	Diary Entry

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Identify main ideas, central messages, key details, sequence, cause/effect, comparison, and speaker information from read-alouds, audio, visuals, demonstrations, and peer talk; ask for clarification when needed.
Speaking / Expressive	Use unit vocabulary in increasingly connected sentences to recount, describe, compare, explain evidence, state opinions, ask/answer questions, and build on peers' ideas.
Reading / Viewing	Use grade-level phonics/word-analysis skills, text features, illustrations, and context to comprehend supported text; identify main idea, purpose, story elements, and relationships among ideas/events.
Writing / Representing	Produce supported letters, news stories, diary entries, descriptions, biographies, how-to paragraphs, opinions, personal narratives, emails, and stories aligned to TEAM tasks and Grade 2 writing expectations.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview photographs/realia; explicitly teach priority vocabulary; connect the theme to students' experiences, languages, and community knowledge.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify main idea, central message, details, purpose, sequence, cause/effect, or text features as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic language; rehearse target sentence patterns through structured conversation, sorting, comparison, sequencing, and collaborative reasoning.

4. Read/view and respond: provide supported grade-level text access, phonics/word-analysis connections when appropriate, graphic organizers, annotation or text-feature work, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, evidence, and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text or context.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, act, draw, label, or respond with single words/practiced chunks. Use realia, home-language support when available, modeled language, picture choice boards, and repeated oral routines.
2 - Emerging	Produce short phrases and patterned simple sentences using picture-supported frames; rehearse orally before writing; use word banks, labeled visuals, and modeled examples.
3 - Developing	Produce simple and expanded sentences; use graphic organizers and frames with connectors such as and, then, because, but, same/different, first/next/last.
4 - Expanding	Produce connected sentences and short paragraphs with unit-specific vocabulary and multiple details; use reduced frames and independently ask/respond to questions.
5 - Bridging	Elaborate with precise vocabulary, reasons, evidence, comparisons, sequence/cause language, and increasingly independent grade-level reading/writing.
6 - Reaching	Complete grade-appropriate oral and written tasks with minimal linguistic scaffolding; focus on precision, organization, cohesion, evidence, and flexible language choices.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral language production
- Vocabulary / concept sort, matching, labeling, morphology, or quick classification task
- Turn-and-talk or recorded language sample using the target language function
- Listening/read-aloud comprehension response using details or evidence
- Supported grade-level reading response focused on main idea, text features, sequence, cause/effect, purpose, or story elements
- Sentence or paragraph response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using an age-appropriate 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 2-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, sequencing, or supporting a claim/opinion.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing accuracy and independence.

Criterion	Evidence
Evidence / detail	Student supports ideas with relevant details, examples, observations, text evidence, or reasons appropriate to the task.
Comprehensibility and organization	Student's oral, written, visual, or multimodal response is understandable and organized for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and level of support required.

Unit 2: In Outer Space

Essential Question: How can observations, information, and stories help us understand space?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level B (Grade 2), Unit 2: In Outer Space
WIDA Alignment	ELD-SC.2-3.Explain; ELD-LA.2-3.Inform; ELD-LA.2-3.Narrate; ELD-SI.K-3.Inform; ELD-SI.K-3.Explain; ELD-SI.K-3.Narrate
2023 NJSLS-ELA Alignment	RI.CR.2.1; RI.CI.2.2; RI.IT.2.3; RI.TS.2.4; RI.MF.2.6; RL.CR.2.1; RL.CI.2.2; RL.IT.2.3; W.IW.2.2; W.NW.2.3; SL.II.2.2; SL.ES.2.3; SL.PI.2.4; L.RF.2.3; L.WF.2.2-3; L.KL.2.1; L.VL.2.2
Content Objective	Students will describe and compare observable features of the sky, explain patterns such as night and day using grade-appropriate information, and distinguish informational content from story-based representations of space.
Language Objective	Students will compare phenomena, interpret text features, describe people/events in a simple biography, and use compound words and subject-verb agreement to produce coherent descriptions.
Priority Academic / Thematic Vocabulary	space, Earth, sun, moon, star, sky, day, night, astronaut, rocket, launch, orbit, light, dark, observe, pattern, same, different, because, biography
Culminating Performance Task	Develop a 'Space Expert' presentation or booklet. Students include a comparison of two space/sky concepts, at least three factual details, and a short oral explanation using visual evidence.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 4: Night and Day	Science	Compare and Contrast	Noun and Verb Agreement (is and are)	Descriptive Paragraph
Lesson 5: Blast Off!	Science / Social Studies	Text Features	Contractions	Biography
Lesson 6: Pictures in the Stars	Language Arts / Science / Social Studies	Parts of a Story	Compound Words	Descriptive Paragraph

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Identify main ideas, central messages, key details, sequence, cause/effect, comparison, and speaker information from read-alouds, audio, visuals, demonstrations, and peer talk; ask for clarification when needed.
Speaking / Expressive	Use unit vocabulary in increasingly connected sentences to recount, describe, compare, explain evidence, state opinions, ask/answer questions, and build on peers' ideas.
Reading / Viewing	Use grade-level phonics/word-analysis skills, text features, illustrations, and context to comprehend supported text; identify main idea, purpose, story elements, and relationships among ideas/events.
Writing / Representing	Produce supported letters, news stories, diary entries, descriptions, biographies, how-to paragraphs, opinions, personal narratives, emails, and stories aligned to TEAM tasks and Grade 2 writing expectations.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview photographs/realia; explicitly teach priority vocabulary; connect the theme to students' experiences, languages, and community knowledge.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify main idea, central message, details, purpose, sequence, cause/effect, or text features as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic language; rehearse target sentence patterns through structured conversation, sorting, comparison, sequencing, and collaborative reasoning.

4. Read/view and respond: provide supported grade-level text access, phonics/word-analysis connections when appropriate, graphic organizers, annotation or text-feature work, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, evidence, and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text or context.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, act, draw, label, or respond with single words/practiced chunks. Use realia, home-language support when available, modeled language, picture choice boards, and repeated oral routines.
2 - Emerging	Produce short phrases and patterned simple sentences using picture-supported frames; rehearse orally before writing; use word banks, labeled visuals, and modeled examples.
3 - Developing	Produce simple and expanded sentences; use graphic organizers and frames with connectors such as and, then, because, but, same/different, first/next/last.
4 - Expanding	Produce connected sentences and short paragraphs with unit-specific vocabulary and multiple details; use reduced frames and independently ask/respond to questions.
5 - Bridging	Elaborate with precise vocabulary, reasons, evidence, comparisons, sequence/cause language, and increasingly independent grade-level reading/writing.
6 - Reaching	Complete grade-appropriate oral and written tasks with minimal linguistic scaffolding; focus on precision, organization, cohesion, evidence, and flexible language choices.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral language production
- Vocabulary / concept sort, matching, labeling, morphology, or quick classification task
- Turn-and-talk or recorded language sample using the target language function
- Listening/read-aloud comprehension response using details or evidence
- Supported grade-level reading response focused on main idea, text features, sequence, cause/effect, purpose, or story elements
- Sentence or paragraph response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using an age-appropriate 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 2-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, sequencing, or supporting a claim/opinion.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing accuracy and independence.

Criterion	Evidence
Evidence / detail	Student supports ideas with relevant details, examples, observations, text evidence, or reasons appropriate to the task.
Comprehensibility and organization	Student's oral, written, visual, or multimodal response is understandable and organized for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and level of support required.

Unit 3: Life in the Desert

Essential Question: How do living things survive in a desert environment?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level B (Grade 2), Unit 3: Life in the Desert
WIDA Alignment	ELD-SC.2-3.Explain; ELD-SC.2-3.Argue; ELD-LA.2-3.Inform; ELD-LA.2-3.Narrate; ELD-SS.2-3.Explain; ELD-SI.K-3.Inform; ELD-SI.K-3.Explain; ELD-SI.K-3.Argue
2023 NJSLS-ELA Alignment	RI.CR.2.1; RI.CI.2.2; RI.IT.2.3; RI.MF.2.6; RI.AA.2.7; RL.CR.2.1; RL.IT.2.3; W.AW.2.1; W.IW.2.2; W.NW.2.3; SL.PE.2.1; SL.ES.2.3; SL.PI.2.4; L.WF.2.2-3; L.KL.2.1; L.VI.2.3
Content Objective	Students will describe desert conditions and adaptations of plants, animals, and people and explain how particular traits or practices support survival.
Language Objective	Students will explain cause/effect relationships using evidence, describe with precise adjectives, use possessive nouns and past-tense verbs, and state an opinion supported by relevant reasons.
Priority Academic / Thematic Vocabulary	desert, habitat, cactus, camel, dry, heat, water, survive, adapt, roots, spines, shade, store, protect, travel, because, therefore, evidence, opinion, reason
Culminating Performance Task	Create a desert-survival explanation. Students select a desert plant, animal, or human practice; provide at least three details; explain how features support survival; and defend one claim with evidence from the unit.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 7: Desert Cacti	Science	Cause and Effect	Possessive Nouns	How-To Paragraph
Lesson 8: The Ships of the Desert	Science / Social Studies	Details	Adjectives	Opinion
Lesson 9: Desert Living	Language Arts / Social Studies	Story Structure	Past-Tense Verbs (add -ed or -d)	Personal Narrative

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Identify main ideas, central messages, key details, sequence, cause/effect, comparison, and speaker information from read-alouds, audio, visuals, demonstrations, and peer talk; ask for clarification when needed.
Speaking / Expressive	Use unit vocabulary in increasingly connected sentences to recount, describe, compare, explain evidence, state opinions, ask/answer questions, and build on peers' ideas.
Reading / Viewing	Use grade-level phonics/word-analysis skills, text features, illustrations, and context to comprehend supported text; identify main idea, purpose, story elements, and relationships among ideas/events.
Writing / Representing	Produce supported letters, news stories, diary entries, descriptions, biographies, how-to paragraphs, opinions, personal narratives, emails, and stories aligned to TEAM tasks and Grade 2 writing expectations.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview photographs/realia; explicitly teach priority vocabulary; connect the theme to students' experiences, languages, and community knowledge.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify main idea, central message, details, purpose, sequence, cause/effect, or text features as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic language; rehearse target sentence patterns through structured conversation, sorting, comparison, sequencing, and collaborative reasoning.

4. Read/view and respond: provide supported grade-level text access, phonics/word-analysis connections when appropriate, graphic organizers, annotation or text-feature work, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, evidence, and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text or context.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, act, draw, label, or respond with single words/practiced chunks. Use realia, home-language support when available, modeled language, picture choice boards, and repeated oral routines.
2 - Emerging	Produce short phrases and patterned simple sentences using picture-supported frames; rehearse orally before writing; use word banks, labeled visuals, and modeled examples.
3 - Developing	Produce simple and expanded sentences; use graphic organizers and frames with connectors such as and, then, because, but, same/different, first/next/last.
4 - Expanding	Produce connected sentences and short paragraphs with unit-specific vocabulary and multiple details; use reduced frames and independently ask/respond to questions.
5 - Bridging	Elaborate with precise vocabulary, reasons, evidence, comparisons, sequence/cause language, and increasingly independent grade-level reading/writing.
6 - Reaching	Complete grade-appropriate oral and written tasks with minimal linguistic scaffolding; focus on precision, organization, cohesion, evidence, and flexible language choices.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral language production
- Vocabulary / concept sort, matching, labeling, morphology, or quick classification task
- Turn-and-talk or recorded language sample using the target language function
- Listening/read-aloud comprehension response using details or evidence
- Supported grade-level reading response focused on main idea, text features, sequence, cause/effect, purpose, or story elements
- Sentence or paragraph response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using an age-appropriate 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 2-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, sequencing, or supporting a claim/opinion.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing accuracy and independence.

Criterion	Evidence
Evidence / detail	Student supports ideas with relevant details, examples, observations, text evidence, or reasons appropriate to the task.
Comprehensibility and organization	Student's oral, written, visual, or multimodal response is understandable and organized for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and level of support required.

Unit 4: Special Holidays

Essential Question: How do holidays and celebrations reflect people, history, traditions, and communities?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level B (Grade 2), Unit 4: Special Holidays
WIDA Alignment	ELD-SS.2-3.Explain; ELD-SS.2-3.Argue; ELD-LA.2-3.Inform; ELD-LA.2-3.Narrate; ELD-SI.K-3.Inform; ELD-SI.K-3.Narrate; ELD-SI.K-3.Argue
2023 NJSLS-ELA Alignment	RI.CR.2.1; RI.CI.2.2; RI.PP.2.5; RI.CT.2.8; RL.CR.2.1; RL.CI.2.2; RL.IT.2.3; W.IW.2.2; W.NW.2.3; W.AW.2.1; W.WP.2.4; SL.PE.2.1; SL.II.2.2; SL.PI.2.4; L.WF.2.2-3; L.KL.2.1; L.VL.2.2
Content Objective	Students will identify and compare purposes, customs, and historical or cultural meanings of selected holidays and celebrations while making connections to their own experiences and communities.
Language Objective	Students will draw inferences from details, identify author's purpose, describe traditions using proper and irregular plural nouns, narrate an event, and support a preference or interpretation with reasons.
Priority Academic / Thematic Vocabulary	holiday, celebration, tradition, custom, birthday, New Year, independence, community, history, culture, family, event, purpose, infer, conclude, tradition, celebrate, because
Culminating Performance Task	Create a 'Celebrations and Traditions' presentation, email, or mini-book. Students describe one celebration, explain its purpose or meaning, compare it with another celebration, and include a personal or text-based connection.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 10: Happy Birthday!	Social Studies	Inferences and Conclusions	Irregular Plural Nouns	Email
Lesson 11: A New Year	Social Studies	Author's Purpose	Proper Nouns	Descriptive Paragraph
Lesson 12: America's Birthday	Language Arts / Social Studies	Characters	Pronouns	Story

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Identify main ideas, central messages, key details, sequence, cause/effect, comparison, and speaker information from read-alouds, audio, visuals, demonstrations, and peer talk; ask for clarification when needed.
Speaking / Expressive	Use unit vocabulary in increasingly connected sentences to recount, describe, compare, explain evidence, state opinions, ask/answer questions, and build on peers' ideas.
Reading / Viewing	Use grade-level phonics/word-analysis skills, text features, illustrations, and context to comprehend supported text; identify main idea, purpose, story elements, and relationships among ideas/events.
Writing / Representing	Produce supported letters, news stories, diary entries, descriptions, biographies, how-to paragraphs, opinions, personal narratives, emails, and stories aligned to TEAM tasks and Grade 2 writing expectations.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview photographs/realia; explicitly teach priority vocabulary; connect the theme to students' experiences, languages, and community knowledge.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify main idea, central message, details, purpose, sequence, cause/effect, or text features as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic language; rehearse target sentence patterns through structured conversation, sorting, comparison, sequencing, and collaborative reasoning.

4. Read/view and respond: provide supported grade-level text access, phonics/word-analysis connections when appropriate, graphic organizers, annotation or text-feature work, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, evidence, and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text or context.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, act, draw, label, or respond with single words/practiced chunks. Use realia, home-language support when available, modeled language, picture choice boards, and repeated oral routines.
2 - Emerging	Produce short phrases and patterned simple sentences using picture-supported frames; rehearse orally before writing; use word banks, labeled visuals, and modeled examples.
3 - Developing	Produce simple and expanded sentences; use graphic organizers and frames with connectors such as and, then, because, but, same/different, first/next/last.
4 - Expanding	Produce connected sentences and short paragraphs with unit-specific vocabulary and multiple details; use reduced frames and independently ask/respond to questions.
5 - Bridging	Elaborate with precise vocabulary, reasons, evidence, comparisons, sequence/cause language, and increasingly independent grade-level reading/writing.
6 - Reaching	Complete grade-appropriate oral and written tasks with minimal linguistic scaffolding; focus on precision, organization, cohesion, evidence, and flexible language choices.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral language production
- Vocabulary / concept sort, matching, labeling, morphology, or quick classification task
- Turn-and-talk or recorded language sample using the target language function
- Listening/read-aloud comprehension response using details or evidence
- Supported grade-level reading response focused on main idea, text features, sequence, cause/effect, purpose, or story elements
- Sentence or paragraph response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using an age-appropriate 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 2-appropriate level.

Criterion	Evidence
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, sequencing, or supporting a claim/opinion.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing accuracy and independence.
Evidence / detail	Student supports ideas with relevant details, examples, observations, text evidence, or reasons appropriate to the task.
Comprehensibility and organization	Student's oral, written, visual, or multimodal response is understandable and organized for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and level of support required.

5. Grade 2 Assessment and Progress Monitoring Plan

- Baseline: Review current WIDA Screener/ACCESS information when available, classroom data, prior ESL records, and initial teacher-collected oral, reading, and writing samples.
- Ongoing: Collect at least one interpretive and one expressive data point during each unit. Evidence may include listening responses, oral language samples, reading/viewing responses, vocabulary/morphology applications, paragraphs, or TEAM lesson checks.
- Unit: Score the culminating performance task using the district criteria above and document the type/amount of linguistic support required.
- Periodic: Review growth across listening, speaking, reading/viewing, and writing/representing and adjust scaffolds, grouping, text access, language features, and instructional targets.
- Annual: Use ACCESS for ELLs results together with local evidence to inform continued ESL programming, instructional priorities, and next-year planning.

6. Newcomer / Level 1 Supplemental Pathway

Because Continental's Level B scope and sequence cautions that the standard lessons may not be suitable for Level 1/Newcomer students, the following supplemental pathway should be used before and alongside the Grade 2 themes:

- Classroom survival language: greetings, needs, help-seeking, clarification, classroom materials, routines, and participation language.
- High-frequency Grade 2 nouns, verbs, adjectives, prepositions, and question words tied to the current TEAM unit.
- Foundational literacy responsive to prior schooling: phonological awareness as needed, letter-sound relationships, high-frequency words, vowel teams, basic syllable work, and supported decoding.
- Short, repeated oral-comprehension routines with visual or physical response options before extended English production.
- Strategic use of home language, bilingual resources, cognates, peer support, and family/community knowledge when available.
- Progression from words/chunks to patterned sentences, then expanded and connected sentences without delaying access to grade-level concepts.
- Use of adapted or alternate text at the same conceptual focus when TEAM text demands exceed the student's current English proficiency.
- Regular collection of brief language samples to determine when scaffolds can be reduced and TEAM tasks attempted more independently.

7. Primary Sources and Alignment Notes

- New Jersey Department of Education. 2023 New Jersey Student Learning Standards for English Language Arts: Grade 2.
- WIDA. WIDA English Language Development Standards Framework, 2020 Edition: Grades 2-3 Materials.
- Continental Press. TEAM Toolkits: Teaching ELs for Academic Language Mastery, Levels AA-B Scope and Sequence (Level B / Grade 2).

PCSST

Grade 3 ESL Curriculum

Primary Instructional Resource: Continental Press TEAM Toolkits
Level C (Grade 3)
Aligned to the WIDA English Language Development Standards Framework, 2020 Edition
and the 2023 New Jersey Student Learning Standards for English Language Arts

This curriculum provides supplemental English language development in a pull-out ESL setting. It does not replace grade-level core instruction.

1. Curriculum Purpose and Design

The Grade 3 Pull-Out ESL Curriculum provides systematic English language development while maintaining access to grade-level concepts and literacy practices. Instruction integrates listening, speaking, reading, viewing, writing, and representing through the WIDA 2020 framework and connects language development to the 2023 NJSLS-ELA. Continental Press TEAM Level C serves as the primary instructional resource and provides the thematic sequence, texts, academic vocabulary, language activities, reading strategies, writing tasks, and differentiated supports.

TEAM Level C contains four units with three lessons per unit. The published Grade 3 sequence is All About Animals, Ideas That Changed the World, New Places, New Faces, New Things, and Food for Thought. This district curriculum preserves that sequence while adding current WIDA and New Jersey standards alignment, explicit language objectives, proficiency-responsive scaffolds, assessment and progress monitoring, and newcomer supports.

2. Standards Framework

WIDA ELD Standards, 2020 Edition

- ELD Standard 1 (ELD-SI): Language for Social and Instructional Purposes
- ELD Standard 2 (ELD-LA): Language for Language Arts
- ELD Standard 3 (ELD-MA): Language for Mathematics
- ELD Standard 4 (ELD-SC): Language for Science
- ELD Standard 5 (ELD-SS): Language for Social Studies

Grade 3 is part of WIDA's Grades 2-3 cluster. The four Key Language Uses are Narrate, Inform, Explain, and Argue. Standard 1 language expectations are shared across grades K-3; disciplinary Language Expectations for Grades 2-3 are selected according to each TEAM unit's content and communicative demands.

Primary Grade 3 WIDA Language Expectations Used

Reference	Instructional emphasis
ELD-SI.K-3.Narrate	Share experiences and previous learning; connect stories and images; ask questions; recount and restate ideas.
ELD-SI.K-3.Inform	Define/classify objects and concepts; describe characteristics, patterns, parts, and wholes; sort and summarize ideas.
ELD-SI.K-3.Explain	Share thinking; describe steps, cycles, causes/effects, and comparisons; revise understandings from feedback.
ELD-SI.K-3.Argue	Ask about opinions; support opinions with reasons; clarify, elaborate, and revise thinking.
ELD-LA.2-3.Narrate.Interpretive / Expressive	Identify central message, character attributes/actions, and literal/nonliteral language; construct narratives with context, sequence, complication/resolution, and audience awareness.
ELD-LA.2-3.Inform.Interpretive / Expressive	Identify main idea/key details and relationships among events, ideas, concepts, or procedures; introduce/define a topic and add details to describe, compare, and classify.
ELD-MA.2-3.Explain.Interpretive / Expressive	Identify a mathematical concept/entity, analyze problem-solving steps and patterns, and construct explanations using reasoning and relationships.
ELD-MA.2-3.Argue.Interpretive / Expressive	Identify conjectures and connections among ideas; justify conclusions/strategies and respond to others' mathematical arguments.
ELD-SC.2-3.Explain.Interpretive / Expressive	Use observations, data, and evidence to explain how or why a phenomenon occurs; describe observations and link evidence to claims.
ELD-SC.2-3.Argue.Interpretive / Expressive	Distinguish evidence from opinion and construct claims about the natural/designed world supported by relevant evidence.

Reference	Instructional emphasis
ELD-SS.2-3.Explain.Interpretive / Expressive	Analyze sources for sequence and cause/effect; explain events by describing components, order, causes, cycles, and possible reasons.
ELD-SS.2-3.Argue.Interpretive / Expressive	Identify purpose and relevant information from sources; support claims with evidence and show relationships among claim, evidence, and reasoning.

2023 NJSLS-ELA Priorities

Domain	Grade 3 standards emphasized in this curriculum
Foundational Reading	L.RF.3.3-4: grade-level phonics and word analysis, multisyllabic decoding, irregular words, accuracy, fluency, and comprehension.
Foundational Writing / Language	L.WF.3.2-3; L.KL.3.1; L.VL.3.2; L.VI.3.3: spelling, sentence/paragraph composition, grammar, punctuation, academic vocabulary, morphology, roots/affixes, figurative language, word relationships, and nuances.
Reading Literature / Informational	RL.CR.3.1, RL.CI.3.2, RL.IT.3.3, RL.TS.3.4, RL.PP.3.5, RL.MF.3.6, RL.CT.3.8; RI.CR.3.1, RI.CI.3.2, RI.IT.3.3, RI.TS.3.4, RI.PP.3.5, RI.MF.3.6, RI.AA.3.7, RI.CT.3.8.
Writing	W.AW.3.1, W.IW.3.2, W.NW.3.3, W.WP.3.4, W.WR.3.5, W.SE.3.6, W.RW.3.7.
Speaking & Listening	SL.PE.3.1, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6.

3. Instructional Model and Pacing

Suggested pacing is approximately eight to nine instructional weeks per TEAM unit, with flexibility based on students' entry dates, English proficiency, demonstrated progress, and the frequency/duration of pull-out services. Each TEAM lesson may be expanded across multiple ESL sessions so students receive repeated opportunities to interpret and produce increasingly precise academic language.

Unit	TEAM Level C theme	Approx. pacing	Primary Key Language Uses
1	All About Animals	8-9 weeks	Inform, Explain, Argue
2	Ideas That Changed the World	8-9 weeks	Inform, Explain, Narrate, Argue
3	New Places, New Faces, New Things	8-9 weeks	Inform, Explain, Narrate, Argue
4	Food for Thought	8-9 weeks	Inform, Explain, Narrate, Argue

4. Proficiency-Responsive Instruction

WIDA proficiency levels guide the amount and type of linguistic support; they do not lower the cognitive intent of the task. Students engage with common unit concepts while the teacher adjusts scaffolds, language features, text access, and expectations for independence.

WIDA level	Typical instructional access in pull-out ESL
1 - Entering	Use realia, gestures, visuals, home-language resources when available, modeled oral language, yes/no or either/or choices, pointing/matching, single words and practiced chunks. TEAM is supplemented rather than used as the sole resource.
2 - Emerging	Use picture-supported phrases, labeled visuals, repeated sentence frames, partner rehearsal, choral response, and short patterned sentences.
3 - Developing	Use simple and expanded sentences, graphic organizers, guided retell/explanation, modeled connectors, and increasingly independent responses.

WIDA level	Typical instructional access in pull-out ESL
4 - Expanding	Use connected sentences and short paragraphs with specific vocabulary, comparison/cause language, reduced sentence-frame dependence, and supported elaboration.
5 - Bridging	Use increasingly precise, elaborated language, multiple details/reasons, more independent grade-level reading/writing, and flexible academic vocabulary.
6 - Reaching	Use grade-appropriate language with minimal linguistic scaffolding while continuing to develop disciplinary precision, cohesion, and academic discourse.

Newcomer safeguard: Continental's published Level C scope and sequence states that the standard lessons are probably not suitable for Level 1/Newcomer students. Level 1 students therefore receive a supplemental newcomer pathway emphasizing social/instructional language, classroom routines, high-frequency vocabulary, oral comprehension, foundational literacy responsive to prior schooling, and heavily scaffolded participation in the TEAM theme.

Unit 1: All About Animals

Essential Question: How do animal traits, behaviors, habitats, and human choices affect animals and their survival?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level C (Grade 3), Unit 1: All About Animals
WIDA Alignment	ELD-SC.2-3.Explain; ELD-SC.2-3.Argue; ELD-LA.2-3.Inform; ELD-LA.2-3.Narrate; ELD-SI.K-3.Inform; ELD-SI.K-3.Explain; ELD-SI.K-3.Argue
2023 NJSLS-ELA Alignment	RI.CR.3.1; RI.CI.3.2; RI.IT.3.3; RI.MF.3.6; RI.AA.3.7; RL.CR.3.1; W.IW.3.2; W.NW.3.3; W.AW.3.1; SL.PE.3.1; SL.II.3.2; SL.PI.3.4; L.KL.3.1; L.VL.3.2; L.WF.3.3
Content Objective	Students will identify main ideas and key details about animals, explain cause/effect relationships involving habitats or behavior, and compare animal traits, movements, or environments.
Language Objective	Students will use precise animal and habitat vocabulary, cause/effect connectors, comparison language, sequence words, and evidence-based statements to inform, explain, compare, and narrate.
Priority Academic / Thematic Vocabulary	animal, habitat, species, manatee, migrate, migration, survive, environment, shelter, food, water, protect, endangered, cause, effect, evidence, compare, contrast, similar, different, sequence
Culminating Performance Task	Create an animal information product and oral presentation. Students explain at least one cause/effect relationship, compare two animals or habitats, and support a conservation or care-related claim with details from unit sources.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 1: Meet the Manatee	Science / Social Studies	Main Idea and Details	Antonyms	Letter
Lesson 2: Flying Far from Home	Science / Social Studies	Cause and Effect	Homophones	Compare and Contrast
Lesson 3: At the Zoo	Language Arts / Science	Sequence	End Punctuation	Diary or Journal Entry

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine main ideas and supporting details from read-alouds, audio, visuals, demonstrations, and peer talk; identify sequence, cause/effect, comparisons, point of view, and relevant evidence.
Speaking / Expressive	Use unit vocabulary in connected sentences and short organized discourse to explain, compare, retell, justify opinions, ask/answer questions, report findings, and build on peers' ideas.
Reading / Viewing	Use grade-level word-analysis skills, text features, context, and visual information to comprehend supported literary and informational text; cite or refer explicitly to relevant textual details.
Writing / Representing	Produce supported letters, comparisons, journal entries, opinions, news stories, how-to texts, emails, narratives, and other TEAM-aligned writing using paragraphs, transitions, details, and appropriate language conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals/realia; explicitly teach priority vocabulary; connect the theme to students' experiences, languages, and community knowledge.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify main idea, evidence, sequence, cause/effect, inference, point of view, story elements, or comparison as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic language; rehearse target patterns through structured conversation, comparison, sequencing, explanation, and collaborative reasoning.

4. Read/view and respond: provide supported grade-level text access, morphology/word-analysis connections, graphic organizers, text-feature analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, details/evidence, and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text or context.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, act, draw, label, or respond with single words/practiced chunks. Use realia, home-language support when available, modeled language, picture choice boards, adapted text, and repeated oral routines.
2 - Emerging	Produce phrases and patterned simple sentences using picture-supported frames; rehearse orally before writing; use word banks, labeled visuals, and modeled examples.
3 - Developing	Produce simple and expanded sentences and short connected responses; use graphic organizers and frames with connectors such as because, so, but, first/next/last, same/different, and for example.
4 - Expanding	Produce connected sentences and short paragraphs with unit-specific vocabulary and multiple details; use reduced frames, refer to evidence, and independently ask/respond to questions.
5 - Bridging	Elaborate with precise vocabulary, reasons, evidence, comparisons, sequence/cause language, and increasingly independent grade-level reading/writing.
6 - Reaching	Complete grade-appropriate oral and written tasks with minimal linguistic scaffolding; focus on precision, organization, cohesion, evidence, varied sentence structures, and flexible language choices.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task using antonyms, homophones, roots, verb forms, pronouns, or other TEAM language focus
- Turn-and-talk, retell, explanation, comparison, or recorded language sample using the target function
- Listening/read-aloud comprehension response using relevant details or evidence
- Supported grade-level reading response focused on main idea, sequence, cause/effect, inference, character, or compare/contrast
- Paragraph or genre-specific response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using an age-appropriate 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 3-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, inferring, sequencing, or supporting a claim/opinion.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing accuracy and independence.

Criterion	Evidence
Evidence / detail	Student supports ideas with relevant details, examples, observations, text evidence, or reasons appropriate to the task.
Comprehensibility and organization	Student's oral, written, visual, or multimodal response is understandable and organized for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and level of support required.

Unit 2: Ideas That Changed the World

Essential Question: How do ideas, inventions, and discoveries solve problems and change people's lives?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level C (Grade 3), Unit 2: Ideas That Changed the World
WIDA Alignment	ELD-SS.2-3.Explain; ELD-SS.2-3.Argue; ELD-SC.2-3.Explain; ELD-LA.2-3.Inform; ELD-LA.2-3.Narrate; ELD-SI.K-3.Explain; ELD-SI.K-3.Argue; ELD-SI.K-3.Narrate
2023 NJSLS-ELA Alignment	RI.CR.3.1; RI.CI.3.2; RI.IT.3.3; RI.TS.3.4; RL.CR.3.1; RL.CI.3.2; RL.IT.3.3; W.AW.3.1; W.IW.3.2; W.NW.3.3; SL.PE.3.1; SL.ES.3.3; SL.PI.3.4; L.RF.3.3; L.VL.3.2; L.WF.3.3
Content Objective	Students will describe selected creations and innovators, explain how ideas addressed needs or problems, and analyze how inventions or discoveries affected people and communities.
Language Objective	Students will explain cause/effect relationships, summarize main ideas, use roots and verb tense accurately, retell folktales with story elements, and state opinions supported by reasons and evidence.
Priority Academic / Thematic Vocabulary	idea, create, invention, innovation, discover, problem, solution, tool, design, improve, effect, past, present, inventor, evidence, reason, root word, regular verb, irregular verb, folktale
Culminating Performance Task	Develop an 'Idea That Changed the World' feature. Students describe an invention/creation, explain the problem it addressed and its effects, and present an evidence-based judgment about its importance.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 4: American Indian Creations	Science / Social Studies	Cause and Effect	Forming the Past Tense with -ed	Opinion
Lesson 5: A Man Ahead of His Time	Science / Social Studies	Main Idea	Root Words	News Story
Lesson 6: Fire	Language Arts	Story Elements	Irregular Verbs	Retelling Folktale

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine main ideas and supporting details from read-alouds, audio, visuals, demonstrations, and peer talk; identify sequence, cause/effect, comparisons, point of view, and relevant evidence.
Speaking / Expressive	Use unit vocabulary in connected sentences and short organized discourse to explain, compare, retell, justify opinions, ask/answer questions, report findings, and build on peers' ideas.
Reading / Viewing	Use grade-level word-analysis skills, text features, context, and visual information to comprehend supported literary and informational text; cite or refer explicitly to relevant textual details.
Writing / Representing	Produce supported letters, comparisons, journal entries, opinions, news stories, how-to texts, emails, narratives, and other TEAM-aligned writing using paragraphs, transitions, details, and appropriate language conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals/realia; explicitly teach priority vocabulary; connect the theme to students' experiences, languages, and community knowledge.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify main idea, evidence, sequence, cause/effect, inference, point of view, story elements, or comparison as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic language; rehearse target patterns through structured conversation, comparison, sequencing, explanation, and collaborative reasoning.

4. Read/view and respond: provide supported grade-level text access, morphology/word-analysis connections, graphic organizers, text-feature analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, details/evidence, and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text or context.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, act, draw, label, or respond with single words/practiced chunks. Use realia, home-language support when available, modeled language, picture choice boards, adapted text, and repeated oral routines.
2 - Emerging	Produce phrases and patterned simple sentences using picture-supported frames; rehearse orally before writing; use word banks, labeled visuals, and modeled examples.
3 - Developing	Produce simple and expanded sentences and short connected responses; use graphic organizers and frames with connectors such as because, so, but, first/next/last, same/different, and for example.
4 - Expanding	Produce connected sentences and short paragraphs with unit-specific vocabulary and multiple details; use reduced frames, refer to evidence, and independently ask/respond to questions.
5 - Bridging	Elaborate with precise vocabulary, reasons, evidence, comparisons, sequence/cause language, and increasingly independent grade-level reading/writing.
6 - Reaching	Complete grade-appropriate oral and written tasks with minimal linguistic scaffolding; focus on precision, organization, cohesion, evidence, varied sentence structures, and flexible language choices.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task using antonyms, homophones, roots, verb forms, pronouns, or other TEAM language focus
- Turn-and-talk, retell, explanation, comparison, or recorded language sample using the target function
- Listening/read-aloud comprehension response using relevant details or evidence
- Supported grade-level reading response focused on main idea, sequence, cause/effect, inference, character, or compare/contrast
- Paragraph or genre-specific response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using an age-appropriate 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 3-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, inferring, sequencing, or supporting a claim/opinion.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing accuracy and independence.

Criterion	Evidence
Evidence / detail	Student supports ideas with relevant details, examples, observations, text evidence, or reasons appropriate to the task.
Comprehensibility and organization	Student's oral, written, visual, or multimodal response is understandable and organized for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and level of support required.

Unit 3: New Places, New Faces, New Things

Essential Question: How do people and living things respond when environments, weather, or communities change?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level C (Grade 3), Unit 3: New Places, New Faces, New Things
WIDA Alignment	ELD-SC.2-3.Explain; ELD-SC.2-3.Argue; ELD-LA.2-3.Narrate; ELD-LA.2-3.Inform; ELD-SS.2-3.Explain; ELD-SI.K-3.Inform; ELD-SI.K-3.Explain; ELD-SI.K-3.Argue
2023 NJSLS-ELA Alignment	RI.CR.3.1; RI.IT.3.3; RI.CT.3.8; RL.CR.3.1; RL.IT.3.3; RL.PP.3.5; W.AW.3.1; W.IW.3.2; W.NW.3.3; W.WP.3.4; SL.PE.3.1; SL.II.3.2; SL.PI.3.4; L.KL.3.1; L.WF.3.3
Content Objective	Students will explain how plants establish themselves, compare weather conditions, make predictions based on information, and analyze how characters respond to new places or situations.
Language Objective	Students will use prediction language, helping verbs, comparison structures, subject-verb agreement, possessive pronouns, and evidence from texts/observations to explain change and character response.
Priority Academic / Thematic Vocabulary	roots, plant, environment, weather, climate, temperature, rain, snow, wind, predict, evidence, compare, contrast, adapt, move, community, character, feeling, response, belong
Culminating Performance Task	Create a 'Responding to Change' presentation. Students use one science example and one literary/social example to explain how a living thing or person responds to a new condition, using comparison or cause/effect language and relevant evidence.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 7: Putting Down Roots	Science	Predictions	Helping Verbs	How-To
Lesson 8: All Kinds of Weather	Science / Social Studies	Compare and Contrast	Noun and Verb Agreement Using is and are	Opinion
Lesson 9: A Place for Yuki	Language Arts / Social Studies	Understanding Characters	Possessive Pronouns	Email

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine main ideas and supporting details from read-alouds, audio, visuals, demonstrations, and peer talk; identify sequence, cause/effect, comparisons, point of view, and relevant evidence.
Speaking / Expressive	Use unit vocabulary in connected sentences and short organized discourse to explain, compare, retell, justify opinions, ask/answer questions, report findings, and build on peers' ideas.
Reading / Viewing	Use grade-level word-analysis skills, text features, context, and visual information to comprehend supported literary and informational text; cite or refer explicitly to relevant textual details.
Writing / Representing	Produce supported letters, comparisons, journal entries, opinions, news stories, how-to texts, emails, narratives, and other TEAM-aligned writing using paragraphs, transitions, details, and appropriate language conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals/realia; explicitly teach priority vocabulary; connect the theme to students' experiences, languages, and community knowledge.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify main idea, evidence, sequence, cause/effect, inference, point of view, story elements, or comparison as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic language; rehearse target patterns through structured conversation, comparison, sequencing, explanation, and collaborative reasoning.

4. Read/view and respond: provide supported grade-level text access, morphology/word-analysis connections, graphic organizers, text-feature analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, details/evidence, and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text or context.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, act, draw, label, or respond with single words/practiced chunks. Use realia, home-language support when available, modeled language, picture choice boards, adapted text, and repeated oral routines.
2 - Emerging	Produce phrases and patterned simple sentences using picture-supported frames; rehearse orally before writing; use word banks, labeled visuals, and modeled examples.
3 - Developing	Produce simple and expanded sentences and short connected responses; use graphic organizers and frames with connectors such as because, so, but, first/next/last, same/different, and for example.
4 - Expanding	Produce connected sentences and short paragraphs with unit-specific vocabulary and multiple details; use reduced frames, refer to evidence, and independently ask/respond to questions.
5 - Bridging	Elaborate with precise vocabulary, reasons, evidence, comparisons, sequence/cause language, and increasingly independent grade-level reading/writing.
6 - Reaching	Complete grade-appropriate oral and written tasks with minimal linguistic scaffolding; focus on precision, organization, cohesion, evidence, varied sentence structures, and flexible language choices.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task using antonyms, homophones, roots, verb forms, pronouns, or other TEAM language focus
- Turn-and-talk, retell, explanation, comparison, or recorded language sample using the target function
- Listening/read-aloud comprehension response using relevant details or evidence
- Supported grade-level reading response focused on main idea, sequence, cause/effect, inference, character, or compare/contrast
- Paragraph or genre-specific response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using an age-appropriate 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 3-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, inferring, sequencing, or supporting a claim/opinion.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing accuracy and independence.

Criterion	Evidence
Evidence / detail	Student supports ideas with relevant details, examples, observations, text evidence, or reasons appropriate to the task.
Comprehensibility and organization	Student's oral, written, visual, or multimodal response is understandable and organized for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and level of support required.

Unit 4: Food for Thought

Essential Question: How do food, choices, traditions, and experiences connect people to communities and ideas?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level C (Grade 3), Unit 4: Food for Thought
WIDA Alignment	ELD-LA.2-3.Inform; ELD-LA.2-3.Narrate; ELD-SS.2-3.Explain; ELD-SS.2-3.Argue; ELD-SI.K-3.Inform; ELD-SI.K-3.Narrate; ELD-SI.K-3.Argue; ELD-SI.K-3.Explain
2023 NJSLS-ELA Alignment	RI.CR.3.1; RI.CI.3.2; RI.IT.3.3; RI.PP.3.5; RI.CT.3.8; RL.CR.3.1; RL.IT.3.3; W.AW.3.1; W.IW.3.2; W.NW.3.3; SL.PE.3.1; SL.ES.3.3; SL.PI.3.4; L.WF.3.3; L.VL.3.2; L.VI.3.3
Content Objective	Students will analyze information about food and food-related experiences, make inferences from details, compare choices or traditions, and examine character responses in a narrative setting.
Language Objective	Students will infer and conclude from evidence, sequence processes, compare foods or experiences, use compound words and precise action verbs, and produce opinion and narrative language with dialogue.
Priority Academic / Thematic Vocabulary	food, ingredient, recipe, farm, crop, produce, tradition, taste, choice, healthy, compare, contrast, infer, conclude, evidence, sequence, action, dialogue, quotation marks, opinion
Culminating Performance Task	Develop a 'Food for Thought' multimodal project. Students explain a food process or tradition, compare two foods/experiences, state an evidence-supported opinion, and include a short narrative or dialogue showing a character's perspective.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 10: America's Favorite Treat	Science / Social Studies	Inferences and Conclusions	Action Verbs	Sequence
Lesson 11: Try It, You'll Like It!	Science / Social Studies	Compare and Contrast	Compound Words	Opinion
Lesson 12: A Day at the Farm	Language Arts / Social Studies	Character Analysis	Dialogue and Quotation Marks	Narrative

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine main ideas and supporting details from read-alouds, audio, visuals, demonstrations, and peer talk; identify sequence, cause/effect, comparisons, point of view, and relevant evidence.
Speaking / Expressive	Use unit vocabulary in connected sentences and short organized discourse to explain, compare, retell, justify opinions, ask/answer questions, report findings, and build on peers' ideas.
Reading / Viewing	Use grade-level word-analysis skills, text features, context, and visual information to comprehend supported literary and informational text; cite or refer explicitly to relevant textual details.
Writing / Representing	Produce supported letters, comparisons, journal entries, opinions, news stories, how-to texts, emails, narratives, and other TEAM-aligned writing using paragraphs, transitions, details, and appropriate language conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals/realia; explicitly teach priority vocabulary; connect the theme to students' experiences, languages, and community knowledge.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify main idea, evidence, sequence, cause/effect, inference, point of view, story elements, or comparison as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic language; rehearse target patterns through structured conversation, comparison, sequencing, explanation, and collaborative reasoning.

4. Read/view and respond: provide supported grade-level text access, morphology/word-analysis connections, graphic organizers, text-feature analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, details/evidence, and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text or context.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, act, draw, label, or respond with single words/practiced chunks. Use realia, home-language support when available, modeled language, picture choice boards, adapted text, and repeated oral routines.
2 - Emerging	Produce phrases and patterned simple sentences using picture-supported frames; rehearse orally before writing; use word banks, labeled visuals, and modeled examples.
3 - Developing	Produce simple and expanded sentences and short connected responses; use graphic organizers and frames with connectors such as because, so, but, first/next/last, same/different, and for example.
4 - Expanding	Produce connected sentences and short paragraphs with unit-specific vocabulary and multiple details; use reduced frames, refer to evidence, and independently ask/respond to questions.
5 - Bridging	Elaborate with precise vocabulary, reasons, evidence, comparisons, sequence/cause language, and increasingly independent grade-level reading/writing.
6 - Reaching	Complete grade-appropriate oral and written tasks with minimal linguistic scaffolding; focus on precision, organization, cohesion, evidence, varied sentence structures, and flexible language choices.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task using antonyms, homophones, roots, verb forms, pronouns, or other TEAM language focus
- Turn-and-talk, retell, explanation, comparison, or recorded language sample using the target function
- Listening/read-aloud comprehension response using relevant details or evidence
- Supported grade-level reading response focused on main idea, sequence, cause/effect, inference, character, or compare/contrast
- Paragraph or genre-specific response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using an age-appropriate 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 3-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, inferring, sequencing, or supporting a claim/opinion.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing accuracy and independence.

Criterion	Evidence
Evidence / detail	Student supports ideas with relevant details, examples, observations, text evidence, or reasons appropriate to the task.
Comprehensibility and organization	Student's oral, written, visual, or multimodal response is understandable and organized for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and level of support required.

5. Grade 3 Assessment and Progress Monitoring Plan

- Baseline: Review current WIDA Screener/ACCESS information when available, classroom data, prior ESL records, and initial teacher-collected oral, reading, and writing samples.
- Ongoing: Collect at least one interpretive and one expressive data point during each unit. Evidence may include listening responses, oral language samples, reading/viewing responses, vocabulary/morphology applications, paragraphs, or TEAM lesson checks.
- Unit: Score the culminating performance task using the district criteria above and document the type/amount of linguistic support required.
- Periodic: Review growth across listening, speaking, reading/viewing, and writing/representing and adjust scaffolds, grouping, text access, language features, and instructional targets.
- Annual: Use ACCESS for ELLs results together with local evidence to inform continued ESL programming, instructional priorities, and next-year planning.

6. Newcomer / Level 1 Supplemental Pathway

Continental's Level C scope and sequence cautions that the standard lessons are probably not suitable for Level 1/Newcomer students. The following supplemental pathway should therefore be used before and alongside the Grade 3 themes:

- Classroom survival language, clarification, help-seeking, routines, materials, and participation language.
- High-frequency Grade 3 nouns, verbs, adjectives, prepositions, connectors, and question forms tied to the current TEAM unit.
- Foundational literacy responsive to prior schooling: phonological awareness as needed, decoding/encoding, high-frequency words, syllable patterns, roots, prefixes, and suffixes.
- Short, repeated oral-comprehension routines with visual or physical response options before extended English production.
- Strategic use of home language, bilingual resources, cognates, peer support, and family/community knowledge when available.
- Progression from words/chunks to patterned sentences, then expanded and connected sentences without delaying access to grade-level concepts.
- Use of adapted or alternate text at the same conceptual focus when TEAM text demands exceed the student's current English proficiency.
- Regular collection of brief language samples to determine when scaffolds can be reduced and TEAM tasks attempted more independently.

7. Primary Sources and Alignment Notes

- New Jersey Department of Education. 2023 New Jersey Student Learning Standards for English Language Arts: Grade 3.
- WIDA. WIDA English Language Development Standards Framework, 2020 Edition: Grades 2-3 Materials.
- Continental Press. TEAM Toolkits: Teaching ELs for Academic Language Mastery, Levels C-E Scope and Sequence (Level C / Grade 3).

PCSST

Grade 4 ESL Curriculum

Primary Instructional Resource: Continental Press TEAM Toolkits
Level D (Grade 4)
Aligned to the WIDA English Language Development Standards Framework, 2020 Edition
and the 2023 New Jersey Student Learning Standards for English Language Arts

This curriculum provides supplemental English language development in a pull-out ESL setting. It does not replace grade-level core instruction.

1. Curriculum Purpose and Design

The Grade 4 Pull-Out ESL Curriculum provides systematic English language development while maintaining access to grade-level concepts and literacy practices. Instruction integrates listening, speaking, reading, viewing, writing, and representing through the WIDA 2020 framework and connects language development to the 2023 NJSLS-ELA. Continental Press TEAM Level D serves as the primary instructional resource and provides the thematic sequence, texts, academic vocabulary, language activities, reading strategies, writing tasks, and differentiated supports.

TEAM Level D contains four units with three lessons per unit. The published Grade 4 sequence is Our History, Being a Good Citizen, Keeping Up with Changing Technology, and Solving Problems. This district curriculum preserves that sequence while adding current WIDA and New Jersey standards alignment, explicit language objectives, proficiency-responsive scaffolds, assessment and progress monitoring, and newcomer supports.

2. Standards Framework

WIDA ELD Standards, 2020 Edition

- ELD Standard 1 (ELD-SI): Language for Social and Instructional Purposes
- ELD Standard 2 (ELD-LA): Language for Language Arts
- ELD Standard 3 (ELD-MA): Language for Mathematics
- ELD Standard 4 (ELD-SC): Language for Science
- ELD Standard 5 (ELD-SS): Language for Social Studies

Grade 4 is part of WIDA's Grades 4-5 cluster. The four Key Language Uses are Narrate, Inform, Explain, and Argue. Standard 1 Language Expectations use the Grades 4-12 reference codes, while disciplinary Language Expectations use the Grades 4-5 cluster.

Primary Grade 4 WIDA Language Expectations Used

Reference	Instructional emphasis
ELD-SI.4-12.Narrate	Share lived experiences and prior learning; connect stories and representations; raise questions; recount/restatement; create closure and next steps.
ELD-SI.4-12.Inform	Define/classify facts and interpretations; report characteristics and patterns; describe systems; clarify and summarize relationships.
ELD-SI.4-12.Explain	Generate and convey thinking; describe procedures, causes/effects, and changing variables; consider alternatives; revise understandings from feedback.
ELD-SI.4-12.Argue	Generate questions about perspectives; support or challenge opinions/interpretations; elaborate ideas; evaluate trade-offs; refine claims and reasoning.
ELD-LA.4-5.Narrate.Interpretive / Expressive	Identify theme, analyze character development and figurative language; construct narratives with context, characters, event sequence, complication/resolution, and audience awareness.
ELD-LA.4-5.Inform.Interpretive / Expressive	Identify/summarize main ideas and details; analyze attributes and word choices; construct coherent informational texts with precision, classification, comparison, and details.
ELD-LA.4-5.Argue.Interpretive / Expressive	Analyze points of view, reasons, details, and evidence; construct claims/opinions supported by relevant evidence and organized reasoning.
ELD-MA.4-5.Explain.Interpretive / Expressive	Analyze problem-solving steps, data, patterns, and structures; explain solutions and state reasoning.
ELD-MA.4-5.Argue.Interpretive / Expressive	Interpret and construct mathematical claims and arguments using evidence, comparisons of strategies, and reasoning.
ELD-SC.4-5.Explain.Interpretive / Expressive	Use observations, data, and evidence to define questions and explain how or why phenomena occur; develop reasoning linking evidence and claims.

Reference	Instructional emphasis
ELD-SC.4-5.Argue.Interpretive / Expressive	Identify relevant evidence, compare claims/reasoning, distinguish facts/judgments/speculation, and construct evidence-based scientific claims.
ELD-SS.4-5.Explain.Interpretive / Expressive	Analyze sources, opinions, contributing factors, and causes; construct explanations of events using order, causes/effects, examples, and generalizations.
ELD-SS.4-5.Argue.Interpretive / Expressive	Analyze source perspectives and evidence; construct claims about events/issues using relevant evidence and reasoning.

2023 NJSLS-ELA Priorities

Domain	Grade 4 standards emphasized in this curriculum
Foundational Reading	L.RF.4.3-4: multisyllabic decoding/encoding, morphology, accuracy, fluency, purpose, expression, and self-correction.
Foundational Writing / Language	L.WF.4.2-3; L.KL.4.1; L.VL.4.2; L.VI.4.3: spelling/morphology, paragraph and sentence composition, grammar, punctuation, precise academic vocabulary, roots/affixes, figurative language, word relationships, and language register.
Reading Literature / Informational	RL.CR.4.1, RL.CI.4.2, RL.IT.4.3, RL.TS.4.4, RL.PP.4.5, RL.MF.4.6, RL.CT.4.8; RI.CR.4.1, RI.CI.4.2, RI.IT.4.3, RI.TS.4.4, RI.PP.4.5, RI.MF.4.6, RI.AA.4.7, RI.CT.4.8.
Writing	W.AW.4.1, W.IW.4.2, W.NW.4.3, W.WP.4.4, W.WR.4.5, W.SE.4.6, W.RW.4.7.
Speaking & Listening	SL.PE.4.1, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.UM.4.5, SL.AS.4.6.

3. Instructional Model and Pacing

Suggested pacing is approximately eight to nine instructional weeks per TEAM unit, with flexibility based on students' entry dates, English proficiency, demonstrated progress, and the frequency/duration of pull-out services. Each TEAM lesson may be expanded across multiple ESL sessions to provide repeated opportunities to interpret, discuss, and produce increasingly precise academic language.

Unit	TEAM Level D theme	Approx. pacing	Primary Key Language Uses
1	Our History	8-9 weeks	Inform, Explain, Narrate
2	Being a Good Citizen	8-9 weeks	Inform, Explain, Argue, Narrate
3	Keeping Up with Changing Technology	8-9 weeks	Inform, Explain, Narrate, Argue
4	Solving Problems	8-9 weeks	Explain, Argue, Inform, Narrate

4. Proficiency-Responsive Instruction

WIDA proficiency levels guide the amount and type of linguistic support; they do not lower the cognitive intent of the task. Students engage with common Grade 4 concepts while the teacher adjusts text access, multimodal supports, language features, interaction structures, and expectations for linguistic independence.

WIDA level	Typical instructional access in pull-out ESL
1 - Entering	Use visuals, realia, gestures, home-language resources when available, modeled oral language, adapted text, labels, single words/practiced chunks, and nonverbal response options. TEAM is supplemented rather than used as the sole resource.
2 - Emerging	Use picture-supported phrases and patterned sentences, word banks, modeled paragraphs, partner rehearsal, structured oral response frames, and chunked text.

WIDA level	Typical instructional access in pull-out ESL
3 - Developing	Use expanded sentences and short connected discourse; graphic organizers; modeled transitions; guided summaries, explanations, narratives, and opinions; increasing use of evidence.
4 - Expanding	Use connected paragraphs with discipline-specific vocabulary, varied sentence structures, reduced frames, source-based details, and independent academic discussion with strategic supports.
5 - Bridging	Use precise, elaborated academic language; synthesize details from grade-level texts; support claims with evidence; use more independent reading, writing, and presentation.
6 - Reaching	Use grade-appropriate language with minimal linguistic scaffolding while continuing to strengthen disciplinary precision, cohesion, register, evidence, and audience awareness.

Newcomer safeguard: Continental's published Level D scope and sequence states that the standard lessons are probably not suitable for Level 1/Newcomer students. Level 1 students therefore receive a supplemental newcomer pathway emphasizing school/social language, foundational literacy responsive to prior schooling, high-frequency academic vocabulary, oral comprehension, and heavily scaffolded participation in the same unit concepts.

Unit 1: Our History

Essential Question: How do family stories, historical events, and sources help us understand the past and our connections to it?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level D (Grade 4), Unit 1: Our History
WIDA Alignment	ELD-SS.4-5.Explain; ELD-LA.4-5.Inform; ELD-LA.4-5.Narrate; ELD-SI.4-12.Inform; ELD-SI.4-12.Explain; ELD-SI.4-12.Narrate
2023 NJSLS-ELA Alignment	RI.CR.4.1; RI.CI.4.2; RI.IT.4.3; RI.TS.4.4; RL.CR.4.1; RL.CI.4.2; W.IW.4.2; W.NW.4.3; W.SE.4.6; SL.PE.4.1; SL.II.4.2; SL.PI.4.4; L.WF.4.2-3; L.KL.4.1; L.VL.4.2
Content Objective	Students will gather and organize information from family or historical sources, explain cause/effect relationships in historical events, identify themes, and summarize key information about the past.
Language Objective	Students will use source-based details, cause/effect connectors, abstract nouns, relative adverbs, and summary language to inform, explain, narrate, and connect personal/family history to broader historical contexts.
Priority Academic / Thematic Vocabulary	history, source, family, ancestor, generation, record, fact, evidence, past, event, cause, effect, freedom, independence, community, culture, tradition, summary, theme, because, therefore
Culminating Performance Task	Create an 'Our History' source-based profile or mini-exhibit. Students use at least two sources or source types, summarize key information, explain one cause/effect relationship, and include a personal/family/community connection.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 1: Finding Facts About Your Family	Social Studies	Details	Compound Words	Email
Lesson 2: Born on the Fourth of July	Social Studies	Cause and Effect	Abstract Nouns	Diary Entry
Lesson 3: America's Past	Social Studies / Language Arts	Theme	Relative Adverbs	Summary

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine main ideas, themes, key details, cause/effect, sequence, point of view, and evidence from teacher read-alouds, audio, presentations, visuals, and peer discourse; paraphrase and ask clarifying questions.
Speaking / Expressive	Use connected, organized academic language to explain, summarize, compare, narrate, justify claims, report findings, discuss sources, and build on or challenge peers' ideas appropriately.
Reading / Viewing	Use grade-level word analysis, morphology, text structures, context, and visual information to comprehend supported literary and informational texts; refer to relevant details/examples as evidence.
Writing / Representing	Produce supported emails, diary entries, summaries, directions, paragraphs, letters, sequences, descriptions, problem/solution texts, opinions, and narratives using paragraphs, transitions, precise vocabulary, details/evidence, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, sources, or realia; explicitly teach priority vocabulary and morphology; connect the theme to students' experiences, languages, and community knowledge.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify main idea/theme, evidence, sequence, cause/effect, inference, point of view, text structure, or problem/solution as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, comparison, explanation, source analysis, and collaborative reasoning.

4. Read/view and respond: provide supported grade-level text access, morphology/word-analysis connections, graphic organizers, text-structure analysis, source/visual analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant details/evidence, and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, or problem.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, label, sequence visuals, act, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, and chunked text; identify/select evidence with support.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for comparing, cause/effect, sequence, and claim/reason.
4 - Expanding	Produce organized connected paragraphs with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent discussion and reading.
5 - Bridging	Use precise academic vocabulary, multiple sources/details, cohesive paragraphs, evidence-based reasoning, and increasingly independent grade-level reading/writing/presentation.
6 - Reaching	Complete Grade 4 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, register, source integration, reasoning, audience, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task tied to the TEAM language focus (e.g., compound words, abstract nouns, prefixes, homophones, conjunctions, relative adverbs, pronouns)
- Structured discussion, retell, summary, explanation, comparison, or argument sample using the target Key Language Use
- Listening/read-aloud response using details, evidence, or paraphrase
- Supported Grade 4 reading response focused on main idea/theme, cause/effect, sequence, inference, point of view, or problem/solution
- Paragraph or genre-specific writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 4-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, summarizing, predicting, or arguing.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant details, examples, observations, source information, reasons, or evidence appropriate to the task.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, and organized for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of the student's current English proficiency and level of linguistic support required.

Unit 2: Being a Good Citizen

Essential Question: How do laws, responsibilities, service, and gratitude contribute to a strong community?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level D (Grade 4), Unit 2: Being a Good Citizen
WIDA Alignment	ELD-SS.4-5.Explain; ELD-SS.4-5.Argue; ELD-LA.4-5.Inform; ELD-LA.4-5.Narrate; ELD-MA.4-5.Explain; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.4.1; RI.CI.4.2; RI.IT.4.3; RL.CR.4.1; RL.IT.4.3; W.IW.4.2; W.AW.4.1; W.WP.4.4; SL.PE.4.1; SL.ES.4.3; SL.PI.4.4; L.RF.4.3; L.WF.4.2-3; L.KL.4.1; L.VI.4.3
Content Objective	Students will explain the purposes of rules and laws, identify ways people contribute to communities, and analyze how actions and choices reflect citizenship and responsibility.
Language Objective	Students will sequence directions, summarize main ideas, explain responsibilities and community impact, analyze character actions, and support opinions with reasons, examples, and appropriate academic vocabulary.
Priority Academic / Thematic Vocabulary	citizen, citizenship, law, rule, right, responsibility, community, service, volunteer, contribute, respect, consequence, sequence, direction, main idea, evidence, gratitude, character, reason, because
Culminating Performance Task	Develop a 'Good Citizen Action Plan.' Students identify a community need or responsibility, explain relevant rules or expectations, propose sequenced actions, and support the plan with reasons and evidence.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 4: Following the Law	Social Studies	Sequence	Prefixes and Antonyms	Directions
Lesson 5: Giving Back to the Community	Social Studies / Mathematics	Main Idea	Homophones	Paragraph
Lesson 6: Saying Thanks	Language Arts / Mathematics	Understanding Characters	Conjunctions	Thank-You Letter

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine main ideas, themes, key details, cause/effect, sequence, point of view, and evidence from teacher read-alouds, audio, presentations, visuals, and peer discourse; paraphrase and ask clarifying questions.
Speaking / Expressive	Use connected, organized academic language to explain, summarize, compare, narrate, justify claims, report findings, discuss sources, and build on or challenge peers' ideas appropriately.
Reading / Viewing	Use grade-level word analysis, morphology, text structures, context, and visual information to comprehend supported literary and informational texts; refer to relevant details/examples as evidence.
Writing / Representing	Produce supported emails, diary entries, summaries, directions, paragraphs, letters, sequences, descriptions, problem/solution texts, opinions, and narratives using paragraphs, transitions, precise vocabulary, details/evidence, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, sources, or realia; explicitly teach priority vocabulary and morphology; connect the theme to students' experiences, languages, and community knowledge.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify main idea/theme, evidence, sequence, cause/effect, inference, point of view, text structure, or problem/solution as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, comparison, explanation, source analysis, and collaborative reasoning.

4. Read/view and respond: provide supported grade-level text access, morphology/word-analysis connections, graphic organizers, text-structure analysis, source/visual analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant details/evidence, and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, or problem.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, label, sequence visuals, act, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, and chunked text; identify/select evidence with support.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for comparing, cause/effect, sequence, and claim/reason.
4 - Expanding	Produce organized connected paragraphs with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent discussion and reading.
5 - Bridging	Use precise academic vocabulary, multiple sources/details, cohesive paragraphs, evidence-based reasoning, and increasingly independent grade-level reading/writing/presentation.
6 - Reaching	Complete Grade 4 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, register, source integration, reasoning, audience, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task tied to the TEAM language focus (e.g., compound words, abstract nouns, prefixes, homophones, conjunctions, relative adverbs, pronouns)
- Structured discussion, retell, summary, explanation, comparison, or argument sample using the target Key Language Use
- Listening/read-aloud response using details, evidence, or paraphrase
- Supported Grade 4 reading response focused on main idea/theme, cause/effect, sequence, inference, point of view, or problem/solution
- Paragraph or genre-specific writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 4-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, summarizing, predicting, or arguing.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant details, examples, observations, source information, reasons, or evidence appropriate to the task.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, and organized for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of the student's current English proficiency and level of linguistic support required.

Unit 3: Keeping Up with Changing Technology

Essential Question: How does technology change over time, and how can we evaluate its effects on people and communities?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level D (Grade 4), Unit 3: Keeping Up with Changing Technology
WIDA Alignment	ELD-SC.4-5.Explain; ELD-SC.4-5.Argue; ELD-SS.4-5.Explain; ELD-LA.4-5.Inform; ELD-LA.4-5.Narrate; ELD-SI.4-12.Inform; ELD-SI.4-12.Explain
2023 NJSLS-ELA Alignment	RI.CR.4.1; RI.CI.4.2; RI.IT.4.3; RI.TS.4.4; RI.MF.4.6; RI.AA.4.7; RL.IT.4.3; W.IW.4.2; W.NW.4.3; SL.II.4.2; SL.ES.4.3; SL.PI.4.4; L.RF.4.3; L.WF.4.2-3; L.VL.4.2
Content Objective	Students will compare technological developments over time, infer from text and visuals, explain how technology or natural forces work, and analyze effects of change on daily life.
Language Objective	Students will use comparison structures, sequence and time markers, evidence-based inference language, prefixes, complete sentence structures, summaries, descriptive language, and dialogue to explain technological change.
Priority Academic / Thematic Vocabulary	technology, invention, innovation, bicycle, wind, energy, design, machine, past, present, change, improve, compare, contrast, infer, evidence, sequence, effect, efficient, communicate, transport

Element	Unit Plan
Culminating Performance Task	Create a 'Then and Now' technology comparison. Students compare an older and newer technology, explain at least one cause/effect relationship, use evidence from text/visuals, and evaluate one benefit or trade-off.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 7: Pedaling Through History	Science / Social Studies	Compare and Contrast	Prefixes	Sequence
Lesson 8: The Wonders of Wind	Science	Inference	Fragments	Summary
Lesson 9: Then and Now	Language Arts / Social Studies	Setting	Dialogue	Description

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine main ideas, themes, key details, cause/effect, sequence, point of view, and evidence from teacher read-alouds, audio, presentations, visuals, and peer discourse; paraphrase and ask clarifying questions.
Speaking / Expressive	Use connected, organized academic language to explain, summarize, compare, narrate, justify claims, report findings, discuss sources, and build on or challenge peers' ideas appropriately.
Reading / Viewing	Use grade-level word analysis, morphology, text structures, context, and visual information to comprehend supported literary and informational texts; refer to relevant details/examples as evidence.
Writing / Representing	Produce supported emails, diary entries, summaries, directions, paragraphs, letters, sequences, descriptions, problem/solution texts, opinions, and narratives using paragraphs, transitions, precise vocabulary, details/evidence, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, sources, or realia; explicitly teach priority vocabulary and morphology; connect the theme to students' experiences, languages, and community knowledge.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify main idea/theme, evidence, sequence, cause/effect, inference, point of view, text structure, or problem/solution as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, comparison, explanation, source analysis, and collaborative reasoning.

4. Read/view and respond: provide supported grade-level text access, morphology/word-analysis connections, graphic organizers, text-structure analysis, source/visual analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant details/evidence, and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, or problem.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, label, sequence visuals, act, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, and chunked text; identify/select evidence with support.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for comparing, cause/effect, sequence, and claim/reason.
4 - Expanding	Produce organized connected paragraphs with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent discussion and reading.
5 - Bridging	Use precise academic vocabulary, multiple sources/details, cohesive paragraphs, evidence-based reasoning, and increasingly independent grade-level reading/writing/presentation.
6 - Reaching	Complete Grade 4 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, register, source integration, reasoning, audience, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task tied to the TEAM language focus (e.g., compound words, abstract nouns, prefixes, homophones, conjunctions, relative adverbs, pronouns)
- Structured discussion, retell, summary, explanation, comparison, or argument sample using the target Key Language Use
- Listening/read-aloud response using details, evidence, or paraphrase
- Supported Grade 4 reading response focused on main idea/theme, cause/effect, sequence, inference, point of view, or problem/solution
- Paragraph or genre-specific writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 4-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, summarizing, predicting, or arguing.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant details, examples, observations, source information, reasons, or evidence appropriate to the task.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, and organized for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of the student's current English proficiency and level of linguistic support required.

Unit 4: Solving Problems

Essential Question: How do people use evidence, strategies, perspectives, and reasoning to solve different kinds of problems?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level D (Grade 4), Unit 4: Solving Problems
WIDA Alignment	ELD-MA.4-5.Explain; ELD-MA.4-5.Argue; ELD-LA.4-5.Narrate; ELD-LA.4-5.Argue; ELD-SS.4-5.Explain; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.4.1; RI.IT.4.3; RI.TS.4.4; RI.AA.4.7; RL.CR.4.1; RL.IT.4.3; RL.PP.4.5; W.IW.4.2; W.NW.4.3; W.AW.4.1; SL.PE.4.1; SL.ES.4.3; SL.PI.4.4; L.WF.4.3; L.KL.4.1; L.VI.4.3
Content Objective	Students will identify problems, analyze evidence and perspectives, explain strategies and solutions, make predictions, and evaluate whether solutions are reasonable and supported.
Language Objective	Students will use problem/solution structures, prediction language, spatial prepositions, synonyms for precision, pronouns for cohesion, point-of-view language, and claim/evidence/reasoning to explain and defend solutions.
Priority Academic / Thematic Vocabulary	problem, solution, strategy, evidence, clue, predict, investigate, pattern, square, reasoning, point of view, perspective, sequence, location, compare, justify, conclusion, because, therefore, possible
Culminating Performance Task	Complete a 'Problem-Solving Case File.' Students define a problem, organize evidence, explain a solution or strategy, consider another perspective/solution, and justify a conclusion using relevant evidence.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 10: The ABCs of the FBI	Science / Social Studies	Prediction	Prepositions	Sequence
Lesson 11: Problems with Squares	Mathematics / Social Studies	Problem and Solution	Synonyms	Problem and Solution
Lesson 12: Everyday Mysteries	Language Arts	Point of View	Pronouns	Mystery

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine main ideas, themes, key details, cause/effect, sequence, point of view, and evidence from teacher read-alouds, audio, presentations, visuals, and peer discourse; paraphrase and ask clarifying questions.
Speaking / Expressive	Use connected, organized academic language to explain, summarize, compare, narrate, justify claims, report findings, discuss sources, and build on or challenge peers' ideas appropriately.
Reading / Viewing	Use grade-level word analysis, morphology, text structures, context, and visual information to comprehend supported literary and informational texts; refer to relevant details/examples as evidence.
Writing / Representing	Produce supported emails, diary entries, summaries, directions, paragraphs, letters, sequences, descriptions, problem/solution texts, opinions, and narratives using paragraphs, transitions, precise vocabulary, details/evidence, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, sources, or realia; explicitly teach priority vocabulary and morphology; connect the theme to students' experiences, languages, and community knowledge.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify main idea/theme, evidence, sequence, cause/effect, inference, point of view, text structure, or problem/solution as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, comparison, explanation, source analysis, and collaborative reasoning.

4. Read/view and respond: provide supported grade-level text access, morphology/word-analysis connections, graphic organizers, text-structure analysis, source/visual analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant details/evidence, and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, or problem.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, label, sequence visuals, act, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, and chunked text; identify/select evidence with support.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for comparing, cause/effect, sequence, and claim/reason.
4 - Expanding	Produce organized connected paragraphs with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent discussion and reading.
5 - Bridging	Use precise academic vocabulary, multiple sources/details, cohesive paragraphs, evidence-based reasoning, and increasingly independent grade-level reading/writing/presentation.
6 - Reaching	Complete Grade 4 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, register, source integration, reasoning, audience, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task tied to the TEAM language focus (e.g., compound words, abstract nouns, prefixes, homophones, conjunctions, relative adverbs, pronouns)
- Structured discussion, retell, summary, explanation, comparison, or argument sample using the target Key Language Use
- Listening/read-aloud response using details, evidence, or paraphrase
- Supported Grade 4 reading response focused on main idea/theme, cause/effect, sequence, inference, point of view, or problem/solution
- Paragraph or genre-specific writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 4-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, summarizing, predicting, or arguing.

Criterion	Evidence
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant details, examples, observations, source information, reasons, or evidence appropriate to the task.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, and organized for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of the student's current English proficiency and level of linguistic support required.

5. Grade 4 Assessment and Progress Monitoring Plan

- Baseline: Review current WIDA Screener/ACCESS information when available, classroom data, prior ESL records, and initial teacher-collected oral, reading, and writing samples.
- Ongoing: Collect at least one interpretive and one expressive data point during each unit. Evidence may include listening responses, oral academic-language samples, reading/viewing responses, vocabulary/morphology applications, paragraphs, summaries, or TEAM lesson checks.
- Unit: Score the culminating performance task using the district criteria above and document the type and amount of linguistic support required.
- Periodic: Review growth across listening, speaking, reading/viewing, and writing/representing and adjust scaffolds, grouping, text access, language features, and instructional targets.
- Annual: Use ACCESS for ELLs results together with local evidence to inform continued ESL programming, instructional priorities, and next-year planning.

6. Newcomer / Level 1 Supplemental Pathway

Continental's Level D scope and sequence cautions that the standard lessons are probably not suitable for Level 1/Newcomer students. The following supplemental pathway should therefore be used before and alongside the Grade 4 themes:

- School survival and participation language, clarification/help-seeking, classroom routines, academic task directions, and interaction language.
- High-frequency Grade 4 academic nouns, verbs, adjectives, connectors, prepositions, question forms, and discipline-specific vocabulary tied to the current TEAM unit.
- Foundational literacy responsive to prior schooling, including decoding/encoding, multisyllabic word work, syllable patterns, roots, prefixes, suffixes, and high-frequency words as needed.
- Short, repeated oral-comprehension routines with visual, physical, or selected-response options before extended English production.
- Strategic use of home language, bilingual resources, cognates, translanguaging, peer support, and family/community knowledge when available.
- Progression from words/chunks to patterned sentences, then expanded and connected discourse without delaying access to Grade 4 concepts.
- Use of adapted or alternate texts at the same conceptual focus when TEAM text demands exceed the student's current English proficiency.
- Regular collection of brief language samples to determine when scaffolds can be reduced and TEAM tasks attempted more independently.

7. Primary Sources and Alignment Notes

- New Jersey Department of Education. 2023 New Jersey Student Learning Standards for English Language Arts: Grade 4.
- WIDA. WIDA English Language Development Standards Framework, 2020 Edition: Grades 4-5 Materials.
- Continental Press. TEAM Toolkits: Teaching ELs for Academic Language Mastery, Levels C-E Scope and Sequence (Level D / Grade 4).

PCSST

Grade 5 ESL Curriculum

Primary Instructional Resource: Continental Press TEAM Toolkits
Level E (Grade 5)
Aligned to the WIDA English Language Development Standards Framework, 2020 Edition
and the 2023 New Jersey Student Learning Standards for English Language Arts

This curriculum provides supplemental English language development in a pull-out ESL setting. It does not replace grade-level core instruction.

1. Curriculum Purpose and Design

The Grade 5 Pull-Out ESL Curriculum provides systematic English language development while maintaining access to grade-level concepts and literacy practices. Instruction integrates listening, speaking, reading, viewing, writing, and representing through the WIDA 2020 framework and connects language development to the 2023 NJSLS-ELA. Continental Press TEAM Level E serves as the primary instructional resource and provides the thematic sequence, texts, academic vocabulary, language activities, reading strategies, writing tasks, and differentiated supports.

TEAM Level E contains four units with three lessons per unit. The published Grade 5 sequence is All Kinds of Animals, Take Me Out to the Ball Game, Across the Miles, and Making Choices. This district curriculum preserves that sequence while adding current WIDA and New Jersey standards alignment, explicit language objectives, proficiency-responsive scaffolds, assessment and progress monitoring, and newcomer supports.

2. Standards Framework

WIDA ELD Standards, 2020 Edition

- ELD Standard 1 (ELD-SI): Language for Social and Instructional Purposes
- ELD Standard 2 (ELD-LA): Language for Language Arts
- ELD Standard 3 (ELD-MA): Language for Mathematics
- ELD Standard 4 (ELD-SC): Language for Science
- ELD Standard 5 (ELD-SS): Language for Social Studies

Grade 5 is part of WIDA's Grades 4-5 cluster. The four Key Language Uses are Narrate, Inform, Explain, and Argue. Standard 1 Language Expectations use the Grades 4-12 reference codes, while disciplinary Language Expectations use the Grades 4-5 cluster.

Primary Grade 5 WIDA Language Expectations Used

Reference	Instructional emphasis
ELD-SI.4-12.Narrate	Share lived experiences and prior learning; connect stories and representations; raise questions; recount/restatement; create closure and next steps.
ELD-SI.4-12.Inform	Define/classify facts and interpretations; report characteristics and patterns; describe systems; clarify and summarize relationships.
ELD-SI.4-12.Explain	Generate and convey thinking; describe procedures, causes/effects, and changing variables; consider alternatives; revise understandings from feedback.
ELD-SI.4-12.Argue	Generate questions about perspectives; support or challenge interpretations; elaborate ideas; evaluate trade-offs; refine claims and reasoning.
ELD-LA.4-5.Narrate.Interpretive / Expressive	Identify theme, analyze character development and figurative language; construct narratives with context, characters, event sequence, complication/resolution, and audience awareness.
ELD-LA.4-5.Inform.Interpretive / Expressive	Identify/summarize main ideas and details; analyze attributes and word choices; construct coherent informational texts using classification, comparison, precision, and elaboration.
ELD-LA.4-5.Argue.Interpretive / Expressive	Analyze points of view, reasons, details, and evidence; construct claims/opinions supported by relevant evidence and organized reasoning.
ELD-MA.4-5.Explain.Interpretive / Expressive	Analyze problem-solving steps, data, patterns, and structures; explain solutions and state reasoning.
ELD-MA.4-5.Argue.Interpretive / Expressive	Interpret and construct mathematical claims and arguments using evidence, comparisons of strategies, and reasoning.
ELD-SC.4-5.Explain.Interpretive / Expressive	Use observations, data, and evidence to define questions and explain how or why phenomena occur; develop reasoning linking evidence and claims.

Reference	Instructional emphasis
ELD-SC.4-5.Argue.Interpretive / Expressive	Identify relevant evidence, compare claims/reasoning, distinguish facts/judgments/speculation, and construct evidence-based scientific claims.
ELD-SS.4-5.Explain.Interpretive / Expressive	Analyze sources, perspectives, contributing factors, and causes; construct explanations of events using order, causes/effects, examples, and generalizations.
ELD-SS.4-5.Argue.Interpretive / Expressive	Analyze source perspectives and evidence; construct claims about events/issues using relevant evidence and reasoning.

2023 NJSLS-ELA Priorities

Domain	Grade 5 standards emphasized in this curriculum
Foundational Reading	L.RF.5.3-4: advanced word analysis, morphology, multisyllabic decoding, accuracy, fluency, expression, and self-correction.
Language	L.WF.5.2-3; L.SS.5.1; L.KL.5.2; L.VL.5.2; L.VI.5.3: spelling/morphology, sentence structure, conventions, grammar, punctuation, vocabulary, figurative language, roots/affixes, word relationships, nuances, and register.
Reading Literature / Informational	RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RL.TS.5.4, RL.PP.5.5, RL.MF.5.6, RL.CT.5.8; RI.CR.5.1, RI.CI.5.2, RI.IT.5.3, RI.TS.5.4, RI.PP.5.5, RI.MF.5.6, RI.AA.5.7, RI.CT.5.8.
Writing	W.AW.5.1, W.IW.5.2, W.NW.5.3, W.WP.5.4, W.WR.5.5, W.SE.5.6, W.RW.5.7.
Speaking & Listening	SL.PE.5.1, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6.

3. Instructional Model and Pacing

Suggested pacing is approximately eight to nine instructional weeks per TEAM unit, with flexibility based on students' entry dates, English proficiency, demonstrated progress, and the frequency/duration of pull-out services. Each TEAM lesson may be expanded across multiple ESL sessions to provide repeated opportunities to interpret, discuss, read, and produce increasingly precise academic language.

Unit	TEAM Level E theme	Approx. pacing	Primary Key Language Uses
1	All Kinds of Animals	8-9 weeks	Inform, Explain, Argue
2	Take Me Out to the Ball Game	8-9 weeks	Inform, Explain, Argue, Narrate
3	Across the Miles	8-9 weeks	Inform, Explain, Narrate, Argue
4	Making Choices	8-9 weeks	Inform, Explain, Argue, Narrate

4. Proficiency-Responsive Instruction

WIDA proficiency levels guide the amount and type of linguistic support; they do not lower the cognitive intent of the task. Students engage with common Grade 5 concepts while the teacher adjusts text access, multimodal supports, interaction structures, language features, and expectations for independence.

WIDA level	Typical instructional access in pull-out ESL
1 - Entering	Use visuals, realia, gestures, home-language resources when available, modeled oral language, adapted text, labels, single words/practiced chunks, and nonverbal response options. TEAM is supplemented rather than used as the sole resource.
2 - Emerging	Use picture-supported phrases and patterned sentences, word banks, modeled paragraphs, partner rehearsal, structured oral response frames, and chunked text.

WIDA level	Typical instructional access in pull-out ESL
3 - Developing	Use expanded sentences and short connected discourse; graphic organizers; modeled transitions; guided summaries, explanations, narratives, and opinions; increasing use of evidence.
4 - Expanding	Use connected paragraphs with discipline-specific vocabulary, varied sentence structures, reduced frames, source-based details, and increasingly independent discussion.
5 - Bridging	Use precise, elaborated academic language; synthesize details from grade-level texts; support claims with evidence; use more independent reading, writing, and presentation.
6 - Reaching	Use grade-appropriate language with minimal linguistic scaffolding while continuing to strengthen disciplinary precision, cohesion, register, evidence, and audience awareness.

Newcomer safeguard: Continental's published Level E scope and sequence states that the standard lessons are probably not suitable for Level 1/Newcomer students. Level 1 students therefore receive a supplemental newcomer pathway emphasizing school/social language, foundational literacy responsive to prior schooling, high-frequency academic vocabulary, oral comprehension, and heavily scaffolded participation in the same unit concepts.

Unit 1: All Kinds of Animals

Essential Question: How do animal traits, behaviors, habitats, and human actions influence survival?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level E (Grade 5), Unit 1: All Kinds of Animals
WIDA Alignment	ELD-SC.4-5.Explain; ELD-SC.4-5.Argue; ELD-LA.4-5.Inform; ELD-SI.4-12.Inform; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.5.1; RI.CI.5.2; RI.IT.5.3; RI.TS.5.4; RI.AA.5.7; W.IW.5.2; W.AW.5.1; SL.PE.5.1; SL.II.5.2; SL.PI.5.4; L.SS.5.1; L.KL.5.2; L.VL.5.2; L.VI.5.3
Content Objective	Students will explain relationships among animal traits, behaviors, habitats, and survival; sequence information about threats or conservation; and distinguish factual evidence from interpretation when discussing animals at risk.
Language Objective	Students will use cause/effect and sequence structures, precise parts of speech, multiple-meaning words, plural nouns, adverbs, and figurative language to inform, explain, describe, and support claims about animals.
Priority Academic / Thematic Vocabulary	species, habitat, adaptation, behavior, survive, predator, prey, endangered, risk, conservation, protect, population, cause, effect, sequence, evidence, trait, observe, migrate, environment
Culminating Performance Task	Create an 'Animal Survival Brief.' Students explain one animal's traits or behaviors, identify a threat or challenge, sequence relevant information, and support a conservation-related claim with evidence.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 1: Bear Watching	Science / Social Studies	Cause and Effect	Parts of Speech and Multiple-Meaning Words	Letter
Lesson 2: Animals at Risk	Science	Sequence	Plural Nouns	Sequence
Lesson 3: The Wonderful World of Birds	Science / Language Arts	Figurative Language	Adverbs	Descriptive Paragraph

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine main ideas, themes, key details, cause/effect, sequence, point of view, fact/opinion, inference, and evidence from read-alouds, audio, presentations, visuals, and peer discourse; paraphrase and ask clarifying questions.
Speaking / Expressive	Use organized academic language to explain, summarize, compare, narrate, justify claims, report findings, analyze perspectives, and build on or challenge peers' ideas appropriately.
Reading / Viewing	Use Grade 5 word analysis, morphology, text structures, context, and visual information to comprehend supported literary and informational texts; quote or refer accurately to relevant details and evidence.
Writing / Representing	Produce supported letters, sequences, descriptive/explanatory paragraphs, opinions, narratives, journal entries, myths, how-to texts, and stories using organized paragraphs, transitions, precise vocabulary, evidence, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, sources, or realia; explicitly teach priority vocabulary and morphology; connect the theme to students' experiences, languages, and community knowledge.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify main idea/theme, evidence, sequence, cause/effect, inference, point of view, fact/opinion, comparison, or genre as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, source analysis, comparison, explanation, and collaborative reasoning.

4. Read/view and respond: provide supported Grade 5 text access, morphology/word-analysis connections, graphic organizers, text-structure analysis, source/visual analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant details/evidence, and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, label, sequence visuals, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, and chunked text; identify/select evidence with support.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for comparing, cause/effect, inference, and claim/reason.
4 - Expanding	Produce organized connected paragraphs with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent discussion and reading.
5 - Bridging	Use precise academic vocabulary, multiple sources/details, cohesive paragraphs, evidence-based reasoning, and increasingly independent grade-level reading/writing/presentation.
6 - Reaching	Complete Grade 5 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, register, source integration, reasoning, audience, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task tied to the TEAM language focus
- Structured discussion, retell, summary, explanation, comparison, inference, or argument sample using the target Key Language Use
- Listening/read-aloud response using relevant details, evidence, or paraphrase
- Supported Grade 5 reading response focused on cause/effect, sequence, figurative language, point of view, inference, fact/opinion, character analysis, or compare/contrast
- Paragraph or genre-specific writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 5-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, inferring, evaluating, or arguing.
Vocabulary and language features	Student uses priority vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant details, examples, observations, source information, reasons, or evidence appropriate to the task.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, and organized for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of the student's current English proficiency and level of linguistic support required.

Unit 2: Take Me Out to the Ball Game

Essential Question: How do rules, decisions, teamwork, and evidence shape sports and fair play?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level E (Grade 5), Unit 2: Take Me Out to the Ball Game
WIDA Alignment	ELD-SS.4-5.Explain; ELD-SS.4-5.Argue; ELD-MA.4-5.Explain; ELD-LA.4-5.Narrate; ELD-LA.4-5.Argue; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.5.1; RI.IT.5.3; RI.AA.5.7; RL.CR.5.1; RL.IT.5.3; RL.PP.5.5; W.AW.5.1; W.IW.5.2; W.NW.5.3; SL.PE.5.1; SL.ES.5.3; SL.PI.5.4; L.SS.5.1; L.VL.5.2
Content Objective	Students will explain the purpose and effects of rules, analyze decisions using details and evidence, consider different points of view, and examine how teamwork contributes to successful participation.
Language Objective	Students will explain cause/effect, cite relevant details, use synonyms for precision, maintain consistent verb tense, analyze point of view, and support opinions or judgments with reasons and evidence.
Priority Academic / Thematic Vocabulary	rule, fair, decision, referee, umpire, evidence, detail, teamwork, strategy, point of view, perspective, consequence, judge, call, cooperate, compete, opinion, reason, justify, because
Culminating Performance Task	Complete a 'Fair Play Case.' Students analyze a sports scenario, explain the relevant rule, evaluate a decision from more than one perspective, and defend a conclusion with evidence and reasoning.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 4: Rules of the Game	Social Studies	Cause and Effect	Irregular Verbs and Verb Tenses	Opinion
Lesson 5: Making the Call	Social Studies / Mathematics	Details	Synonyms	Explanatory Paragraph
Lesson 6: All for One, One for All	Language Arts	Point of View	Compound Nouns	Narrative

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine main ideas, themes, key details, cause/effect, sequence, point of view, fact/opinion, inference, and evidence from read-alouds, audio, presentations, visuals, and peer discourse; paraphrase and ask clarifying questions.
Speaking / Expressive	Use organized academic language to explain, summarize, compare, narrate, justify claims, report findings, analyze perspectives, and build on or challenge peers' ideas appropriately.
Reading / Viewing	Use Grade 5 word analysis, morphology, text structures, context, and visual information to comprehend supported literary and informational texts; quote or refer accurately to relevant details and evidence.
Writing / Representing	Produce supported letters, sequences, descriptive/explanatory paragraphs, opinions, narratives, journal entries, myths, how-to texts, and stories using organized paragraphs, transitions, precise vocabulary, evidence, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, sources, or realia; explicitly teach priority vocabulary and morphology; connect the theme to students' experiences, languages, and community knowledge.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify main idea/theme, evidence, sequence, cause/effect, inference, point of view, fact/opinion, comparison, or genre as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, source analysis, comparison, explanation, and collaborative reasoning.

4. Read/view and respond: provide supported Grade 5 text access, morphology/word-analysis connections, graphic organizers, text-structure analysis, source/visual analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant details/evidence, and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, label, sequence visuals, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, and chunked text; identify/select evidence with support.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for comparing, cause/effect, inference, and claim/reason.
4 - Expanding	Produce organized connected paragraphs with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent discussion and reading.
5 - Bridging	Use precise academic vocabulary, multiple sources/details, cohesive paragraphs, evidence-based reasoning, and increasingly independent grade-level reading/writing/presentation.
6 - Reaching	Complete Grade 5 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, register, source integration, reasoning, audience, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task tied to the TEAM language focus
- Structured discussion, retell, summary, explanation, comparison, inference, or argument sample using the target Key Language Use
- Listening/read-aloud response using relevant details, evidence, or paraphrase
- Supported Grade 5 reading response focused on cause/effect, sequence, figurative language, point of view, inference, fact/opinion, character analysis, or compare/contrast
- Paragraph or genre-specific writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 5-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, inferring, evaluating, or arguing.

Criterion	Evidence
Vocabulary and language features	Student uses priority vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant details, examples, observations, source information, reasons, or evidence appropriate to the task.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, and organized for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of the student's current English proficiency and level of linguistic support required.

Unit 3: Across the Miles

Essential Question: How do geography, time, history, and stories shape the way people understand places?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level E (Grade 5), Unit 3: Across the Miles
WIDA Alignment	ELD-SS.4-5.Explain; ELD-SS.4-5.Argue; ELD-LA.4-5.Inform; ELD-LA.4-5.Narrate; ELD-SI.4-12.Inform; ELD-SI.4-12.Explain; ELD-SI.4-12.Narrate
2023 NJSLS-ELA Alignment	RI.CR.5.1; RI.CI.5.2; RI.IT.5.3; RI.CT.5.8; RL.CR.5.1; RL.CI.5.2; RL.TS.5.4; RL.CT.5.8; W.AW.5.1; W.NW.5.3; W.IW.5.2; SL.II.5.2; SL.PI.5.4; L.SS.5.1; L.VL.5.2; L.VI.5.3
Content Objective	Students will make inferences about place and time, compare historical contexts, distinguish genres such as myth, and analyze how geography and perspective affect experiences and accounts.
Language Objective	Students will use inference language, comparison structures, abbreviations, suffixes, abstract/concrete nouns, temporal/geographic vocabulary, and narrative techniques to explain, compare, argue, and create myths.
Priority Academic / Thematic Vocabulary	geography, region, distance, time zone, map, location, continent, journey, travel, history, settlement, compare, contrast, infer, evidence, myth, culture, perspective, abstract, concrete
Culminating Performance Task	Create an 'Across the Miles' travel-and-history portfolio. Students interpret a place/time source, compare two settings or periods, explain an inference with evidence, and produce a short myth or narrative connected to place.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 7: In the Time Zone	Science / Social Studies	Inferences	Abbreviations	Opinion
Lesson 8: Seeing Early America	Social Studies	Compare and Contrast	Suffixes and Parts of Speech	Journal Entry
Lesson 9: Travels to Faraway Lands	Language Arts	Genre and Myth	Abstract and Concrete Nouns	Myth

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine main ideas, themes, key details, cause/effect, sequence, point of view, fact/opinion, inference, and evidence from read-alouds, audio, presentations, visuals, and peer discourse; paraphrase and ask clarifying questions.
Speaking / Expressive	Use organized academic language to explain, summarize, compare, narrate, justify claims, report findings, analyze perspectives, and build on or challenge peers' ideas appropriately.
Reading / Viewing	Use Grade 5 word analysis, morphology, text structures, context, and visual information to comprehend supported literary and informational texts; quote or refer accurately to relevant details and evidence.
Writing / Representing	Produce supported letters, sequences, descriptive/explanatory paragraphs, opinions, narratives, journal entries, myths, how-to texts, and stories using organized paragraphs, transitions, precise vocabulary, evidence, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, sources, or realia; explicitly teach priority vocabulary and morphology; connect the theme to students' experiences, languages, and community knowledge.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify main idea/theme, evidence, sequence, cause/effect, inference, point of view, fact/opinion, comparison, or genre as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, source analysis, comparison, explanation, and collaborative reasoning.

4. Read/view and respond: provide supported Grade 5 text access, morphology/word-analysis connections, graphic organizers, text-structure analysis, source/visual analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant details/evidence, and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, label, sequence visuals, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, and chunked text; identify/select evidence with support.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for comparing, cause/effect, inference, and claim/reason.
4 - Expanding	Produce organized connected paragraphs with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent discussion and reading.
5 - Bridging	Use precise academic vocabulary, multiple sources/details, cohesive paragraphs, evidence-based reasoning, and increasingly independent grade-level reading/writing/presentation.
6 - Reaching	Complete Grade 5 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, register, source integration, reasoning, audience, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task tied to the TEAM language focus
- Structured discussion, retell, summary, explanation, comparison, inference, or argument sample using the target Key Language Use
- Listening/read-aloud response using relevant details, evidence, or paraphrase
- Supported Grade 5 reading response focused on cause/effect, sequence, figurative language, point of view, inference, fact/opinion, character analysis, or compare/contrast
- Paragraph or genre-specific writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 5-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, inferring, evaluating, or arguing.

Criterion	Evidence
Vocabulary and language features	Student uses priority vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant details, examples, observations, source information, reasons, or evidence appropriate to the task.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, and organized for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of the student's current English proficiency and level of linguistic support required.

Unit 4: Making Choices

Essential Question: How can information, evidence, values, and consequences help people make responsible choices?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level E (Grade 5), Unit 4: Making Choices
WIDA Alignment	ELD-SC.4-5.Argue; ELD-SS.4-5.Explain; ELD-SS.4-5.Argue; ELD-LA.4-5.Narrate; ELD-LA.4-5.Argue; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.5.1; RI.CI.5.2; RI.AA.5.7; RI.CT.5.8; RL.CR.5.1; RL.IT.5.3; W.AW.5.1; W.IW.5.2; W.NW.5.3; SL.PE.5.1; SL.ES.5.3; SL.PI.5.4; L.SS.5.1; L.KL.5.2; L.VI.5.3
Content Objective	Students will distinguish fact from opinion, compare options, explain procedures or pathways, analyze characters' choices, and evaluate how evidence and consequences can support responsible decisions.
Language Objective	Students will use claim/evidence/reasoning language, comparison structures, procedural language, precise punctuation, contractions, and character-analysis vocabulary to explain, argue, and narrate choices and consequences.
Priority Academic / Thematic Vocabulary	choice, decision, consequence, healthy, habit, evidence, fact, opinion, career, work, skill, compare, contrast, procedure, goal, responsibility, value, option, reason, consequence
Culminating Performance Task	Develop a 'Making Choices' decision guide. Students compare at least two options, distinguish facts from opinions, explain likely consequences, and defend a recommendation with relevant evidence and reasoning.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 10: Living a Healthy Life	Science / Social Studies	Fact and Opinion	Homophones	Opinion
Lesson 11: Exploring the World of Work	Social Studies	Compare and Contrast	Commas	How-To
Lesson 12: Choosing the Right Path	Language Arts	Analyzing Characters	Apostrophes and Contractions	Story

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine main ideas, themes, key details, cause/effect, sequence, point of view, fact/opinion, inference, and evidence from read-alouds, audio, presentations, visuals, and peer discourse; paraphrase and ask clarifying questions.
Speaking / Expressive	Use organized academic language to explain, summarize, compare, narrate, justify claims, report findings, analyze perspectives, and build on or challenge peers' ideas appropriately.
Reading / Viewing	Use Grade 5 word analysis, morphology, text structures, context, and visual information to comprehend supported literary and informational texts; quote or refer accurately to relevant details and evidence.
Writing / Representing	Produce supported letters, sequences, descriptive/explanatory paragraphs, opinions, narratives, journal entries, myths, how-to texts, and stories using organized paragraphs, transitions, precise vocabulary, evidence, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, sources, or realia; explicitly teach priority vocabulary and morphology; connect the theme to students' experiences, languages, and community knowledge.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify main idea/theme, evidence, sequence, cause/effect, inference, point of view, fact/opinion, comparison, or genre as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, source analysis, comparison, explanation, and collaborative reasoning.

4. Read/view and respond: provide supported Grade 5 text access, morphology/word-analysis connections, graphic organizers, text-structure analysis, source/visual analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant details/evidence, and proficiency-responsive scaffolds.

6. Assess and recycle: collect an oral/written language sample, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Point, match, sort, label, sequence visuals, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, and chunked text; identify/select evidence with support.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for comparing, cause/effect, inference, and claim/reason.
4 - Expanding	Produce organized connected paragraphs with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent discussion and reading.
5 - Bridging	Use precise academic vocabulary, multiple sources/details, cohesive paragraphs, evidence-based reasoning, and increasingly independent grade-level reading/writing/presentation.
6 - Reaching	Complete Grade 5 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, register, source integration, reasoning, audience, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task tied to the TEAM language focus
- Structured discussion, retell, summary, explanation, comparison, inference, or argument sample using the target Key Language Use
- Listening/read-aloud response using relevant details, evidence, or paraphrase
- Supported Grade 5 reading response focused on cause/effect, sequence, figurative language, point of view, inference, fact/opinion, character analysis, or compare/contrast
- Paragraph or genre-specific writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 5-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, inferring, evaluating, or arguing.
Vocabulary and language features	Student uses priority vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant details, examples, observations, source information, reasons, or evidence appropriate to the task.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, and organized for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of the student's current English proficiency and level of linguistic support required.

5. Grade 5 Assessment and Progress Monitoring Plan

- Baseline: Review current WIDA Screener/ACCESS information when available, classroom data, prior ESL records, and initial teacher-collected oral, reading, and writing samples.
- Ongoing: Collect at least one interpretive and one expressive data point during each unit. Evidence may include listening responses, oral academic-language samples, reading/viewing responses, vocabulary/morphology applications, paragraphs, summaries, or TEAM lesson checks.
- Unit: Score the culminating performance task using the district criteria above and document the type and amount of linguistic support required.
- Periodic: Review growth across listening, speaking, reading/viewing, and writing/representing and adjust scaffolds, grouping, text access, language features, and instructional targets.
- Annual: Use ACCESS for ELLs results together with local evidence to inform continued ESL programming, instructional priorities, and next-year planning.

6. Newcomer / Level 1 Supplemental Pathway

Continental's Level E scope and sequence cautions that the standard lessons are probably not suitable for Level 1/Newcomer students. The following supplemental pathway should therefore be used before and alongside the Grade 5 themes:

- School survival and participation language, clarification/help-seeking, academic task directions, and interaction language.
- High-frequency Grade 5 academic nouns, verbs, adjectives, connectors, question forms, and discipline-specific vocabulary tied to the current TEAM unit.
- Foundational literacy responsive to prior schooling, including decoding/encoding, multisyllabic word work, morphology, roots, prefixes, suffixes, and high-frequency words as needed.
- Short, repeated oral-comprehension routines with visual, physical, or selected-response options before extended English production.
- Strategic use of home language, bilingual resources, cognates, translanguaging, peer support, and family/community knowledge when available.
- Progression from words/chunks to patterned sentences, then expanded and connected discourse without delaying access to Grade 5 concepts.
- Use of adapted or alternate texts at the same conceptual focus when TEAM text demands exceed the student's current English proficiency.
- Regular collection of brief language samples to determine when scaffolds can be reduced and TEAM tasks attempted more independently.

7. Primary Sources and Alignment Notes

- New Jersey Department of Education. 2023 New Jersey Student Learning Standards for English Language Arts: Grade 5.
- WIDA. WIDA English Language Development Standards Framework, 2020 Edition: Grades 4-5 Materials.
- Continental Press. TEAM Toolkits: Teaching ELs for Academic Language Mastery, Levels C-E Scope and Sequence (Level E / Grade 5).
- WIDA PRIME V2 Correlation for TEAM Toolkits (publisher correlation supplied by PCSST).

Alignment note: TEAM's publisher correlation reflects an earlier WIDA framework. PCSST uses TEAM as the primary instructional resource while aligning this Grade 5 curriculum to the current WIDA 2020 Grades 4-5 framework and the 2023 NJSLS-ELA.

PCSST

Grade 6 ESL Curriculum

Primary Instructional Resource: Continental Press TEAM Toolkits
Level F (Grade 6)
Aligned to the WIDA English Language Development Standards Framework, 2020 Edition
and the 2023 New Jersey Student Learning Standards for English Language Arts

This curriculum provides supplemental English language development in a pull-out ESL setting. It does not replace grade-level core instruction.

1. Curriculum Purpose and Design

The Grade 6 Pull-Out ESL Curriculum provides systematic English language development while maintaining access to grade-level concepts, texts, and disciplinary practices. Instruction integrates listening, speaking, reading, viewing, writing, and representing through the WIDA 2020 framework and connects language development to the 2023 NJSLS-ELA. Continental Press TEAM Level F serves as the primary instructional resource and provides the thematic sequence, texts, academic vocabulary, language activities, reading strategies, writing tasks, and differentiated supports.

TEAM Level F contains four units with three lessons per unit. The published Grade 6 sequence is Acts of Nature, We the People, Our Global Community, and Exploring New Lands. This district curriculum preserves that sequence while adding current WIDA and New Jersey standards alignment, explicit language objectives, proficiency-responsive scaffolds, formative and performance assessment, progress monitoring, and newcomer supports.

2. Standards Framework

WIDA ELD Standards, 2020 Edition

- ELD Standard 1 (ELD-SI): Language for Social and Instructional Purposes
- ELD Standard 2 (ELD-LA): Language for Language Arts
- ELD Standard 3 (ELD-MA): Language for Mathematics
- ELD Standard 4 (ELD-SC): Language for Science
- ELD Standard 5 (ELD-SS): Language for Social Studies

Grade 6 is part of WIDA's Grades 6-8 cluster. The four Key Language Uses are Narrate, Inform, Explain, and Argue. The Grade 6 curriculum selects the interpretive and expressive Language Expectations that best match each TEAM unit's disciplinary focus and communicative demands.

Primary Grade 6 WIDA Language Expectations Used

Reference	Instructional emphasis
ELD-SI.4-12.Narrate	Share experiences and prior learning; connect stories and representations; raise questions; recount and restate ideas; create closure and next steps.
ELD-SI.4-12.Inform	Define/classify facts and interpretations; report characteristics and patterns; describe systems; clarify and summarize relationships.
ELD-SI.4-12.Explain	Generate and convey thinking; describe procedures, causes/effects, and changing variables; consider alternatives; revise understandings from feedback.
ELD-SI.4-12.Argue	Generate questions about perspectives; support/challenge interpretations; elaborate ideas; evaluate trade-offs; refine claims and reasoning.
ELD-LA.6-8.Narrate.Interpretive / Expressive	Interpret and construct narratives by tracing theme/central idea, character development, point of view, word choice, event sequence, complication/resolution, and audience.
ELD-LA.6-8.Inform.Interpretive / Expressive	Identify and summarize main ideas and supporting ideas; analyze attributes and word choices; construct coherent informational texts with objective stance, precision, and detail.
ELD-LA.6-8.Argue.Interpretive / Expressive	Analyze claims, conflicting evidence/viewpoints, relevance and sufficiency of evidence; construct claims and counterclaims with credible evidence, logical organization, and formal style.
ELD-MA.6-8.Explain.Interpretive / Expressive	Interpret mathematical explanations by analyzing representations, strategies, data, and rationale; construct explanations that introduce the concept, share a solution, and describe data or strategy.
ELD-MA.6-8.Argue.Interpretive / Expressive	Compare conjectures and strategies, evaluate evidence and mathematical facts, and construct justified conclusions.

Reference	Instructional emphasis
ELD-SC.6-8.Explain.Interpretive / Expressive	Define investigable questions/design problems, determine central ideas in evidence, evaluate scientific reasoning, and construct explanations using valid evidence and reasoning.
ELD-SC.6-8.Argue.Interpretive / Expressive	Identify convincing evidence, compare claims/reasoning, evaluate interpretations of facts, and construct evidence-based scientific arguments.
ELD-SS.6-8.Explain.Interpretive / Expressive	Analyze multiple points of view, contributing factors, causes, and source explanations; construct contextualized explanations using evidence and reasoning.
ELD-SS.6-8.Argue.Interpretive / Expressive	Analyze source purpose, perspective, credibility, and evidence; construct claims and counterclaims supported by relevant evidence from multiple sources.

2023 NJSLS-ELA Priorities

Domain	Grade 6 standards emphasized in this curriculum
Language	L.SS.6.1; L.KL.6.2; L.VL.6.3; L.VI.6.4: English language structures, pronoun use, punctuation, academic/domain-specific vocabulary, sentence patterns, tone/style, context clues, Greek/Latin roots, figurative language, word relationships, and connotation.
Reading Literature / Informational	RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5, RL.MF.6.6, RL.CT.6.8; RI.CR.6.1, RI.CI.6.2, RI.IT.6.3, RI.TS.6.4, RI.PP.6.5, RI.MF.6.6, RI.AA.6.7, RI.CT.6.8.
Writing	W.AW.6.1, W.IW.6.2, W.NW.6.3, W.WP.6.4, W.WR.6.5, W.SE.6.6, W.RW.6.7.
Speaking & Listening	SL.PE.6.1, SL.II.6.2, SL.ES.6.3, SL.PI.6.4, SL.UM.6.5, SL.AS.6.6.

3. Instructional Model and Pacing

Suggested pacing is approximately eight to nine instructional weeks per TEAM unit, with flexibility based on students' entry dates, English proficiency, demonstrated progress, and the frequency/duration of pull-out services. Each TEAM lesson may be expanded across multiple ESL sessions so students receive repeated opportunities to interpret, discuss, read, and produce increasingly precise academic language.

Unit	TEAM Level F theme	Approx. pacing	Primary Key Language Uses
1	Acts of Nature	8-9 weeks	Inform, Explain, Argue, Narrate
2	We the People	8-9 weeks	Inform, Explain, Argue, Narrate
3	Our Global Community	8-9 weeks	Inform, Explain, Argue
4	Exploring New Lands	8-9 weeks	Inform, Explain, Argue, Narrate

4. Proficiency-Responsive Instruction

WIDA proficiency levels guide the amount and type of linguistic support; they do not lower the cognitive intent of the task. Students engage with common Grade 6 concepts while the teacher adjusts text access, multimodal supports, interaction structures, language features, and expectations for linguistic independence.

WIDA level	Typical instructional access in pull-out ESL
1 - Entering	Use visuals, realia, gestures, home-language resources when available, modeled oral language, adapted text, labels, selected-response options, and single words/practiced chunks. TEAM is supplemented rather than used as the sole resource.
2 - Emerging	Use chunked text, visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, structured oral response frames, and supported selection of evidence.

WIDA level	Typical instructional access in pull-out ESL
3 - Developing	Use expanded sentences and short connected discourse; graphic organizers; modeled transitions; guided summaries, explanations, narratives, and arguments; increasing use of source evidence.
4 - Expanding	Use connected paragraphs with discipline-specific vocabulary, varied sentence structures, reduced frames, source-based details, and increasingly independent academic discussion.
5 - Bridging	Use precise, elaborated academic language; synthesize details from grade-level texts; support claims with evidence; use more independent reading, writing, and presentation.
6 - Reaching	Use grade-appropriate language with minimal linguistic scaffolding while continuing to strengthen disciplinary precision, cohesion, register, source integration, evidence, and audience awareness.

Newcomer safeguard: Continental's published Level F scope and sequence states that the standard lessons are probably not suitable for Level 1/Newcomer students. Level 1 students therefore receive a supplemental newcomer pathway emphasizing school/social language, foundational literacy responsive to prior schooling, high-frequency academic vocabulary, oral comprehension, and heavily scaffolded access to the same unit concepts.

Unit 1: Acts of Nature

Essential Question: How do natural events affect people and communities, and how can evidence help us understand and respond to them?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level F (Grade 6), Unit 1: Acts of Nature
WIDA Alignment	ELD-SC.6-8.Explain; ELD-SC.6-8.Argue; ELD-SS.6-8.Explain; ELD-LA.6-8.Narrate; ELD-LA.6-8.Inform; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.6.1; RI.CI.6.2; RI.IT.6.3; RI.TS.6.4; RI.MF.6.6; RI.AA.6.7; RL.CR.6.1; RL.IT.6.3; W.IW.6.2; W.AW.6.1; W.NW.6.3; SL.PE.6.1; SL.II.6.2; SL.PI.6.4; L.KL.6.2; L.VL.6.3; L.VI.6.4
Content Objective	Students will determine central ideas and key details about natural events, analyze cause/effect relationships, distinguish evidence from unsupported claims, and analyze how a literary character responds to a natural phenomenon.
Language Objective	Students will summarize factual information, explain causes and consequences, use precise suffix-derived and multiple-meaning vocabulary, write a persuasive claim with evidence, and analyze character response using adverbs and text evidence.
Priority Academic / Thematic Vocabulary	natural event, volcano, eruption, hurricane, warning, forecast, atmosphere, eclipse, hazard, impact, cause, consequence, evidence, predict, evacuate, risk, response, claim, persuade, character
Culminating Performance Task	Create a 'Natural Event Response Brief.' Students explain one natural event using evidence, identify causes/effects and risks, recommend a response or preparedness action, and support the recommendation with relevant evidence.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 1: Burning Mountain	Science / Social Studies	Main Idea and Details	Suffixes	News Story
Lesson 2: Hurricane Warning	Science / Social Studies	Cause and Effect	Multiple-Meaning Words	Persuasive Email
Lesson 3: The Dark Sun	Language Arts / Science	Elements of a Play	Adverbs	Character Analysis

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, key details, cause/effect, sequence, point of view, claims, evidence, and inferences from audio, read-alouds, multimedia, presentations, and peer discourse; paraphrase key ideas and ask clarifying questions.
Speaking / Expressive	Use organized academic language to explain systems and events, summarize information, narrate experiences, compare ideas, present claims, respond to viewpoints, report findings, and participate in evidence-based discussion.
Reading / Viewing	Use Grade 6 text structures, context, word analysis, source features, and multimedia to comprehend supported literary and informational texts; cite textual evidence and evaluate claims, perspective, and author choices.
Writing / Representing	Produce supported news stories, persuasive emails, character analyses, personal narratives, summaries, speeches, comparisons, editorials, emails, letters, sequences, and narratives using logical organization, relevant evidence, transitions, precise vocabulary, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, source types, data, or realia; explicitly teach priority academic vocabulary and morphology; connect themes to students' experiences and linguistic/cultural assets.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, point of view, fact/opinion, inference, argument, or text structure as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, comparison, explanation, source analysis, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grade 6 text access, vocabulary/morphology work, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, chunked text, and supported source/evidence selection.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grade 6 reading, writing, and presentation.
6 - Reaching	Complete Grade 6 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, or paraphrase
- Supported Grade 6 reading response focused on main idea/theme, cause/effect, point of view, argument, inference, text structure, or fact/opinion
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 6-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, predicting, or arguing.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, logically organized, and appropriate for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 2: We the People

Essential Question: How do citizenship, national identity, participation, and perspective shape civic life?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level F (Grade 6), Unit 2: We the People
WIDA Alignment	ELD-SS.6-8.Explain; ELD-SS.6-8.Argue; ELD-LA.6-8.Inform; ELD-LA.6-8.Narrate; ELD-LA.6-8.Argue; ELD-SI.4-12.Inform; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.6.1; RI.CI.6.2; RI.IT.6.3; RI.PP.6.5; RI.AA.6.7; RL.PP.6.5; W.IW.6.2; W.NW.6.3; W.AW.6.1; SL.PE.6.1; SL.ES.6.3; SL.PI.6.4; L.SS.6.1; L.VL.6.3
Content Objective	Students will explain selected processes and concepts related to citizenship and civic participation, sequence historical/civic information, analyze point of view, and evaluate claims or reasons related to participation.
Language Objective	Students will summarize main ideas, sequence civic processes/events, use roots to infer meaning, maintain accurate pronoun case, narrate a personal/civic connection, and present a speech with a clear claim, reasons, and evidence.
Priority Academic / Thematic Vocabulary	citizen, citizenship, government, nation, vote, election, candidate, democracy, right, responsibility, participation, process, perspective, point of view, sequence, summarize, claim, evidence, civic, community
Culminating Performance Task	Develop a 'Civic Participation Speech.' Students explain a civic issue or responsibility, acknowledge at least one perspective, present a claim, and support it with relevant reasons and evidence.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 4: The Road to Citizenship	Language Arts / Social Studies	Main Idea	Root Words	Personal Narrative
Lesson 5: A Song for the Nation	Social Studies	Sequence	Irregular Past-Tense Verbs	Summary
Lesson 6: Casting Your Vote	Language Arts / Social Studies	Point of View	Subject and Object Pronouns	Speech

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, key details, cause/effect, sequence, point of view, claims, evidence, and inferences from audio, read-alouds, multimedia, presentations, and peer discourse; paraphrase key ideas and ask clarifying questions.
Speaking / Expressive	Use organized academic language to explain systems and events, summarize information, narrate experiences, compare ideas, present claims, respond to viewpoints, report findings, and participate in evidence-based discussion.
Reading / Viewing	Use Grade 6 text structures, context, word analysis, source features, and multimedia to comprehend supported literary and informational texts; cite textual evidence and evaluate claims, perspective, and author choices.
Writing / Representing	Produce supported news stories, persuasive emails, character analyses, personal narratives, summaries, speeches, comparisons, editorials, emails, letters, sequences, and narratives using logical organization, relevant evidence, transitions, precise vocabulary, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, source types, data, or realia; explicitly teach priority academic vocabulary and morphology; connect themes to students' experiences and linguistic/cultural assets.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, point of view, fact/opinion, inference, argument, or text structure as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, comparison, explanation, source analysis, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grade 6 text access, vocabulary/morphology work, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, chunked text, and supported source/evidence selection.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grade 6 reading, writing, and presentation.
6 - Reaching	Complete Grade 6 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, or paraphrase
- Supported Grade 6 reading response focused on main idea/theme, cause/effect, point of view, argument, inference, text structure, or fact/opinion
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 6-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, predicting, or arguing.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, logically organized, and appropriate for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 3: Our Global Community

Essential Question: How are people, resources, choices, and environmental systems connected across communities?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level F (Grade 6), Unit 3: Our Global Community
WIDA Alignment	ELD-SC.6-8.Explain; ELD-SC.6-8.Argue; ELD-MA.6-8.Explain; ELD-SS.6-8.Explain; ELD-SS.6-8.Argue; ELD-LA.6-8.Argue; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.6.1; RI.CI.6.2; RI.IT.6.3; RI.MF.6.6; RI.AA.6.7; W.IW.6.2; W.AW.6.1; W.WR.6.5; W.SE.6.6; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; L.SS.6.1; L.KL.6.2; L.VL.6.3
Content Objective	Students will explain environmental cause/effect relationships, compare resource-use or waste-reduction practices, interpret quantitative or visual information when available, and evaluate individual/community actions.
Language Objective	Students will explain systems and consequences, compare alternatives, use linking verbs and precise environmental vocabulary, draw evidence-based inferences, integrate direct quotations appropriately, and construct an editorial claim with reasons and evidence.
Priority Academic / Thematic Vocabulary	global, community, pollution, water quality, resource, reduce, reuse, recycle, waste, conservation, environment, impact, data, compare, contrast, infer, conclusion, quotation, editorial, responsibility
Culminating Performance Task	Create a 'Global Community Action Proposal.' Students define an environmental/community problem, compare at least two responses, integrate evidence from multiple sources or formats, and defend a recommended action.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 7: Danger in the Water	Science / Social Studies	Cause and Effect	Linking Verbs	Compare and Contrast
Lesson 8: Reduce, Reuse, and Recycle	Mathematics / Science / Social Studies	Compare and Contrast	Homophones	Editorial
Lesson 9: Doing My Part	Language Arts / Social Studies	Inferences and Conclusions	Direct Quotations	Email

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, key details, cause/effect, sequence, point of view, claims, evidence, and inferences from audio, read-alouds, multimedia, presentations, and peer discourse; paraphrase key ideas and ask clarifying questions.
Speaking / Expressive	Use organized academic language to explain systems and events, summarize information, narrate experiences, compare ideas, present claims, respond to viewpoints, report findings, and participate in evidence-based discussion.
Reading / Viewing	Use Grade 6 text structures, context, word analysis, source features, and multimedia to comprehend supported literary and informational texts; cite textual evidence and evaluate claims, perspective, and author choices.
Writing / Representing	Produce supported news stories, persuasive emails, character analyses, personal narratives, summaries, speeches, comparisons, editorials, emails, letters, sequences, and narratives using logical organization, relevant evidence, transitions, precise vocabulary, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, source types, data, or realia; explicitly teach priority academic vocabulary and morphology; connect themes to students' experiences and linguistic/cultural assets.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, point of view, fact/opinion, inference, argument, or text structure as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, comparison, explanation, source analysis, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grade 6 text access, vocabulary/morphology work, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, chunked text, and supported source/evidence selection.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grade 6 reading, writing, and presentation.
6 - Reaching	Complete Grade 6 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, or paraphrase
- Supported Grade 6 reading response focused on main idea/theme, cause/effect, point of view, argument, inference, text structure, or fact/opinion
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 6-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, predicting, or arguing.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, logically organized, and appropriate for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 4: Exploring New Lands

Essential Question: Why do people explore, how do we evaluate accounts of exploration, and how can evidence distinguish fact from imagination?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level F (Grade 6), Unit 4: Exploring New Lands
WIDA Alignment	ELD-SS.6-8.Explain; ELD-SS.6-8.Argue; ELD-SC.6-8.Explain; ELD-MA.6-8.Explain; ELD-LA.6-8.Narrate; ELD-LA.6-8.Inform; ELD-SI.4-12.Inform; ELD-SI.4-12.Narrate
2023 NJSLS-ELA Alignment	RI.CR.6.1; RI.CI.6.2; RI.PP.6.5; RI.AA.6.7; RL.CR.6.1; RL.CI.6.2; RL.TS.6.4; RL.MF.6.6; W.IW.6.2; W.NW.6.3; W.WR.6.5; SL.II.6.2; SL.PI.6.4; L.SS.6.1; L.VL.6.3; L.VI.6.4
Content Objective	Students will distinguish fact from opinion in accounts of exploration, make evidence-based predictions, sequence a scientific/technical mission, analyze language in imaginative texts, and compare real and imagined exploration.
Language Objective	Students will use fact/opinion and source-evaluation language, synonyms/antonyms for precision, prediction and sequence structures, action/helping verbs, and narrative techniques to inform, explain, and create an imagined exploration story.
Priority Academic / Thematic Vocabulary	explore, expedition, voyage, route, source, fact, opinion, perspective, mission, Mars, prediction, evidence, sequence, technology, destination, imaginary, setting, action, possibility, discovery
Culminating Performance Task	Create an 'Exploration Portfolio.' Students evaluate a factual account, explain or sequence a real/scientific exploration, make an evidence-based prediction, and produce a short imaginative narrative that clearly distinguishes invention from factual information.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 10: Setting Sail Across America	Social Studies	Facts and Opinions	Synonyms	Letter
Lesson 11: Mission to Mars	Mathematics / Science	Predictions	Antonyms	Sequence
Lesson 12: Imaginary Worlds	Language Arts	Analyzing Language	Action and Helping Verbs	Writing a Story

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, key details, cause/effect, sequence, point of view, claims, evidence, and inferences from audio, read-alouds, multimedia, presentations, and peer discourse; paraphrase key ideas and ask clarifying questions.
Speaking / Expressive	Use organized academic language to explain systems and events, summarize information, narrate experiences, compare ideas, present claims, respond to viewpoints, report findings, and participate in evidence-based discussion.
Reading / Viewing	Use Grade 6 text structures, context, word analysis, source features, and multimedia to comprehend supported literary and informational texts; cite textual evidence and evaluate claims, perspective, and author choices.
Writing / Representing	Produce supported news stories, persuasive emails, character analyses, personal narratives, summaries, speeches, comparisons, editorials, emails, letters, sequences, and narratives using logical organization, relevant evidence, transitions, precise vocabulary, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, source types, data, or realia; explicitly teach priority academic vocabulary and morphology; connect themes to students' experiences and linguistic/cultural assets.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, point of view, fact/opinion, inference, argument, or text structure as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, comparison, explanation, source analysis, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grade 6 text access, vocabulary/morphology work, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, chunked text, and supported source/evidence selection.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grade 6 reading, writing, and presentation.
6 - Reaching	Complete Grade 6 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, or paraphrase
- Supported Grade 6 reading response focused on main idea/theme, cause/effect, point of view, argument, inference, text structure, or fact/opinion
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 6-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, predicting, or arguing.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, logically organized, and appropriate for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

5. Grade 6 Assessment and Progress Monitoring Plan

- Baseline: Review current WIDA Screener/ACCESS information when available, classroom data, prior ESL records, and initial teacher-collected oral, reading, and writing samples.
- Ongoing: Collect at least one interpretive and one expressive data point during each unit. Evidence may include listening/multimedia responses, oral academic-language samples, reading/viewing responses, vocabulary/morphology applications, summaries, arguments, narratives, or TEAM lesson checks.
- Unit: Score the culminating performance task using the district criteria above and document the type and amount of linguistic support required.
- Periodic: Review growth across listening, speaking, reading/viewing, and writing/representing and adjust scaffolds, grouping, text access, source complexity, language features, and instructional targets.
- Annual: Use ACCESS for ELLs results together with local evidence to inform continued ESL programming, instructional priorities, and next-year planning.

6. Newcomer / Level 1 Supplemental Pathway

Continental's Level F scope and sequence cautions that the standard lessons are probably not suitable for Level 1/Newcomer students. The following supplemental pathway should therefore be used before and alongside the Grade 6 themes:

- School survival and participation language, clarification/help-seeking, academic task directions, and interaction language.
- High-frequency Grade 6 academic nouns, verbs, adjectives, connectors, question forms, and discipline-specific vocabulary tied to the current TEAM unit.
- Foundational literacy responsive to prior schooling, including decoding/encoding, multisyllabic word work, morphology, roots, affixes, and high-frequency words as needed.
- Short, repeated oral-comprehension routines with visual, physical, or selected-response options before extended English production.
- Strategic use of home language, bilingual resources, cognates, translanguaging, peer support, and family/community knowledge when available.
- Progression from words/chunks to patterned sentences, then expanded and connected discourse without delaying access to Grade 6 concepts.
- Use of adapted or alternate texts at the same conceptual focus when TEAM text demands exceed the student's current English proficiency.
- Regular collection of brief language samples to determine when scaffolds can be reduced and TEAM tasks attempted more independently.

7. Primary Sources and Alignment Notes

- New Jersey Department of Education. 2023 New Jersey Student Learning Standards for English Language Arts: Grade 6.
- WIDA. WIDA English Language Development Standards Framework, 2020 Edition: Grades 6-8 Materials.
- Continental Press. TEAM Toolkits: Teaching ELs for Academic Language Mastery, Levels F-H Scope and Sequence (Level F / Grade 6).
- WIDA PRIME V2 Correlation for TEAM Toolkits (publisher correlation supplied by PCSST).

Alignment note: TEAM's publisher correlation reflects an earlier WIDA framework. PCSST uses TEAM as the primary instructional resource while aligning this Grade 6 curriculum to the current WIDA 2020 Grades 6-8 framework and the 2023 NJSLS-ELA.

PCSST

Grade 6 ESL Curriculum

Primary Instructional Resource: Continental Press TEAM Toolkits
Level F (Grade 6)
Aligned to the WIDA English Language Development Standards Framework, 2020 Edition
and the 2023 New Jersey Student Learning Standards for English Language Arts

This curriculum provides supplemental English language development in a pull-out ESL setting. It does not replace grade-level core instruction.

1. Curriculum Purpose and Design

The Grade 6 Pull-Out ESL Curriculum provides systematic English language development while maintaining access to grade-level concepts, texts, and disciplinary practices. Instruction integrates listening, speaking, reading, viewing, writing, and representing through the WIDA 2020 framework and connects language development to the 2023 NJSLS-ELA. Continental Press TEAM Level F serves as the primary instructional resource and provides the thematic sequence, texts, academic vocabulary, language activities, reading strategies, writing tasks, and differentiated supports.

TEAM Level F contains four units with three lessons per unit. The published Grade 6 sequence is Acts of Nature, We the People, Our Global Community, and Exploring New Lands. This district curriculum preserves that sequence while adding current WIDA and New Jersey standards alignment, explicit language objectives, proficiency-responsive scaffolds, formative and performance assessment, progress monitoring, and newcomer supports.

2. Standards Framework

WIDA ELD Standards, 2020 Edition

- ELD Standard 1 (ELD-SI): Language for Social and Instructional Purposes
- ELD Standard 2 (ELD-LA): Language for Language Arts
- ELD Standard 3 (ELD-MA): Language for Mathematics
- ELD Standard 4 (ELD-SC): Language for Science
- ELD Standard 5 (ELD-SS): Language for Social Studies

Grade 6 is part of WIDA's Grades 6-8 cluster. The four Key Language Uses are Narrate, Inform, Explain, and Argue. The Grade 6 curriculum selects the interpretive and expressive Language Expectations that best match each TEAM unit's disciplinary focus and communicative demands.

Primary Grade 6 WIDA Language Expectations Used

Reference	Instructional emphasis
ELD-SI.4-12.Narrate	Share experiences and prior learning; connect stories and representations; raise questions; recount and restate ideas; create closure and next steps.
ELD-SI.4-12.Inform	Define/classify facts and interpretations; report characteristics and patterns; describe systems; clarify and summarize relationships.
ELD-SI.4-12.Explain	Generate and convey thinking; describe procedures, causes/effects, and changing variables; consider alternatives; revise understandings from feedback.
ELD-SI.4-12.Argue	Generate questions about perspectives; support/challenge interpretations; elaborate ideas; evaluate trade-offs; refine claims and reasoning.
ELD-LA.6-8.Narrate.Interpretive / Expressive	Interpret and construct narratives by tracing theme/central idea, character development, point of view, word choice, event sequence, complication/resolution, and audience.
ELD-LA.6-8.Inform.Interpretive / Expressive	Identify and summarize main ideas and supporting ideas; analyze attributes and word choices; construct coherent informational texts with objective stance, precision, and detail.
ELD-LA.6-8.Argue.Interpretive / Expressive	Analyze claims, conflicting evidence/viewpoints, relevance and sufficiency of evidence; construct claims and counterclaims with credible evidence, logical organization, and formal style.
ELD-MA.6-8.Explain.Interpretive / Expressive	Interpret mathematical explanations by analyzing representations, strategies, data, and rationale; construct explanations that introduce the concept, share a solution, and describe data or strategy.
ELD-MA.6-8.Argue.Interpretive / Expressive	Compare conjectures and strategies, evaluate evidence and mathematical facts, and construct justified conclusions.

Reference	Instructional emphasis
ELD-SC.6-8.Explain.Interpretive / Expressive	Define investigable questions/design problems, determine central ideas in evidence, evaluate scientific reasoning, and construct explanations using valid evidence and reasoning.
ELD-SC.6-8.Argue.Interpretive / Expressive	Identify convincing evidence, compare claims/reasoning, evaluate interpretations of facts, and construct evidence-based scientific arguments.
ELD-SS.6-8.Explain.Interpretive / Expressive	Analyze multiple points of view, contributing factors, causes, and source explanations; construct contextualized explanations using evidence and reasoning.
ELD-SS.6-8.Argue.Interpretive / Expressive	Analyze source purpose, perspective, credibility, and evidence; construct claims and counterclaims supported by relevant evidence from multiple sources.

2023 NJSLS-ELA Priorities

Domain	Grade 6 standards emphasized in this curriculum
Language	L.SS.6.1; L.KL.6.2; L.VL.6.3; L.VI.6.4: English language structures, pronoun use, punctuation, academic/domain-specific vocabulary, sentence patterns, tone/style, context clues, Greek/Latin roots, figurative language, word relationships, and connotation.
Reading Literature / Informational	RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5, RL.MF.6.6, RL.CT.6.8; RI.CR.6.1, RI.CI.6.2, RI.IT.6.3, RI.TS.6.4, RI.PP.6.5, RI.MF.6.6, RI.AA.6.7, RI.CT.6.8.
Writing	W.AW.6.1, W.IW.6.2, W.NW.6.3, W.WP.6.4, W.WR.6.5, W.SE.6.6, W.RW.6.7.
Speaking & Listening	SL.PE.6.1, SL.II.6.2, SL.ES.6.3, SL.PI.6.4, SL.UM.6.5, SL.AS.6.6.

3. Instructional Model and Pacing

Suggested pacing is approximately eight to nine instructional weeks per TEAM unit, with flexibility based on students' entry dates, English proficiency, demonstrated progress, and the frequency/duration of pull-out services. Each TEAM lesson may be expanded across multiple ESL sessions so students receive repeated opportunities to interpret, discuss, read, and produce increasingly precise academic language.

Unit	TEAM Level F theme	Approx. pacing	Primary Key Language Uses
1	Acts of Nature	8-9 weeks	Inform, Explain, Argue, Narrate
2	We the People	8-9 weeks	Inform, Explain, Argue, Narrate
3	Our Global Community	8-9 weeks	Inform, Explain, Argue
4	Exploring New Lands	8-9 weeks	Inform, Explain, Argue, Narrate

4. Proficiency-Responsive Instruction

WIDA proficiency levels guide the amount and type of linguistic support; they do not lower the cognitive intent of the task. Students engage with common Grade 6 concepts while the teacher adjusts text access, multimodal supports, interaction structures, language features, and expectations for linguistic independence.

WIDA level	Typical instructional access in pull-out ESL
1 - Entering	Use visuals, realia, gestures, home-language resources when available, modeled oral language, adapted text, labels, selected-response options, and single words/practiced chunks. TEAM is supplemented rather than used as the sole resource.
2 - Emerging	Use chunked text, visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, structured oral response frames, and supported selection of evidence.

WIDA level	Typical instructional access in pull-out ESL
3 - Developing	Use expanded sentences and short connected discourse; graphic organizers; modeled transitions; guided summaries, explanations, narratives, and arguments; increasing use of source evidence.
4 - Expanding	Use connected paragraphs with discipline-specific vocabulary, varied sentence structures, reduced frames, source-based details, and increasingly independent academic discussion.
5 - Bridging	Use precise, elaborated academic language; synthesize details from grade-level texts; support claims with evidence; use more independent reading, writing, and presentation.
6 - Reaching	Use grade-appropriate language with minimal linguistic scaffolding while continuing to strengthen disciplinary precision, cohesion, register, source integration, evidence, and audience awareness.

Newcomer safeguard: Continental's published Level F scope and sequence states that the standard lessons are probably not suitable for Level 1/Newcomer students. Level 1 students therefore receive a supplemental newcomer pathway emphasizing school/social language, foundational literacy responsive to prior schooling, high-frequency academic vocabulary, oral comprehension, and heavily scaffolded access to the same unit concepts.

Unit 1: Acts of Nature

Essential Question: How do natural events affect people and communities, and how can evidence help us understand and respond to them?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level F (Grade 6), Unit 1: Acts of Nature
WIDA Alignment	ELD-SC.6-8.Explain; ELD-SC.6-8.Argue; ELD-SS.6-8.Explain; ELD-LA.6-8.Narrate; ELD-LA.6-8.Inform; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.6.1; RI.CI.6.2; RI.IT.6.3; RI.TS.6.4; RI.MF.6.6; RI.AA.6.7; RL.CR.6.1; RL.IT.6.3; W.IW.6.2; W.AW.6.1; W.NW.6.3; SL.PE.6.1; SL.II.6.2; SL.PI.6.4; L.KL.6.2; L.VL.6.3; L.VI.6.4
Content Objective	Students will determine central ideas and key details about natural events, analyze cause/effect relationships, distinguish evidence from unsupported claims, and analyze how a literary character responds to a natural phenomenon.
Language Objective	Students will summarize factual information, explain causes and consequences, use precise suffix-derived and multiple-meaning vocabulary, write a persuasive claim with evidence, and analyze character response using adverbs and text evidence.
Priority Academic / Thematic Vocabulary	natural event, volcano, eruption, hurricane, warning, forecast, atmosphere, eclipse, hazard, impact, cause, consequence, evidence, predict, evacuate, risk, response, claim, persuade, character
Culminating Performance Task	Create a 'Natural Event Response Brief.' Students explain one natural event using evidence, identify causes/effects and risks, recommend a response or preparedness action, and support the recommendation with relevant evidence.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 1: Burning Mountain	Science / Social Studies	Main Idea and Details	Suffixes	News Story
Lesson 2: Hurricane Warning	Science / Social Studies	Cause and Effect	Multiple-Meaning Words	Persuasive Email
Lesson 3: The Dark Sun	Language Arts / Science	Elements of a Play	Adverbs	Character Analysis

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, key details, cause/effect, sequence, point of view, claims, evidence, and inferences from audio, read-alouds, multimedia, presentations, and peer discourse; paraphrase key ideas and ask clarifying questions.
Speaking / Expressive	Use organized academic language to explain systems and events, summarize information, narrate experiences, compare ideas, present claims, respond to viewpoints, report findings, and participate in evidence-based discussion.
Reading / Viewing	Use Grade 6 text structures, context, word analysis, source features, and multimedia to comprehend supported literary and informational texts; cite textual evidence and evaluate claims, perspective, and author choices.
Writing / Representing	Produce supported news stories, persuasive emails, character analyses, personal narratives, summaries, speeches, comparisons, editorials, emails, letters, sequences, and narratives using logical organization, relevant evidence, transitions, precise vocabulary, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, source types, data, or realia; explicitly teach priority academic vocabulary and morphology; connect themes to students' experiences and linguistic/cultural assets.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, point of view, fact/opinion, inference, argument, or text structure as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, comparison, explanation, source analysis, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grade 6 text access, vocabulary/morphology work, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, chunked text, and supported source/evidence selection.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grade 6 reading, writing, and presentation.
6 - Reaching	Complete Grade 6 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, or paraphrase
- Supported Grade 6 reading response focused on main idea/theme, cause/effect, point of view, argument, inference, text structure, or fact/opinion
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 6-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, predicting, or arguing.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, logically organized, and appropriate for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 2: We the People

Essential Question: How do citizenship, national identity, participation, and perspective shape civic life?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level F (Grade 6), Unit 2: We the People
WIDA Alignment	ELD-SS.6-8.Explain; ELD-SS.6-8.Argue; ELD-LA.6-8.Inform; ELD-LA.6-8.Narrate; ELD-LA.6-8.Argue; ELD-SI.4-12.Inform; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.6.1; RI.CI.6.2; RI.IT.6.3; RI.PP.6.5; RI.AA.6.7; RL.PP.6.5; W.IW.6.2; W.NW.6.3; W.AW.6.1; SL.PE.6.1; SL.ES.6.3; SL.PI.6.4; L.SS.6.1; L.VL.6.3
Content Objective	Students will explain selected processes and concepts related to citizenship and civic participation, sequence historical/civic information, analyze point of view, and evaluate claims or reasons related to participation.
Language Objective	Students will summarize main ideas, sequence civic processes/events, use roots to infer meaning, maintain accurate pronoun case, narrate a personal/civic connection, and present a speech with a clear claim, reasons, and evidence.
Priority Academic / Thematic Vocabulary	citizen, citizenship, government, nation, vote, election, candidate, democracy, right, responsibility, participation, process, perspective, point of view, sequence, summarize, claim, evidence, civic, community
Culminating Performance Task	Develop a 'Civic Participation Speech.' Students explain a civic issue or responsibility, acknowledge at least one perspective, present a claim, and support it with relevant reasons and evidence.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 4: The Road to Citizenship	Language Arts / Social Studies	Main Idea	Root Words	Personal Narrative
Lesson 5: A Song for the Nation	Social Studies	Sequence	Irregular Past-Tense Verbs	Summary
Lesson 6: Casting Your Vote	Language Arts / Social Studies	Point of View	Subject and Object Pronouns	Speech

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, key details, cause/effect, sequence, point of view, claims, evidence, and inferences from audio, read-alouds, multimedia, presentations, and peer discourse; paraphrase key ideas and ask clarifying questions.
Speaking / Expressive	Use organized academic language to explain systems and events, summarize information, narrate experiences, compare ideas, present claims, respond to viewpoints, report findings, and participate in evidence-based discussion.
Reading / Viewing	Use Grade 6 text structures, context, word analysis, source features, and multimedia to comprehend supported literary and informational texts; cite textual evidence and evaluate claims, perspective, and author choices.
Writing / Representing	Produce supported news stories, persuasive emails, character analyses, personal narratives, summaries, speeches, comparisons, editorials, emails, letters, sequences, and narratives using logical organization, relevant evidence, transitions, precise vocabulary, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, source types, data, or realia; explicitly teach priority academic vocabulary and morphology; connect themes to students' experiences and linguistic/cultural assets.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, point of view, fact/opinion, inference, argument, or text structure as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, comparison, explanation, source analysis, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grade 6 text access, vocabulary/morphology work, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, chunked text, and supported source/evidence selection.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grade 6 reading, writing, and presentation.
6 - Reaching	Complete Grade 6 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, or paraphrase
- Supported Grade 6 reading response focused on main idea/theme, cause/effect, point of view, argument, inference, text structure, or fact/opinion
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 6-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, predicting, or arguing.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, logically organized, and appropriate for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 3: Our Global Community

Essential Question: How are people, resources, choices, and environmental systems connected across communities?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level F (Grade 6), Unit 3: Our Global Community
WIDA Alignment	ELD-SC.6-8.Explain; ELD-SC.6-8.Argue; ELD-MA.6-8.Explain; ELD-SS.6-8.Explain; ELD-SS.6-8.Argue; ELD-LA.6-8.Argue; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.6.1; RI.CI.6.2; RI.IT.6.3; RI.MF.6.6; RI.AA.6.7; W.IW.6.2; W.AW.6.1; W.WR.6.5; W.SE.6.6; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; L.SS.6.1; L.KL.6.2; L.VL.6.3
Content Objective	Students will explain environmental cause/effect relationships, compare resource-use or waste-reduction practices, interpret quantitative or visual information when available, and evaluate individual/community actions.
Language Objective	Students will explain systems and consequences, compare alternatives, use linking verbs and precise environmental vocabulary, draw evidence-based inferences, integrate direct quotations appropriately, and construct an editorial claim with reasons and evidence.
Priority Academic / Thematic Vocabulary	global, community, pollution, water quality, resource, reduce, reuse, recycle, waste, conservation, environment, impact, data, compare, contrast, infer, conclusion, quotation, editorial, responsibility
Culminating Performance Task	Create a 'Global Community Action Proposal.' Students define an environmental/community problem, compare at least two responses, integrate evidence from multiple sources or formats, and defend a recommended action.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 7: Danger in the Water	Science / Social Studies	Cause and Effect	Linking Verbs	Compare and Contrast
Lesson 8: Reduce, Reuse, and Recycle	Mathematics / Science / Social Studies	Compare and Contrast	Homophones	Editorial
Lesson 9: Doing My Part	Language Arts / Social Studies	Inferences and Conclusions	Direct Quotations	Email

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, key details, cause/effect, sequence, point of view, claims, evidence, and inferences from audio, read-alouds, multimedia, presentations, and peer discourse; paraphrase key ideas and ask clarifying questions.
Speaking / Expressive	Use organized academic language to explain systems and events, summarize information, narrate experiences, compare ideas, present claims, respond to viewpoints, report findings, and participate in evidence-based discussion.
Reading / Viewing	Use Grade 6 text structures, context, word analysis, source features, and multimedia to comprehend supported literary and informational texts; cite textual evidence and evaluate claims, perspective, and author choices.
Writing / Representing	Produce supported news stories, persuasive emails, character analyses, personal narratives, summaries, speeches, comparisons, editorials, emails, letters, sequences, and narratives using logical organization, relevant evidence, transitions, precise vocabulary, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, source types, data, or realia; explicitly teach priority academic vocabulary and morphology; connect themes to students' experiences and linguistic/cultural assets.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, point of view, fact/opinion, inference, argument, or text structure as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, comparison, explanation, source analysis, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grade 6 text access, vocabulary/morphology work, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, chunked text, and supported source/evidence selection.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grade 6 reading, writing, and presentation.
6 - Reaching	Complete Grade 6 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, or paraphrase
- Supported Grade 6 reading response focused on main idea/theme, cause/effect, point of view, argument, inference, text structure, or fact/opinion
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 6-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, predicting, or arguing.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, logically organized, and appropriate for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 4: Exploring New Lands

Essential Question: Why do people explore, how do we evaluate accounts of exploration, and how can evidence distinguish fact from imagination?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level F (Grade 6), Unit 4: Exploring New Lands
WIDA Alignment	ELD-SS.6-8.Explain; ELD-SS.6-8.Argue; ELD-SC.6-8.Explain; ELD-MA.6-8.Explain; ELD-LA.6-8.Narrate; ELD-LA.6-8.Inform; ELD-SI.4-12.Inform; ELD-SI.4-12.Narrate
2023 NJSLS-ELA Alignment	RI.CR.6.1; RI.CI.6.2; RI.PP.6.5; RI.AA.6.7; RL.CR.6.1; RL.CI.6.2; RL.TS.6.4; RL.MF.6.6; W.IW.6.2; W.NW.6.3; W.WR.6.5; SL.II.6.2; SL.PI.6.4; L.SS.6.1; L.VL.6.3; L.VI.6.4
Content Objective	Students will distinguish fact from opinion in accounts of exploration, make evidence-based predictions, sequence a scientific/technical mission, analyze language in imaginative texts, and compare real and imagined exploration.
Language Objective	Students will use fact/opinion and source-evaluation language, synonyms/antonyms for precision, prediction and sequence structures, action/helping verbs, and narrative techniques to inform, explain, and create an imagined exploration story.
Priority Academic / Thematic Vocabulary	explore, expedition, voyage, route, source, fact, opinion, perspective, mission, Mars, prediction, evidence, sequence, technology, destination, imaginary, setting, action, possibility, discovery
Culminating Performance Task	Create an 'Exploration Portfolio.' Students evaluate a factual account, explain or sequence a real/scientific exploration, make an evidence-based prediction, and produce a short imaginative narrative that clearly distinguishes invention from factual information.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 10: Setting Sail Across America	Social Studies	Facts and Opinions	Synonyms	Letter
Lesson 11: Mission to Mars	Mathematics / Science	Predictions	Antonyms	Sequence
Lesson 12: Imaginary Worlds	Language Arts	Analyzing Language	Action and Helping Verbs	Writing a Story

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, key details, cause/effect, sequence, point of view, claims, evidence, and inferences from audio, read-alouds, multimedia, presentations, and peer discourse; paraphrase key ideas and ask clarifying questions.
Speaking / Expressive	Use organized academic language to explain systems and events, summarize information, narrate experiences, compare ideas, present claims, respond to viewpoints, report findings, and participate in evidence-based discussion.
Reading / Viewing	Use Grade 6 text structures, context, word analysis, source features, and multimedia to comprehend supported literary and informational texts; cite textual evidence and evaluate claims, perspective, and author choices.
Writing / Representing	Produce supported news stories, persuasive emails, character analyses, personal narratives, summaries, speeches, comparisons, editorials, emails, letters, sequences, and narratives using logical organization, relevant evidence, transitions, precise vocabulary, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, source types, data, or realia; explicitly teach priority academic vocabulary and morphology; connect themes to students' experiences and linguistic/cultural assets.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, point of view, fact/opinion, inference, argument, or text structure as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, comparison, explanation, source analysis, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grade 6 text access, vocabulary/morphology work, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, chunked text, and supported source/evidence selection.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grade 6 reading, writing, and presentation.
6 - Reaching	Complete Grade 6 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, or paraphrase
- Supported Grade 6 reading response focused on main idea/theme, cause/effect, point of view, argument, inference, text structure, or fact/opinion
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 6-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, predicting, or arguing.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, logically organized, and appropriate for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

5. Grade 6 Assessment and Progress Monitoring Plan

- Baseline: Review current WIDA Screener/ACCESS information when available, classroom data, prior ESL records, and initial teacher-collected oral, reading, and writing samples.
- Ongoing: Collect at least one interpretive and one expressive data point during each unit. Evidence may include listening/multimedia responses, oral academic-language samples, reading/viewing responses, vocabulary/morphology applications, summaries, arguments, narratives, or TEAM lesson checks.
- Unit: Score the culminating performance task using the district criteria above and document the type and amount of linguistic support required.
- Periodic: Review growth across listening, speaking, reading/viewing, and writing/representing and adjust scaffolds, grouping, text access, source complexity, language features, and instructional targets.
- Annual: Use ACCESS for ELLs results together with local evidence to inform continued ESL programming, instructional priorities, and next-year planning.

6. Newcomer / Level 1 Supplemental Pathway

Continental's Level F scope and sequence cautions that the standard lessons are probably not suitable for Level 1/Newcomer students. The following supplemental pathway should therefore be used before and alongside the Grade 6 themes:

- School survival and participation language, clarification/help-seeking, academic task directions, and interaction language.
- High-frequency Grade 6 academic nouns, verbs, adjectives, connectors, question forms, and discipline-specific vocabulary tied to the current TEAM unit.
- Foundational literacy responsive to prior schooling, including decoding/encoding, multisyllabic word work, morphology, roots, affixes, and high-frequency words as needed.
- Short, repeated oral-comprehension routines with visual, physical, or selected-response options before extended English production.
- Strategic use of home language, bilingual resources, cognates, translanguaging, peer support, and family/community knowledge when available.
- Progression from words/chunks to patterned sentences, then expanded and connected discourse without delaying access to Grade 6 concepts.
- Use of adapted or alternate texts at the same conceptual focus when TEAM text demands exceed the student's current English proficiency.
- Regular collection of brief language samples to determine when scaffolds can be reduced and TEAM tasks attempted more independently.

7. Primary Sources and Alignment Notes

- New Jersey Department of Education. 2023 New Jersey Student Learning Standards for English Language Arts: Grade 6.
- WIDA. WIDA English Language Development Standards Framework, 2020 Edition: Grades 6-8 Materials.
- Continental Press. TEAM Toolkits: Teaching ELs for Academic Language Mastery, Levels F-H Scope and Sequence (Level F / Grade 6).
- WIDA PRIME V2 Correlation for TEAM Toolkits (publisher correlation supplied by PCSST).

Alignment note: TEAM's publisher correlation reflects an earlier WIDA framework. PCSST uses TEAM as the primary instructional resource while aligning this Grade 6 curriculum to the current WIDA 2020 Grades 6-8 framework and the 2023 NJSLS-ELA.

PCSST

Grade 8 ESL Curriculum

Primary Instructional Resource: Continental Press TEAM Toolkits
Level H (Grade 8)
Aligned to the WIDA English Language Development Standards Framework, 2020 Edition
and the 2023 New Jersey Student Learning Standards for English Language Arts

This curriculum provides supplemental English language development in a pull-out ESL setting. It does not replace grade-level core instruction.

1. Curriculum Purpose and Design

The Grade 8 Pull-Out ESL Curriculum provides systematic English language development while maintaining access to grade-level concepts, texts, and disciplinary practices. Instruction integrates listening, speaking, reading, viewing, writing, and representing through the WIDA 2020 framework and connects language development to the 2023 NJSLS-ELA. Continental Press TEAM Level H serves as the primary instructional resource and provides the thematic sequence, texts, academic vocabulary, language activities, reading strategies, writing tasks, and differentiated supports.

TEAM Level H contains four units with three lessons per unit. The published Grade 8 sequence is Discoveries, By the Numbers, Choices, and Fun and Entertainment. This district curriculum preserves that sequence while adding current WIDA and New Jersey standards alignment, explicit language objectives, proficiency-responsive scaffolds, formative and performance assessment, progress monitoring, and newcomer supports.

2. Standards Framework

WIDA ELD Standards, 2020 Edition

- ELD Standard 1 (ELD-SI): Language for Social and Instructional Purposes
- ELD Standard 2 (ELD-LA): Language for Language Arts
- ELD Standard 3 (ELD-MA): Language for Mathematics
- ELD Standard 4 (ELD-SC): Language for Science
- ELD Standard 5 (ELD-SS): Language for Social Studies

Grade 8 is part of WIDA's Grades 6-8 cluster. The four Key Language Uses are Narrate, Inform, Explain, and Argue. The Grade 8 curriculum selects interpretive and expressive Language Expectations from the 6-8 cluster according to each TEAM unit's disciplinary focus and communicative demands.

Primary Grade 8 WIDA Language Expectations Used

Reference	Instructional emphasis
ELD-SI.4-12.Narrate	Share experiences and prior learning; connect stories and representations; raise questions; recount and restate ideas; create closure and next steps.
ELD-SI.4-12.Inform	Define/classify facts and interpretations; report characteristics and patterns; describe systems; clarify and summarize relationships.
ELD-SI.4-12.Explain	Generate and convey thinking; describe procedures, causes/effects, and changing variables; consider alternatives; revise understandings from feedback.
ELD-SI.4-12.Argue	Generate questions about perspectives; support/challenge interpretations; elaborate ideas; evaluate trade-offs; refine claims and reasoning.
ELD-LA.6-8.Narrate.Interpretive / Expressive	Interpret and construct narratives by tracing theme/central idea, characterization, point of view, word choice, event sequence, complication/resolution, and audience.
ELD-LA.6-8.Inform.Interpretive / Expressive	Identify and summarize central ideas and supporting details; analyze attributes and language choices; construct coherent informational texts with objective stance, precision, and elaboration.
ELD-LA.6-8.Argue.Interpretive / Expressive	Analyze claims, conflicting viewpoints, and relevance/sufficiency of evidence; construct claims and counterclaims with credible evidence and logical organization.
ELD-MA.6-8.Explain.Interpretive / Expressive	Interpret mathematical explanations by analyzing representations, strategies, data, and rationale; construct explanations that introduce concepts and describe reasoning.
ELD-MA.6-8.Argue.Interpretive / Expressive	Compare conjectures and strategies, evaluate mathematical evidence, and construct justified conclusions.

Reference	Instructional emphasis
ELD-SC.6-8.Explain.Interpretive / Expressive	Define investigable questions/design problems, determine central ideas in evidence, evaluate scientific reasoning, and construct explanations using valid evidence.
ELD-SC.6-8.Argue.Interpretive / Expressive	Identify convincing evidence, compare claims/reasoning, evaluate interpretations of facts, and construct evidence-based scientific arguments.
ELD-SS.6-8.Explain.Interpretive / Expressive	Analyze multiple points of view, contributing factors, causes, and source explanations; construct contextualized explanations using evidence and reasoning.
ELD-SS.6-8.Argue.Interpretive / Expressive	Analyze source purpose, perspective, credibility, and evidence; construct claims and counterclaims supported by relevant evidence from multiple sources.

2023 NJSLS-ELA Priorities

Domain	Grade 8 standards emphasized in this curriculum
Language	L.SS.8.1; L.KL.8.2; L.VL.8.3; L.VI.8.4: verbals, active/passive voice, verb mood, punctuation for pauses/omissions, precise academic/domain-specific vocabulary, language choices for effect, context clues, Greek/Latin roots and affixes, figurative language, word relationships, and connotation.
Reading Literature / Informational	RL.CR.8.1, RL.CI.8.2, RL.IT.8.3, RL.TS.8.4, RL.PP.8.5, RL.MF.8.6, RL.CT.8.8; RI.CR.8.1, RI.CI.8.2, RI.IT.8.3, RI.TS.8.4, RI.PP.8.5, RI.MF.8.6, RI.AA.8.7, RI.CT.8.8.
Writing	W.AW.8.1, W.IW.8.2, W.NW.8.3, W.WP.8.4, W.WR.8.5, W.SE.8.6, W.RW.8.7.
Speaking & Listening	SL.PE.8.1, SL.II.8.2, SL.ES.8.3, SL.PI.8.4, SL.UM.8.5, SL.AS.8.6.

3. Instructional Model and Pacing

Suggested pacing is approximately eight to nine instructional weeks per TEAM unit, with flexibility based on students' entry dates, English proficiency, demonstrated progress, and the frequency/duration of pull-out services. Each TEAM lesson may be expanded across multiple ESL sessions so students receive repeated opportunities to interpret, discuss, read, and produce increasingly precise academic language.

Unit	TEAM Level H theme	Approx. pacing	Primary Key Language Uses
1	Discoveries	8-9 weeks	Inform, Explain, Argue, Narrate
2	By the Numbers	8-9 weeks	Inform, Explain, Argue
3	Choices	8-9 weeks	Inform, Explain, Argue, Narrate
4	Fun and Entertainment	8-9 weeks	Inform, Explain, Argue, Narrate

4. Proficiency-Responsive Instruction

WIDA proficiency levels guide the amount and type of linguistic support; they do not lower the cognitive intent of the task. Students engage with common Grade 8 concepts while the teacher adjusts text access, multimodal supports, interaction structures, language features, and expectations for linguistic independence.

WIDA level	Typical instructional access in pull-out ESL
1 - Entering	Use visuals, realia, gestures, home-language resources when available, modeled oral language, adapted text, labels, selected-response options, and single words/practiced chunks. TEAM is supplemented rather than used as the sole resource.

WIDA level	Typical instructional access in pull-out ESL
2 - Emerging	Use chunked text, visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, structured oral response frames, and supported selection of evidence.
3 - Developing	Use expanded sentences and short connected discourse; graphic organizers; modeled transitions; guided summaries, explanations, narratives, and arguments; increasing use of source evidence.
4 - Expanding	Use connected paragraphs with discipline-specific vocabulary, varied sentence structures, reduced frames, source-based details, and increasingly independent academic discussion.
5 - Bridging	Use precise, elaborated academic language; synthesize details from grade-level texts; support claims with evidence; use more independent reading, writing, and presentation.
6 - Reaching	Use grade-appropriate language with minimal linguistic scaffolding while continuing to strengthen disciplinary precision, cohesion, register, source integration, evidence, and audience awareness.

Newcomer safeguard: Continental's published Level H scope and sequence states that the standard lessons are probably not suitable for Level 1/Newcomer students. Level 1 students therefore receive a supplemental newcomer pathway emphasizing school/social language, foundational literacy responsive to prior schooling, high-frequency academic vocabulary, oral comprehension, and heavily scaffolded access to the same unit concepts.

Unit 1: Discoveries

Essential Question: How do discoveries, innovation, navigation, loyalty, and perspective shape what people know and how they act?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level H (Grade 8), Unit 1: Discoveries
WIDA Alignment	ELD-SS.6-8.Explain; ELD-SS.6-8.Argue; ELD-LA.6-8.Narrate; ELD-LA.6-8.Inform; ELD-LA.6-8.Argue; ELD-SI.4-12.Inform; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.8.1; RI.CI.8.2; RI.IT.8.3; RI.PP.8.5; RI.AA.8.7; RL.CR.8.1; RL.IT.8.3; RL.PP.8.5; W.AW.8.1; W.IW.8.2; W.NW.8.3; SL.PE.8.1; SL.II.8.2; SL.PI.8.4; L.SS.8.1; L.KL.8.2; L.VL.8.3
Content Objective	Students will analyze information about discovery and innovation, make evidence-based predictions, determine central ideas, examine how navigation expands knowledge, and analyze how character motivation and relationships influence decisions.
Language Objective	Students will predict and justify using evidence, summarize central ideas, use synonyms for precision, combine ideas in complex sentences, analyze character motivations using cohesive pronoun reference, and produce opinion and reflective writing.
Priority Academic / Thematic Vocabulary	discovery, innovation, inventor, television, navigation, route, map, location, technology, predict, evidence, central idea, perspective, loyalty, motivation, relationship, consequence, innovation, influence, reflection
Culminating Performance Task	Create a 'Discovery and Decision Profile.' Students explain one discovery or innovation, identify evidence of its impact, connect it to a decision or human motivation, and present an evidence-based judgment about its significance.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 1: The Father of TV	Social Studies	Predictions	Synonyms	Opinion
Lesson 2: Navigating New Places	Social Studies	Main Idea	Complex Sentences	Journal Entry
Lesson 3: Loyalty and Love	Language Arts	Analyze Characters	Pronouns	Personal Reflection

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, supporting details, cause/effect, sequence, author purpose, perspective, claims, evidence, and inferences from audio, multimedia, presentations, and peer discourse; paraphrase and evaluate key ideas.
Speaking / Expressive	Use organized academic language to explain systems and events, summarize information, narrate or reflect, compare ideas, present claims/counterclaims, respond to viewpoints, and participate in evidence-based discussion.
Reading / Viewing	Use Grade 8 text structures, context, morphology, source features, and multimedia to comprehend supported literary and informational texts; cite relevant textual evidence and evaluate claims, perspective, word choice, and author decisions.
Writing / Representing	Produce supported opinions, journal entries, personal reflections, summaries, analyses, comparisons, descriptive/informational paragraphs, movie reviews, personal narratives, and how-to texts using logical organization, evidence, transitions, precise vocabulary, sentence variety, and Grade 8 conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, source types, data, or realia; explicitly teach priority academic vocabulary and morphology; connect themes to students' experiences and linguistic/cultural assets.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, point of view, fact/opinion, inference, argument, characterization, or text structure as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, comparison, explanation, source analysis, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grade 8 text access, vocabulary/morphology work, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, chunked text, and supported source/evidence selection.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grade 8 reading, writing, and presentation.
6 - Reaching	Complete Grade 8 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology / language-conventions task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, analysis, or narrative/reflection sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, paraphrase, or evaluation
- Supported Grade 8 reading response focused on central idea/theme, cause/effect, point of view, argument, inference, characterization, text structure, or fact/opinion
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 8-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, predicting, analyzing, or arguing.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, logically organized, and appropriate for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 2: By the Numbers

Essential Question: How do numbers, codes, data, and quantitative reasoning help people organize information and communicate?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level H (Grade 8), Unit 2: By the Numbers
WIDA Alignment	ELD-MA.6-8.Explain; ELD-MA.6-8.Argue; ELD-SC.6-8.Explain; ELD-SS.6-8.Explain; ELD-LA.6-8.Inform; ELD-SI.4-12.Inform; ELD-SI.4-12.Explain
2023 NJSLS-ELA Alignment	RI.CR.8.1; RI.CI.8.2; RI.IT.8.3; RI.TS.8.4; RI.MF.8.6; RI.AA.8.7; RL.CR.8.1; RL.IT.8.3; W.IW.8.2; W.WP.8.4; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; L.SS.8.1; L.KL.8.2; L.VL.8.3
Content Objective	Students will explain how codes and quantitative systems organize or transmit information, sequence processes, analyze details from multiple representations, and compare how numerical information can influence decisions or characterization.
Language Objective	Students will sequence technical processes, summarize information objectively, use suffixes and precise academic vocabulary, distinguish commonly confused words, analyze details and representations, and compare information using adverbs and cohesive structures.
Priority Academic / Thematic Vocabulary	data, number, code, barcode, symbol, scan, sequence, system, communicate, message, detail, quantity, amount, compare, contrast, analyze, pattern, information, interpret, representation
Culminating Performance Task	Develop a 'Numbers and Information Analysis.' Students explain how one code/data system works, sequence its process, interpret information from at least two representations, and compare the effectiveness or purpose of different ways of communicating information.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 4: The Basics of Bar Codes	Mathematics / Science	Sequence	Suffixes	Summary
Lesson 5: A Secret Communication	Mathematics / Social Studies	Recalling Details	Confusing Words	Analysis
Lesson 6: How Much?	Language Arts	Characterization	Adverbs	Compare and Contrast

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, supporting details, cause/effect, sequence, author purpose, perspective, claims, evidence, and inferences from audio, multimedia, presentations, and peer discourse; paraphrase and evaluate key ideas.
Speaking / Expressive	Use organized academic language to explain systems and events, summarize information, narrate or reflect, compare ideas, present claims/counterclaims, respond to viewpoints, and participate in evidence-based discussion.
Reading / Viewing	Use Grade 8 text structures, context, morphology, source features, and multimedia to comprehend supported literary and informational texts; cite relevant textual evidence and evaluate claims, perspective, word choice, and author decisions.
Writing / Representing	Produce supported opinions, journal entries, personal reflections, summaries, analyses, comparisons, descriptive/informational paragraphs, movie reviews, personal narratives, and how-to texts using logical organization, evidence, transitions, precise vocabulary, sentence variety, and Grade 8 conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, source types, data, or realia; explicitly teach priority academic vocabulary and morphology; connect themes to students' experiences and linguistic/cultural assets.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, point of view, fact/opinion, inference, argument, characterization, or text structure as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, comparison, explanation, source analysis, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grade 8 text access, vocabulary/morphology work, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, chunked text, and supported source/evidence selection.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grade 8 reading, writing, and presentation.
6 - Reaching	Complete Grade 8 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology / language-conventions task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, analysis, or narrative/reflection sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, paraphrase, or evaluation
- Supported Grade 8 reading response focused on central idea/theme, cause/effect, point of view, argument, inference, characterization, text structure, or fact/opinion
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 8-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, predicting, analyzing, or arguing.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, logically organized, and appropriate for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 3: Choices

Essential Question: How do evidence, science, consequences, and personal values shape choices about the future?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level H (Grade 8), Unit 3: Choices
WIDA Alignment	ELD-SC.6-8.Explain; ELD-SC.6-8.Argue; ELD-SS.6-8.Explain; ELD-SS.6-8.Argue; ELD-LA.6-8.Narrate; ELD-LA.6-8.Argue; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.8.1; RI.CI.8.2; RI.IT.8.3; RI.AA.8.7; RL.CR.8.1; RL.CI.8.2; RL.IT.8.3; W.AW.8.1; W.NW.8.3; W.WP.8.4; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; L.SS.8.1; L.VL.8.3; L.VI.8.4
Content Objective	Students will make inferences from scientific information, explain cause/effect relationships in choices, evaluate evidence and consequences, analyze theme in literary text, and connect future-oriented decisions to personal experience and values.
Language Objective	Students will use inference language, prefixes, descriptive precision, cause/effect connectors, colons/semicolons to link related ideas, evidence-based opinion language, and coordinating/subordinating conjunctions to produce reflective and analytical discourse.
Priority Academic / Thematic Vocabulary	forecast, weather, data, predict, infer, evidence, choice, nutrition, consequence, health, future, option, cause, effect, theme, value, decision, responsibility, condition, recommendation
Culminating Performance Task	Create a 'Future Choices Decision Brief.' Students analyze one future-oriented choice, use evidence to explain possible consequences, acknowledge an alternative, and defend a recommendation in an oral or written argument.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 7: The Science of Weather Forecasting	Science	Inferences	Prefixes	Descriptive Paragraph
Lesson 8: What Will You Eat?	Science / Social Studies	Cause and Effect	Colons and Semicolons	Opinion
Lesson 9: Thinking About the Future	Language Arts	Theme	Coordinating and Subordinate Conjunctions	Personal Narrative

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, supporting details, cause/effect, sequence, author purpose, perspective, claims, evidence, and inferences from audio, multimedia, presentations, and peer discourse; paraphrase and evaluate key ideas.
Speaking / Expressive	Use organized academic language to explain systems and events, summarize information, narrate or reflect, compare ideas, present claims/counterclaims, respond to viewpoints, and participate in evidence-based discussion.
Reading / Viewing	Use Grade 8 text structures, context, morphology, source features, and multimedia to comprehend supported literary and informational texts; cite relevant textual evidence and evaluate claims, perspective, word choice, and author decisions.
Writing / Representing	Produce supported opinions, journal entries, personal reflections, summaries, analyses, comparisons, descriptive/informational paragraphs, movie reviews, personal narratives, and how-to texts using logical organization, evidence, transitions, precise vocabulary, sentence variety, and Grade 8 conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, source types, data, or realia; explicitly teach priority academic vocabulary and morphology; connect themes to students' experiences and linguistic/cultural assets.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, point of view, fact/opinion, inference, argument, characterization, or text structure as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, comparison, explanation, source analysis, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grade 8 text access, vocabulary/morphology work, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, chunked text, and supported source/evidence selection.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grade 8 reading, writing, and presentation.
6 - Reaching	Complete Grade 8 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology / language-conventions task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, analysis, or narrative/reflection sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, paraphrase, or evaluation
- Supported Grade 8 reading response focused on central idea/theme, cause/effect, point of view, argument, inference, characterization, text structure, or fact/opinion
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 8-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, predicting, analyzing, or arguing.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, logically organized, and appropriate for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 4: Fun and Entertainment

Essential Question: How do design, technology, language, and audience shape entertainment experiences and opinions?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM Toolkit Level H (Grade 8), Unit 4: Fun and Entertainment
WIDA Alignment	ELD-MA.6-8.Explain; ELD-SC.6-8.Explain; ELD-SC.6-8.Argue; ELD-LA.6-8.Inform; ELD-LA.6-8.Argue; ELD-SI.4-12.Inform; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.8.1; RI.CI.8.2; RI.IT.8.3; RI.PP.8.5; RI.MF.8.6; RI.AA.8.7; RL.CR.8.1; RL.TS.8.4; W.IW.8.2; W.AW.8.1; W.WP.8.4; SL.PE.8.1; SL.II.8.2; SL.PI.8.4; L.KL.8.2; L.VL.8.3; L.VI.8.4
Content Objective	Students will distinguish fact from opinion in entertainment-related texts, explain scientific or mathematical aspects of designed experiences, compare media experiences, analyze language choices, and evaluate entertainment products for a specific audience.
Language Objective	Students will distinguish factual information from evaluation, use multiple-meaning words and roots to interpret vocabulary, compare experiences using precise language, analyze figurative language, use relative pronouns for cohesion, and produce informational, review, and procedural texts.
Priority Academic / Thematic Vocabulary	entertainment, design, attraction, ride, force, motion, experience, audience, media, movie, review, evaluate, compare, contrast, evidence, figurative language, game, procedure, instruction, recommendation
Culminating Performance Task	Develop an 'Entertainment Review and Design Portfolio.' Students explain one designed entertainment experience, compare two options or formats, evaluate one using evidence and audience criteria, and produce a clear how-to or design explanation.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 10: The Ride of Your Life	Mathematics / Science	Facts and Opinions	Multiple-Meaning Words	Informational Paragraph
Lesson 11: The Ultimate Movie Experience	Science / Social Studies	Compare and Contrast	Roots and Root Words	Movie Review
Lesson 12: Game Time	Language Arts	Figurative Language	Relative Pronouns	How-To

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, supporting details, cause/effect, sequence, author purpose, perspective, claims, evidence, and inferences from audio, multimedia, presentations, and peer discourse; paraphrase and evaluate key ideas.
Speaking / Expressive	Use organized academic language to explain systems and events, summarize information, narrate or reflect, compare ideas, present claims/counterclaims, respond to viewpoints, and participate in evidence-based discussion.
Reading / Viewing	Use Grade 8 text structures, context, morphology, source features, and multimedia to comprehend supported literary and informational texts; cite relevant textual evidence and evaluate claims, perspective, word choice, and author decisions.
Writing / Representing	Produce supported opinions, journal entries, personal reflections, summaries, analyses, comparisons, descriptive/informational paragraphs, movie reviews, personal narratives, and how-to texts using logical organization, evidence, transitions, precise vocabulary, sentence variety, and Grade 8 conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview visuals, source types, data, or realia; explicitly teach priority academic vocabulary and morphology; connect themes to students' experiences and linguistic/cultural assets.

2. Interpret text/media: use TEAM reading/listening tasks; model comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, point of view, fact/opinion, inference, argument, characterization, or text structure as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, comparison, explanation, source analysis, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grade 8 text access, vocabulary/morphology work, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, draw, or respond with words/practiced chunks. Use home-language resources when available, adapted text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short responses using visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, chunked text, and supported source/evidence selection.
3 - Developing	Produce expanded sentences and short connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with unit-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grade 8 reading, writing, and presentation.
6 - Reaching	Complete Grade 8 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaboration, and oral academic language
- Vocabulary / morphology / language-conventions task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, analysis, or narrative/reflection sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, paraphrase, or evaluation
- Supported Grade 8 reading response focused on central idea/theme, cause/effect, point of view, argument, inference, characterization, text structure, or fact/opinion
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at a Grade 8-appropriate level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, predicting, analyzing, or arguing.
Vocabulary and language features	Student uses priority unit vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, understandable, logically organized, and appropriate for purpose and audience.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

5. Grade 8 Assessment and Progress Monitoring Plan

- Baseline: Review current WIDA Screener/ACCESS information when available, classroom data, prior ESL records, and initial teacher-collected oral, reading, and writing samples.
- Ongoing: Collect at least one interpretive and one expressive data point during each unit. Evidence may include listening/multimedia responses, oral academic-language samples, reading/viewing responses, vocabulary/language applications, summaries, arguments, analyses, narratives, or TEAM lesson checks.
- Unit: Score the culminating performance task using the district criteria above and document the type and amount of linguistic support required.
- Periodic: Review growth across listening, speaking, reading/viewing, and writing/representing and adjust scaffolds, grouping, text access, source complexity, language features, and instructional targets.
- Annual: Use ACCESS for ELLs results together with local evidence to inform continued ESL programming, instructional priorities, and transition planning into high school.

6. Newcomer / Level 1 Supplemental Pathway

Continental's Level H scope and sequence cautions that the standard lessons are probably not suitable for Level 1/Newcomer students. The following supplemental pathway should therefore be used before and alongside the Grade 8 themes:

- School survival and participation language, clarification/help-seeking, academic task directions, and interaction language.
- High-frequency Grade 8 academic nouns, verbs, adjectives, connectors, question forms, and discipline-specific vocabulary tied to the current TEAM unit.
- Foundational literacy responsive to prior schooling, including decoding/encoding, multisyllabic word work, morphology, roots, affixes, and high-frequency words as needed.
- Short, repeated oral-comprehension routines with visual, physical, or selected-response options before extended English production.
- Strategic use of home language, bilingual resources, cognates, translanguaging, peer support, and family/community knowledge when available.
- Progression from words/chunks to patterned sentences, then expanded and connected discourse without delaying access to Grade 8 concepts.
- Use of adapted or alternate texts at the same conceptual focus when TEAM text demands exceed the student's current English proficiency.
- Regular collection of brief language samples to determine when scaffolds can be reduced and TEAM tasks attempted more independently.

7. Primary Sources and Alignment Notes

- New Jersey Department of Education. 2023 New Jersey Student Learning Standards for English Language Arts: Grade 8.
- WIDA. WIDA English Language Development Standards Framework, 2020 Edition: Grades 6-8 Materials.
- Continental Press. TEAM Toolkits: Teaching ELs for Academic Language Mastery, Levels F-H Scope and Sequence (Level H / Grade 8).

PCSST

Grade 9 ESL Curriculum

Primary Instructional Resource: Continental Press TEAM Toolkits
High School Book 1
Aligned to the WIDA English Language Development Standards Framework, 2020 Edition
and the 2023 New Jersey Student Learning Standards for English Language Arts (Grades 9-10)

TEAM High School is a three-book sequential series for Grades 9-12 rather than four separate grade-specific books. For Grade 9, Book 1 is the district's default instructional sequence; student placement may be adjusted when proficiency and prior instructional history warrant.

1. Curriculum Purpose and Design

The Grade 9 Pull-Out ESL Curriculum provides systematic English language development while maintaining access to high-school concepts, texts, and disciplinary practices. Instruction integrates listening, speaking, reading, viewing, writing, and representing through the WIDA 2020 framework and connects language development to the 2023 NJSLS-ELA Grades 9-10 standards. Continental Press TEAM High School Book 1 serves as the primary instructional resource and provides thematic units, academic language, reading strategies, language study, writing tasks, and differentiated supports.

The TEAM High School series is organized as three sequential books across Grades 9-12, not one book per grade. PCSST uses Book 1 as the default Grade 9 starting point while preserving proficiency-responsive placement for students whose prior schooling or English language development indicates a different instructional entry point. This curriculum therefore aligns Book 1's thematic content to Grade 9 expectations without representing the publisher's Book 1 as a formally designated Grade 9 textbook.

TEAM High School Book 1 contains four units with three lessons per unit: Into the Deep, It's Elementary!, From Here to There, and Cultures Around the World. The district curriculum preserves that sequence while adding current WIDA/NJSLS alignment, explicit content and language objectives, proficiency-level scaffolds, formative assessment, performance tasks, progress monitoring, and newcomer supports.

2. Standards Framework

WIDA ELD Standards, 2020 Edition

- ELD Standard 1 (ELD-SI): Language for Social and Instructional Purposes
- ELD Standard 2 (ELD-LA): Language for Language Arts
- ELD Standard 3 (ELD-MA): Language for Mathematics
- ELD Standard 4 (ELD-SC): Language for Science
- ELD Standard 5 (ELD-SS): Language for Social Studies

Grade 9 is part of WIDA's Grades 9-12 cluster. The four Key Language Uses are Narrate, Inform, Explain, and Argue. The curriculum selects interpretive and expressive Language Expectations from the high-school cluster according to each TEAM unit's disciplinary focus and communicative demands.

Primary Grade 9 WIDA Language Expectations Used

Reference	Instructional emphasis
ELD-SI.4-12.Narrate	Share experiences and prior learning; connect stories and representations; raise questions; recount/restatement; create closure and next steps.
ELD-SI.4-12.Inform	Define/classify facts and interpretations; report characteristics and patterns; describe systems; clarify and summarize relationships.
ELD-SI.4-12.Explain	Generate and convey thinking; describe procedures, causes/effects, and changing variables; consider alternatives; revise understandings from feedback.
ELD-SI.4-12.Argue	Generate questions about perspectives; support/challenge interpretations; elaborate ideas; evaluate trade-offs; refine claims and reasoning.
ELD-LA.9-12.Narrate.Interpretive / Expressive	Interpret themes/central ideas, author choices, character relationships, point of view, tone, and event progression; construct narratives with context, multiple viewpoints, developed events, complications/resolutions, and audience awareness.
ELD-LA.9-12.Inform.Interpretive / Expressive	Identify/summarize central ideas; analyze evidence, attributes, conceptual relationships, and word choice; construct objective informational texts with precision, details, clarity, and organized relationships.

Reference	Instructional emphasis
ELD-LA.9-12.Argue.Interpretive / Expressive	Analyze rhetoric, claims, relevance/sufficiency of evidence, and validity of reasoning; construct precise claims/counterclaims supported with credible evidence and appropriate stance.
ELD-MA.9-12.Explain.Interpretive / Expressive	Interpret and construct mathematical explanations by analyzing representations, data, strategies, reasoning, and logical relationships among quantities and concepts.
ELD-MA.9-12.Argue.Interpretive / Expressive	Evaluate conjectures, evidence, reasoning, and solution strategies; construct mathematical claims and counterclaims supported by evidence.
ELD-SC.9-12.Explain.Interpretive / Expressive	Define investigable questions/problems; paraphrase complex evidence/processes; evaluate links among theory, evidence, and claims; construct objective explanations using valid evidence and reasoning.
ELD-SC.9-12.Argue.Interpretive / Expressive	Evaluate evidence, competing claims, limitations, trade-offs, and ethical issues; construct scientific claims/counterclaims using data, evidence, reasoning, and appropriate stance.
ELD-SS.9-12.Explain.Interpretive / Expressive	Analyze sources, perspectives, contributing factors, causes, and areas of agreement/disagreement; construct contextualized explanations supported by evidence and reasoning.
ELD-SS.9-12.Argue.Interpretive / Expressive	Analyze source purpose, perspective, credibility, accuracy, and relevance; construct claims/counterclaims using evidence from multiple sources and clear reasoning.

2023 NJSLS-ELA Priorities: Grades 9-10

Domain	Grade 9 application of the 9-10 standards band
Language	L.SS.9-10.1; L.KL.9-10.2; L.VL.9-10.3; L.VI.9-10.4: command of English structures/conventions; purposeful language choices; academic/domain-specific vocabulary; context, morphology, figurative language, word relationships, and connotation.
Reading Literature / Informational	RL.CR.9-10.1, RL.CI.9-10.2, RL.IT.9-10.3, RL.TS.9-10.4, RL.PP.9-10.5, RL.MF.9-10.6, RL.CT.9-10.8; RI.CR.9-10.1, RI.CI.9-10.2, RI.IT.9-10.3, RI.TS.9-10.4, RI.PP.9-10.5, RI.MF.9-10.6, RI.AA.9-10.7, RI.CT.9-10.8.
Writing	W.AW.9-10.1, W.IW.9-10.2, W.NW.9-10.3, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, W.RW.9-10.7.
Speaking & Listening	SL.PE.9-10.1, SL.II.9-10.2, SL.ES.9-10.3, SL.PI.9-10.4, SL.UM.9-10.5, SL.AS.9-10.6.

3. Instructional Model and Pacing

Suggested pacing is approximately eight to nine instructional weeks per TEAM unit, with flexibility based on student entry dates, English proficiency, prior schooling, progress data, and the frequency/duration of pull-out services. Each TEAM lesson may be expanded across multiple ESL sessions so students have repeated opportunities to interpret complex information, discuss ideas, analyze sources, and produce increasingly precise academic language.

Unit	TEAM High School Book 1 theme	Approx. pacing	Primary Key Language Uses
1	Into the Deep	8-9 weeks	Inform, Explain, Argue, Narrate
2	It's Elementary!	8-9 weeks	Inform, Explain, Argue, Narrate
3	From Here to There	8-9 weeks	Inform, Explain, Argue, Narrate
4	Cultures Around the World	8-9 weeks	Inform, Explain, Argue, Narrate

4. Proficiency-Responsive Instruction

WIDA proficiency levels guide the amount and type of linguistic support; they do not lower the cognitive intent of the task. Students engage with high-school concepts while the teacher adjusts text access, source complexity, multimodal supports, interaction structures, language features, and expectations for independence.

WIDA level	Typical instructional access in Grade 9 pull-out ESL
1 - Entering	Use visuals, realia, home-language resources when available, modeled oral language, adapted/parallel text, bilingual glossaries, selected-response options, labels, and practiced chunks. TEAM is supplemented rather than used as the sole resource.
2 - Emerging	Use chunked text, visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, structured oral response frames, and supported selection of evidence.
3 - Developing	Use expanded sentences and connected paragraphs; graphic organizers; transition banks; guided summaries, explanations, narratives, and arguments; increasing integration of source evidence.
4 - Expanding	Use organized multi-paragraph and extended oral responses with discipline-specific vocabulary, varied sentence structures, reduced frames, source-based details, and increasingly independent academic discussion.
5 - Bridging	Use precise, elaborated academic language; synthesize details from grade-level texts and sources; support claims with evidence; engage in increasingly independent reading, writing, and presentation.
6 - Reaching	Use grade-appropriate high-school language with minimal linguistic scaffolding while strengthening precision, cohesion, register, source integration, reasoning, audience awareness, and style.

Newcomer safeguard: Continental states that the standard TEAM High School lessons are probably not suitable for Level 1/Newcomer students. Accordingly, Entering/Newcomer students receive a supplemental pathway emphasizing functional school language, foundational and disciplinary literacy responsive to prior schooling, high-frequency academic vocabulary, oral comprehension, and scaffolded access to the same Grade 9 concepts.

Unit 1: Into the Deep

Essential Question: How do evidence, perspective, and scientific inquiry shape what we know about the world's oceans and exploration?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM High School Book 1, Unit 1: Into the Deep
WIDA Alignment	ELD-SC.9-12.Explain; ELD-SC.9-12.Argue; ELD-SS.9-12.Explain; ELD-LA.9-12.Narrate; ELD-LA.9-12.Inform; ELD-LA.9-12.Argue; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.9-10.1; RI.CI.9-10.2; RI.IT.9-10.3; RI.AA.9-10.7; RL.CR.9-10.1; RL.PP.9-10.5; W.AW.9-10.1; W.IW.9-10.2; W.NW.9-10.3; SL.PE.9-10.1; SL.II.9-10.2; SL.PI.9-10.4; L.SS.9-10.1; L.VL.9-10.3
Content Objective	Students will analyze scientific and informational sources about ocean study and exploration, make evidence-based predictions and conclusions, evaluate point of view, and distinguish observation from interpretation.
Language Objective	Students will use roots to interpret academic terminology, maintain subject-verb agreement, summarize objectively, draw and justify conclusions from evidence, analyze point of view, and construct persuasive and narrative responses for distinct audiences.
Priority Academic / Thematic Vocabulary	ocean, marine, depth, expedition, exploration, observation, evidence, hypothesis, predict, conclude, environment, organism, pressure, ecosystem, perspective, point of view, source, claim, reasoning, investigation
Culminating Performance Task	Create an 'Ocean Exploration Evidence Brief.' Students synthesize information from at least two unit sources, explain a scientific question or discovery, evaluate evidence and perspective, and present a supported conclusion or recommendation.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 1: Testing the Waters	Science / Social Studies	Predictions	Roots and Root Words	Letter to the Editor
Lesson 2: Life at the Bottom of the Sea	Science	Conclusions	Subject and Verb	Summary
Lesson 3: Journey Across the World	Science / Language Arts	Point of View	Multiple-Meaning Words	Personal Narrative

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, supporting details, sequence, cause/effect, perspective, claims, reasoning, and evidence from audio, multimedia, teacher modeling, presentations, and peer discourse; paraphrase, evaluate, and ask clarifying questions.
Speaking / Expressive	Use organized high-school academic language to explain processes/events, summarize sources, narrate/reflection, compare perspectives, present claims/counterclaims, respond to evidence, and participate in collaborative discussion.
Reading / Viewing	Use Grades 9-10 text structures, context, morphology, source features, and multimedia to comprehend supported literary and informational texts; cite strong relevant evidence and analyze central ideas, perspective, rhetoric, and author choices.
Writing / Representing	Produce supported letters to the editor, summaries, personal narratives, biographies, problem/solution texts, reviews, descriptions, persuasive paragraphs, travel accounts, opinions, and retellings using logical organization, evidence, transitions, precise vocabulary, varied sentences, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview sources, visuals, data, or realia; explicitly teach priority academic vocabulary and morphology; connect unit concepts to students' linguistic, cultural, and experiential assets.

2. Interpret text/media: use TEAM reading/listening tasks; model high-school comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, perspective, inference, author purpose, argument, or genre as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, source analysis, comparison, explanation, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grades 9-10 text access, vocabulary/morphology study, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, annotate images, or respond with words/practiced chunks. Use home-language resources when available, adapted/parallel text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short paragraphs using visuals, word banks, sentence frames, modeled exemplars, partner rehearsal, chunked text, and supported evidence/source selection.
3 - Developing	Produce expanded sentences and connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with discipline-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grades 9-10 reading, writing, and presentation.
6 - Reaching	Complete Grade 9 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal/appropriate register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaborative discussion, and oral academic language
- Vocabulary / morphology / language-conventions task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, paraphrase, or evaluation
- Supported Grades 9-10 reading response focused on central idea/theme, cause/effect, perspective, argument, inference, author purpose, genre, or source evidence
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at an appropriate Grade 9 level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, predicting, analyzing, or arguing.
Vocabulary and language features	Student uses priority academic/domain-specific vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, logically organized, and appropriate for purpose, audience, and register.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 2: It's Elementary!

Essential Question: How do observation, logic, evidence, and storytelling work together to solve mysteries and explain problems?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM High School Book 1, Unit 2: It's Elementary!
WIDA Alignment	ELD-MA.9-12.Explain; ELD-SC.9-12.Explain; ELD-LA.9-12.Inform; ELD-LA.9-12.Narrate; ELD-LA.9-12.Argue; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.9-10.1; RI.CI.9-10.2; RI.IT.9-10.3; RL.CR.9-10.1; RL.CI.9-10.2; RL.TS.9-10.4; RL.PP.9-10.5; W.IW.9-10.2; W.NW.9-10.3; W.AW.9-10.1; SL.ES.9-10.3; SL.PI.9-10.4; L.SS.9-10.1; L.KL.9-10.2; L.VI.9-10.4
Content Objective	Students will sequence reasoning and evidence, determine central ideas in biographical/informational text, analyze genre conventions, and evaluate how observation and logic contribute to problem solving.
Language Objective	Students will explain sequences of reasoning, interpret figurative expressions, use accurate irregular verb forms and infinitives, summarize central ideas, describe problem/solution relationships, and evaluate a text or solution using evidence.
Priority Academic / Thematic Vocabulary	detective, deduction, logic, clue, sequence, observation, inference, evidence, biography, author, genre, mystery, solution, hypothesis, analyze, reasoning, figurative, evaluate, conclusion, review
Culminating Performance Task	Complete a 'Mystery Reasoning Case File.' Students identify a problem or mystery, organize clues/evidence, explain a reasoning sequence, evaluate the solution, and connect the process to an author's or investigator's methods.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 4: The Master Detective	Mathematics / Science	Sequence	Figurative Expressions	Biography
Lesson 5: Sir Arthur Conan Doyle	Language Arts / Science	Main Idea	Irregular Verbs	Problem and Solution
Lesson 6: Mystery Solved	Science / Language Arts	Genre	Infinitives	Review

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, supporting details, sequence, cause/effect, perspective, claims, reasoning, and evidence from audio, multimedia, teacher modeling, presentations, and peer discourse; paraphrase, evaluate, and ask clarifying questions.
Speaking / Expressive	Use organized high-school academic language to explain processes/events, summarize sources, narrate/reflection, compare perspectives, present claims/counterclaims, respond to evidence, and participate in collaborative discussion.
Reading / Viewing	Use Grades 9-10 text structures, context, morphology, source features, and multimedia to comprehend supported literary and informational texts; cite strong relevant evidence and analyze central ideas, perspective, rhetoric, and author choices.
Writing / Representing	Produce supported letters to the editor, summaries, personal narratives, biographies, problem/solution texts, reviews, descriptions, persuasive paragraphs, travel accounts, opinions, and retellings using logical organization, evidence, transitions, precise vocabulary, varied sentences, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview sources, visuals, data, or realia; explicitly teach priority academic vocabulary and morphology; connect unit concepts to students' linguistic, cultural, and experiential assets.

2. Interpret text/media: use TEAM reading/listening tasks; model high-school comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, perspective, inference, author purpose, argument, or genre as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, source analysis, comparison, explanation, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grades 9-10 text access, vocabulary/morphology study, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, annotate images, or respond with words/practiced chunks. Use home-language resources when available, adapted/parallel text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short paragraphs using visuals, word banks, sentence frames, modeled exemplars, partner rehearsal, chunked text, and supported evidence/source selection.
3 - Developing	Produce expanded sentences and connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with discipline-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grades 9-10 reading, writing, and presentation.
6 - Reaching	Complete Grade 9 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal/appropriate register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaborative discussion, and oral academic language
- Vocabulary / morphology / language-conventions task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, paraphrase, or evaluation
- Supported Grades 9-10 reading response focused on central idea/theme, cause/effect, perspective, argument, inference, author purpose, genre, or source evidence
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at an appropriate Grade 9 level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, predicting, analyzing, or arguing.
Vocabulary and language features	Student uses priority academic/domain-specific vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, logically organized, and appropriate for purpose, audience, and register.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 3: From Here to There

Essential Question: How do movement, migration, place, and perspective influence people's experiences and historical change?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM High School Book 1, Unit 3: From Here to There
WIDA Alignment	ELD-SS.9-12.Explain; ELD-SS.9-12.Argue; ELD-LA.9-12.Narrate; ELD-LA.9-12.Inform; ELD-LA.9-12.Argue; ELD-SI.4-12.Narrate; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.9-10.1; RI.CI.9-10.2; RI.IT.9-10.3; RI.PP.9-10.5; RI.CT.9-10.8; RL.CR.9-10.1; RL.TS.9-10.4; W.AW.9-10.1; W.IW.9-10.2; W.NW.9-10.3; SL.PE.9-10.1; SL.II.9-10.2; SL.PI.9-10.4; L.SS.9-10.1; L.VI.9-10.4
Content Objective	Students will analyze migration and travel narratives, draw conclusions from sources, explain causes and effects of movement, examine point of view and figurative language, and connect place to historical and personal experience.
Language Objective	Students will make and justify inferences, explain causal relationships, use homophones accurately in context, employ adverbs and pronouns for precision/cohesion, analyze figurative language, and construct persuasive and travel-narrative texts.
Priority Academic / Thematic Vocabulary	migration, movement, journey, destination, route, region, opportunity, cause, effect, perspective, infer, conclusion, evidence, travel, river, north, community, change, experience, account
Culminating Performance Task	Create a 'Movement and Migration Portfolio.' Students analyze one historical movement or journey, explain causes/effects, evaluate a source perspective, and produce an evidence-based account or argument about how movement changed people's lives.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 7: A New Beginning	Social Studies	Inferences and Conclusions	Homophones	Description
Lesson 8: Going North	Social Studies	Cause and Effect	Adverb	Persuasive Paragraph
Lesson 9: Traveling on the Mississippi	Social Studies / Language Arts	Figurative Language	Pronouns	Travel Account

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, supporting details, sequence, cause/effect, perspective, claims, reasoning, and evidence from audio, multimedia, teacher modeling, presentations, and peer discourse; paraphrase, evaluate, and ask clarifying questions.
Speaking / Expressive	Use organized high-school academic language to explain processes/events, summarize sources, narrate/reflection, compare perspectives, present claims/counterclaims, respond to evidence, and participate in collaborative discussion.
Reading / Viewing	Use Grades 9-10 text structures, context, morphology, source features, and multimedia to comprehend supported literary and informational texts; cite strong relevant evidence and analyze central ideas, perspective, rhetoric, and author choices.
Writing / Representing	Produce supported letters to the editor, summaries, personal narratives, biographies, problem/solution texts, reviews, descriptions, persuasive paragraphs, travel accounts, opinions, and retellings using logical organization, evidence, transitions, precise vocabulary, varied sentences, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview sources, visuals, data, or realia; explicitly teach priority academic vocabulary and morphology; connect unit concepts to students' linguistic, cultural, and experiential assets.

2. Interpret text/media: use TEAM reading/listening tasks; model high-school comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, perspective, inference, author purpose, argument, or genre as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, source analysis, comparison, explanation, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grades 9-10 text access, vocabulary/morphology study, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, annotate images, or respond with words/practiced chunks. Use home-language resources when available, adapted/parallel text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short paragraphs using visuals, word banks, sentence frames, modeled exemplars, partner rehearsal, chunked text, and supported evidence/source selection.
3 - Developing	Produce expanded sentences and connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with discipline-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grades 9-10 reading, writing, and presentation.
6 - Reaching	Complete Grade 9 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal/appropriate register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaborative discussion, and oral academic language
- Vocabulary / morphology / language-conventions task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, paraphrase, or evaluation
- Supported Grades 9-10 reading response focused on central idea/theme, cause/effect, perspective, argument, inference, author purpose, genre, or source evidence
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at an appropriate Grade 9 level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, predicting, analyzing, or arguing.
Vocabulary and language features	Student uses priority academic/domain-specific vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, logically organized, and appropriate for purpose, audience, and register.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 4: Cultures Around the World

Essential Question: How do technology, environment, traditions, and stories reflect and shape cultures across time and place?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM High School Book 1, Unit 4: Cultures Around the World
WIDA Alignment	ELD-SS.9-12.Explain; ELD-SS.9-12.Argue; ELD-SC.9-12.Explain; ELD-LA.9-12.Narrate; ELD-LA.9-12.Inform; ELD-LA.9-12.Argue; ELD-SI.4-12.Inform; ELD-SI.4-12.Explain
2023 NJSLS-ELA Alignment	RI.CR.9-10.1; RI.CI.9-10.2; RI.IT.9-10.3; RI.PP.9-10.5; RI.CT.9-10.8; RL.CR.9-10.1; RL.CI.9-10.2; RL.PP.9-10.5; W.IW.9-10.2; W.AW.9-10.1; W.NW.9-10.3; SL.PE.9-10.1; SL.ES.9-10.3; SL.PI.9-10.4; L.SS.9-10.1; L.KL.9-10.2
Content Objective	Students will explain how technologies and environments influence societies, compare cultural practices and ways of life, analyze author purpose in myths, and evaluate how stories communicate cultural values.
Language Objective	Students will explain cause/effect, compare cultural information, use antonyms and prepositional phrases to improve precision, summarize objectively, analyze author purpose, state evidence-based opinions, and retell myths with coherent sequencing.
Priority Academic / Thematic Vocabulary	culture, society, technology, Roman, innovation, sea, maritime, environment, tradition, myth, Norse, purpose, value, belief, compare, contrast, influence, cause, effect, perspective
Culminating Performance Task	Develop a 'Culture Through Evidence' comparative presentation. Students compare two cultural examples from the unit, explain how environment/technology shaped each, analyze a story or source for purpose/perspective, and support a conclusion with evidence.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 10: Roman Technology	Science / Social Studies	Cause and Effect	Antonyms	Opinion
Lesson 11: People of the Sea	Science / Social Studies	Compare and Contrast	Prepositions	Summary
Lesson 12: Norse Myths	Social Studies / Language Arts	Author's Purpose	Commas	Retelling

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, supporting details, sequence, cause/effect, perspective, claims, reasoning, and evidence from audio, multimedia, teacher modeling, presentations, and peer discourse; paraphrase, evaluate, and ask clarifying questions.
Speaking / Expressive	Use organized high-school academic language to explain processes/events, summarize sources, narrate/reflection, compare perspectives, present claims/counterclaims, respond to evidence, and participate in collaborative discussion.
Reading / Viewing	Use Grades 9-10 text structures, context, morphology, source features, and multimedia to comprehend supported literary and informational texts; cite strong relevant evidence and analyze central ideas, perspective, rhetoric, and author choices.
Writing / Representing	Produce supported letters to the editor, summaries, personal narratives, biographies, problem/solution texts, reviews, descriptions, persuasive paragraphs, travel accounts, opinions, and retellings using logical organization, evidence, transitions, precise vocabulary, varied sentences, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview sources, visuals, data, or realia; explicitly teach priority academic vocabulary and morphology; connect unit concepts to students' linguistic, cultural, and experiential assets.

2. Interpret text/media: use TEAM reading/listening tasks; model high-school comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, perspective, inference, author purpose, argument, or genre as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, source analysis, comparison, explanation, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grades 9-10 text access, vocabulary/morphology study, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, annotate images, or respond with words/practiced chunks. Use home-language resources when available, adapted/parallel text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short paragraphs using visuals, word banks, sentence frames, modeled exemplars, partner rehearsal, chunked text, and supported evidence/source selection.
3 - Developing	Produce expanded sentences and connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with discipline-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grades 9-10 reading, writing, and presentation.
6 - Reaching	Complete Grade 9 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal/appropriate register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaborative discussion, and oral academic language
- Vocabulary / morphology / language-conventions task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, paraphrase, or evaluation
- Supported Grades 9-10 reading response focused on central idea/theme, cause/effect, perspective, argument, inference, author purpose, genre, or source evidence
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at an appropriate Grade 9 level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, predicting, analyzing, or arguing.
Vocabulary and language features	Student uses priority academic/domain-specific vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, logically organized, and appropriate for purpose, audience, and register.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

5. Grade 9 Assessment and Progress Monitoring Plan

- Baseline: Review current WIDA Screener/ACCESS information when available, prior ESL records, course/classroom data, prior schooling information, and initial teacher-collected oral, reading, and writing samples.
- Ongoing: Collect at least one interpretive and one expressive data point during each unit. Evidence may include listening/multimedia responses, oral academic-language samples, reading/viewing responses, vocabulary/language applications, summaries, explanations, arguments, narratives, or TEAM lesson checks.
- Unit: Score the culminating performance task using the district criteria above and document the type and amount of linguistic support required.
- Periodic: Review growth across listening, speaking, reading/viewing, and writing/representing and adjust scaffolds, grouping, source/text complexity, language features, and instructional targets.
- Annual: Use ACCESS for ELLs results together with local evidence to inform continued ESL programming, course support, instructional priorities, and Grade 10 planning.

6. Newcomer / Level 1 Supplemental Pathway

Continental's High School scope and sequence cautions that the standard lessons are probably not suitable for Level 1/Newcomer students. The following supplemental pathway should therefore be used before and alongside the Grade 9/Book 1 themes:

- High-school survival and participation language: schedules, course routines, assignments, clarification/help-seeking, technology directions, collaborative work, and school procedures.
- High-frequency Grade 9 academic nouns, verbs, adjectives, connectors, question forms, and discipline-specific vocabulary tied to the current TEAM unit.
- Foundational and secondary literacy responsive to prior schooling, including decoding/encoding as needed, multisyllabic word analysis, morphology, roots/affixes, sentence construction, and paragraph organization.
- Short, repeated oral-comprehension routines with visual, selected-response, or bilingual supports before requiring extended English production.
- Strategic use of home language, bilingual resources, cognates, translanguaging, peer support, and family/community knowledge when available.
- Progression from words/chunks to patterned sentences, then connected paragraphs and extended discourse without delaying access to high-school concepts.
- Use of adapted or alternate texts at the same conceptual focus when TEAM text demands exceed the student's current English proficiency.
- Regular collection of language samples to determine when scaffolds can be reduced and TEAM Book 1 tasks can be attempted more independently.

7. Primary Sources and Alignment Notes

- New Jersey Department of Education. 2023 New Jersey Student Learning Standards for English Language Arts: Grades 9-10.
- WIDA. WIDA English Language Development Standards Framework, 2020 Edition: Grades 9-12 Materials.
- Continental Press. TEAM Toolkits: Teaching ELs for Academic Language Mastery, High School Scope and Sequence, Book 1.
- WIDA PRIME V2 Correlation for TEAM Toolkits (publisher correlation supplied by PCSST; correlation reflects an earlier WIDA framework).

Implementation note: Continental publishes three TEAM High School books for Grades 9-12. PCSST uses Book 1 as the default Grade 9 sequence for this curriculum, while student placement remains responsive to English proficiency, prior schooling, and instructional history.

PCSST

Grade 10 ESL Curriculum

Primary Instructional Resource: Continental Press TEAM Toolkits
High School Book 2
Aligned to the WIDA English Language Development Standards Framework, 2020 Edition
and the 2023 New Jersey Student Learning Standards for English Language Arts (Grades 9-10)

TEAM High School is a three-book sequential series for Grades 9-12 rather than four separate grade-specific books. For Grade 10, Book 2 is the district's default instructional sequence. Student placement may be adjusted when English proficiency, prior schooling, or prior TEAM coursework warrants.

1. Curriculum Purpose and Design

The Grade 10 Pull-Out ESL Curriculum provides systematic English language development while maintaining access to high-school concepts, texts, and disciplinary practices. Instruction integrates listening, speaking, reading, viewing, writing, and representing through the WIDA 2020 framework and connects language development to the 2023 NJSLS-ELA Grades 9-10 standards. Continental Press TEAM High School Book 2 serves as the primary instructional resource and provides thematic units, academic vocabulary, reading strategies, language study, writing tasks, and differentiated supports.

The TEAM High School series is organized as three sequential books across Grades 9-12, not one book per grade. PCSST uses Book 2 as the default Grade 10 sequence while preserving proficiency-responsive placement for students whose prior schooling, English language development, or previous TEAM instruction indicates a different entry point.

TEAM High School Book 2 contains four units with three lessons per unit: Medical Mysteries, Sounds Around You, The Silver Screen, and The 20th Century. This district curriculum preserves that sequence while adding current WIDA and New Jersey standards alignment, explicit content and language objectives, proficiency-responsive scaffolds, formative assessment, performance tasks, progress monitoring, and newcomer supports.

2. Standards Framework

WIDA ELD Standards, 2020 Edition

- ELD Standard 1 (ELD-SI): Language for Social and Instructional Purposes
- ELD Standard 2 (ELD-LA): Language for Language Arts
- ELD Standard 3 (ELD-MA): Language for Mathematics
- ELD Standard 4 (ELD-SC): Language for Science
- ELD Standard 5 (ELD-SS): Language for Social Studies

Grade 10 is part of WIDA's Grades 9-12 cluster. The four Key Language Uses are Narrate, Inform, Explain, and Argue. The curriculum selects interpretive and expressive Language Expectations from the high-school cluster according to each TEAM unit's disciplinary focus and communicative demands.

Primary Grade 10 WIDA Language Expectations Used

Reference	Instructional emphasis
ELD-SI.4-12.Narrate	Share experiences and prior learning; connect stories and representations; raise questions; recount and restate ideas; create closure and next steps.
ELD-SI.4-12.Inform	Define/classify facts and interpretations; report characteristics and patterns; describe systems; clarify and summarize relationships.
ELD-SI.4-12.Explain	Generate and convey thinking; describe procedures, causes/effects, and changing variables; consider alternatives; revise understandings from feedback.
ELD-SI.4-12.Argue	Generate questions about perspectives; support/challenge interpretations; elaborate ideas; evaluate trade-offs; refine claims and reasoning.
ELD-LA.9-12.Narrate.Interpretive / Expressive	Interpret themes/central ideas, author choices, character relationships, point of view, tone, and event progression; construct narratives with context, multiple viewpoints, developed events, complications/resolutions, and audience awareness.
ELD-LA.9-12.Inform.Interpretive / Expressive	Identify/summarize central ideas; analyze evidence, attributes, conceptual relationships, and word choice; construct objective informational texts with precision, relevant details, clarity, and organized relationships.
ELD-LA.9-12.Argue.Interpretive / Expressive	Analyze rhetoric, claims, relevance/sufficiency of evidence, and validity of reasoning; construct precise claims and counterclaims supported with credible evidence and appropriate stance.

Reference	Instructional emphasis
ELD-MA.9-12.Explain.Interpretive / Expressive	Interpret and construct mathematical explanations by analyzing representations, data, strategies, reasoning, and logical relationships among quantities and concepts.
ELD-MA.9-12.Argue.Interpretive / Expressive	Evaluate conjectures, evidence, reasoning, and solution strategies; construct mathematical claims and counterclaims supported by evidence.
ELD-SC.9-12.Explain.Interpretive / Expressive	Define investigable questions/problems; paraphrase complex evidence/processes; evaluate links among theory, evidence, and claims; construct objective explanations using valid evidence and reasoning.
ELD-SC.9-12.Argue.Interpretive / Expressive	Evaluate evidence, competing claims, limitations, trade-offs, and ethical issues; construct scientific claims/counterclaims using data, evidence, reasoning, and appropriate stance.
ELD-SS.9-12.Explain.Interpretive / Expressive	Analyze sources, perspectives, contributing factors, causes, and areas of agreement/disagreement; construct contextualized explanations supported by evidence and reasoning.
ELD-SS.9-12.Argue.Interpretive / Expressive	Analyze source purpose, perspective, credibility, accuracy, and relevance; construct claims/counterclaims using evidence from multiple sources and clear reasoning.

2023 NJSLS-ELA Priorities: Grades 9-10

Domain	Grade 10 application of the 9-10 standards band
Language	L.SS.9-10.1; L.KL.9-10.2; L.VL.9-10.3; L.VI.9-10.4: command of English structures/conventions; purposeful language choices; academic/domain-specific vocabulary; context, morphology, figurative language, word relationships, and connotation.
Reading Literature / Informational	RL.CR.9-10.1, RL.CI.9-10.2, RL.IT.9-10.3, RL.TS.9-10.4, RL.PP.9-10.5, RL.MF.9-10.6, RL.CT.9-10.8; RI.CR.9-10.1, RI.CI.9-10.2, RI.IT.9-10.3, RI.TS.9-10.4, RI.PP.9-10.5, RI.MF.9-10.6, RI.AA.9-10.7, RI.CT.9-10.8.
Writing	W.AW.9-10.1, W.IW.9-10.2, W.NW.9-10.3, W.WP.9-10.4, W.WR.9-10.5, W.SE.9-10.6, W.RW.9-10.7.
Speaking & Listening	SL.PE.9-10.1, SL.II.9-10.2, SL.ES.9-10.3, SL.PI.9-10.4, SL.UM.9-10.5, SL.AS.9-10.6.

3. Instructional Model and Pacing

Suggested pacing is approximately eight to nine instructional weeks per TEAM unit, with flexibility based on student entry dates, English proficiency, prior schooling, progress data, and the frequency/duration of pull-out services. Each TEAM lesson may be expanded across multiple ESL sessions so students have repeated opportunities to interpret complex information, discuss ideas, analyze sources, and produce increasingly precise academic language.

Unit	TEAM High School Book 2 theme	Approx. pacing	Primary Key Language Uses
1	Medical Mysteries	8-9 weeks	Inform, Explain, Argue, Narrate
2	Sounds Around You	8-9 weeks	Inform, Explain, Narrate, Argue
3	The Silver Screen	8-9 weeks	Inform, Explain, Argue, Narrate
4	The 20th Century	8-9 weeks	Inform, Explain, Argue, Narrate

4. Proficiency-Responsive Instruction

WIDA proficiency levels guide the amount and type of linguistic support; they do not lower the cognitive intent of the task. Students engage with high-school concepts while the teacher adjusts text access, source complexity, multimodal supports, interaction structures, language features, and expectations for independence.

WIDA level	Typical instructional access in Grade 10 pull-out ESL
1 - Entering	Use visuals, realia, home-language resources when available, modeled oral language, adapted/parallel text, bilingual glossaries, selected-response options, labels, and practiced chunks. TEAM is supplemented rather than used as the sole resource.
2 - Emerging	Use chunked text, visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, structured oral response frames, and supported selection of evidence.
3 - Developing	Use expanded sentences and connected paragraphs; graphic organizers; transition banks; guided summaries, explanations, narratives, and arguments; increasing integration of source evidence.
4 - Expanding	Use organized multi-paragraph and extended oral responses with discipline-specific vocabulary, varied sentence structures, reduced frames, source-based details, and increasingly independent academic discussion.
5 - Bridging	Use precise, elaborated academic language; synthesize details from grade-level texts and sources; support claims with evidence; engage in increasingly independent reading, writing, and presentation.
6 - Reaching	Use grade-appropriate high-school language with minimal linguistic scaffolding while strengthening precision, cohesion, register, source integration, reasoning, audience awareness, and style.

Newcomer safeguard: Continental's High School scope and sequence states that the standard TEAM lessons are probably not suitable for Level 1/Newcomer students. Accordingly, Entering/Newcomer students receive a supplemental pathway emphasizing functional school language, foundational and disciplinary literacy responsive to prior schooling, high-frequency academic vocabulary, oral comprehension, and scaffolded access to the same Grade 10 concepts.

Unit 1: Medical Mysteries

Essential Question: How do evidence, scientific inquiry, uncertainty, and ethical judgment shape how people respond to health-related problems?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM High School Book 2, Unit 1: Medical Mysteries
WIDA Alignment	ELD-SC.9-12.Explain; ELD-SC.9-12.Argue; ELD-SS.9-12.Explain; ELD-SS.9-12.Argue; ELD-LA.9-12.Narrate; ELD-LA.9-12.Inform; ELD-LA.9-12.Argue; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.9-10.1; RI.CI.9-10.2; RI.IT.9-10.3; RI.AA.9-10.7; RI.CT.9-10.8; RL.CR.9-10.1; RL.CI.9-10.2; W.AW.9-10.1; W.IW.9-10.2; W.NW.9-10.3; SL.PE.9-10.1; SL.II.9-10.2; SL.ES.9-10.3; L.SS.9-10.1; L.KL.9-10.2; L.VL.9-10.3
Content Objective	Students will analyze health/science texts for central ideas and inferences, explain relationships among scientific evidence, public response, and problem solving, and distinguish supported claims from speculation or opinion.
Language Objective	Students will make and justify inferences, summarize central ideas, use evidence-based argument language, maintain accurate irregular verb forms, distinguish homophones in context, and use adverbs and first-person narration to communicate perspective and experience.
Priority Academic / Thematic Vocabulary	pandemic, outbreak, disease, transmission, public health, cure, treatment, research, evidence, inference, claim, uncertainty, risk, prevention, response, ethics, innovation, hypothesis, opinion, reasoning
Culminating Performance Task	Create a 'Medical Mystery Evidence Review.' Students synthesize information from at least two unit sources, explain a health-related question or problem, evaluate the strength of available evidence, and defend a conclusion or recommendation while acknowledging uncertainty.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 1: Pandemic	Science / Social Studies	Inferences	Homophones	Argument
Lesson 2: Finding a Cure	Science / Social Studies	Main Idea	Irregular Verbs	Opinion
Lesson 3: Animating Life	Language Arts / Science	Theme	Adverbs	1st-Person Narrative

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, supporting details, cause/effect, sequence, perspective, claims, reasoning, and evidence from audio, multimedia, presentations, and peer discourse; paraphrase, evaluate, and ask clarifying questions.
Speaking / Expressive	Use organized high-school academic language to explain processes/events, summarize sources, narrate or reflect, compare perspectives, present claims/counterclaims, respond to evidence, and participate in collaborative discussion.
Reading / Viewing	Use Grades 9-10 text structures, context, morphology, source features, and multimedia to comprehend supported literary and informational texts; cite strong relevant evidence and analyze central ideas, perspective, rhetoric, and author choices.
Writing / Representing	Produce supported arguments, opinions, narratives, problem/solution texts, summaries, descriptive texts, informational writing, reviews, real-life event narratives, travel narratives, and persuasive paragraphs using logical organization, evidence, transitions, precise vocabulary, varied sentences, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview sources, visuals, data, or realia; explicitly teach priority academic vocabulary and morphology; connect unit concepts to students' linguistic, cultural, and experiential assets.

2. Interpret text/media: use TEAM reading/listening tasks; model high-school comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, perspective, inference, author purpose, argument, or genre as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, source analysis, comparison, explanation, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grades 9-10 text access, vocabulary/morphology study, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, annotate images, or respond with words/practiced chunks. Use home-language resources when available, adapted/parallel text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short paragraphs using visuals, word banks, sentence frames, modeled exemplars, partner rehearsal, chunked text, and supported evidence/source selection.
3 - Developing	Produce expanded sentences and connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with discipline-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grades 9-10 reading, writing, and presentation.
6 - Reaching	Complete Grade 10 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal/appropriate register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaborative discussion, and oral academic language
- Vocabulary / morphology / language-conventions task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, analysis, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, paraphrase, or evaluation
- Supported Grades 9-10 reading response focused on central idea/theme, cause/effect, perspective, argument, inference, author purpose, genre, or source evidence
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at an appropriate Grade 10 level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, analyzing, or arguing.
Vocabulary and language features	Student uses priority academic/domain-specific vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, logically organized, and appropriate for purpose, audience, and register.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 2: Sounds Around You

Essential Question: How do science, technology, and human perception shape the way sound is produced, interpreted, and experienced?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM High School Book 2, Unit 2: Sounds Around You
WIDA Alignment	ELD-SC.9-12.Explain; ELD-MA.9-12.Explain; ELD-LA.9-12.Inform; ELD-LA.9-12.Narrate; ELD-LA.9-12.Argue; ELD-SI.4-12.Inform; ELD-SI.4-12.Explain
2023 NJSLS-ELA Alignment	RI.CR.9-10.1; RI.CI.9-10.2; RI.IT.9-10.3; RI.MF.9-10.6; RL.CR.9-10.1; RL.IT.9-10.3; RL.TS.9-10.4; W.IW.9-10.2; W.NW.9-10.3; W.WP.9-10.4; SL.II.9-10.2; SL.PI.9-10.4; L.SS.9-10.1; L.KL.9-10.2; L.VL.9-10.3
Content Objective	Students will explain cause/effect relationships in the science of sound, analyze details about technological applications of sound, and examine how sound and music influence experience, characterization, and meaning.
Language Objective	Students will explain technical processes, describe problem/solution relationships, summarize details objectively, use synonyms and multiple-meaning words precisely, apply apostrophes/contractions appropriately, and produce descriptive language that conveys sensory and emotional effects.
Priority Academic / Thematic Vocabulary	sound, vibration, frequency, amplitude, wave, pitch, volume, acoustics, effect, technology, perception, soundtrack, music, character, mood, cause, solution, evidence, describe, sensory
Culminating Performance Task	Develop a 'Sound Science and Experience' presentation. Students explain how a sound-related phenomenon works, analyze one real-world application, and evaluate how sound affects an audience or experience using evidence from informational and/or literary sources.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 4: The Science of Sound	Science / Mathematics	Cause and Effect	Apostrophes and Contractions	Problem and Solution
Lesson 5: Movie Sound Effects	Science / Social Studies	Details	Synonyms	Summary
Lesson 6: Appreciating Music	Language Arts	Understanding Characters	Multiple-Meaning Words	Descriptive Writing

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, supporting details, cause/effect, sequence, perspective, claims, reasoning, and evidence from audio, multimedia, presentations, and peer discourse; paraphrase, evaluate, and ask clarifying questions.
Speaking / Expressive	Use organized high-school academic language to explain processes/events, summarize sources, narrate or reflect, compare perspectives, present claims/counterclaims, respond to evidence, and participate in collaborative discussion.
Reading / Viewing	Use Grades 9-10 text structures, context, morphology, source features, and multimedia to comprehend supported literary and informational texts; cite strong relevant evidence and analyze central ideas, perspective, rhetoric, and author choices.
Writing / Representing	Produce supported arguments, opinions, narratives, problem/solution texts, summaries, descriptive texts, informational writing, reviews, real-life event narratives, travel narratives, and persuasive paragraphs using logical organization, evidence, transitions, precise vocabulary, varied sentences, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview sources, visuals, data, or realia; explicitly teach priority academic vocabulary and morphology; connect unit concepts to students' linguistic, cultural, and experiential assets.

2. Interpret text/media: use TEAM reading/listening tasks; model high-school comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, perspective, inference, author purpose, argument, or genre as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, source analysis, comparison, explanation, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grades 9-10 text access, vocabulary/morphology study, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, annotate images, or respond with words/practiced chunks. Use home-language resources when available, adapted/parallel text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short paragraphs using visuals, word banks, sentence frames, modeled exemplars, partner rehearsal, chunked text, and supported evidence/source selection.
3 - Developing	Produce expanded sentences and connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with discipline-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grades 9-10 reading, writing, and presentation.
6 - Reaching	Complete Grade 10 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal/appropriate register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaborative discussion, and oral academic language
- Vocabulary / morphology / language-conventions task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, analysis, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, paraphrase, or evaluation
- Supported Grades 9-10 reading response focused on central idea/theme, cause/effect, perspective, argument, inference, author purpose, genre, or source evidence
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at an appropriate Grade 10 level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, analyzing, or arguing.
Vocabulary and language features	Student uses priority academic/domain-specific vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, logically organized, and appropriate for purpose, audience, and register.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 3: The Silver Screen

Essential Question: How do technology, history, storytelling, and audience expectations shape film and other visual media?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM High School Book 2, Unit 3: The Silver Screen
WIDA Alignment	ELD-SS.9-12.Explain; ELD-SC.9-12.Explain; ELD-LA.9-12.Inform; ELD-LA.9-12.Narrate; ELD-LA.9-12.Argue; ELD-SI.4-12.Inform; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.9-10.1; RI.CI.9-10.2; RI.IT.9-10.3; RI.TS.9-10.4; RI.MF.9-10.6; RI.PP.9-10.5; RL.CR.9-10.1; RL.IT.9-10.3; RL.MF.9-10.6; W.IW.9-10.2; W.AW.9-10.1; W.NW.9-10.3; SL.PE.9-10.1; SL.ES.9-10.3; SL.PI.9-10.4; L.SS.9-10.1; L.VI.9-10.4
Content Objective	Students will sequence major developments in film history, compare technologies and techniques, analyze setting and multimedia choices, and evaluate how film techniques influence meaning and audience response.
Language Objective	Students will sequence historical/technical developments, compare technologies, use roots to infer meaning, use linking verbs and phrasal verbs accurately, analyze setting and multimedia choices, and write informational, evaluative, and real-life narrative texts.
Priority Academic / Thematic Vocabulary	film, cinema, media, technology, sequence, silent film, sound, visual effect, animation, editing, setting, audience, technique, innovation, compare, contrast, evaluate, review, production, perspective
Culminating Performance Task	Create a 'Silver Screen Analysis.' Students trace one change in film technology or technique, compare two approaches, analyze how a film element shapes meaning or audience experience, and write/present an evidence-based review or evaluation.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 7: The History of Movies	Science / Social Studies	Sequence	Linking Verbs	Informational
Lesson 8: Movie Magic	Science / Social Studies	Compare and Contrast	Roots and Root Words	Review
Lesson 9: Lights, Camera, Action!	Language Arts	Setting	Phrasal Verbs	Real-Life Event

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, supporting details, cause/effect, sequence, perspective, claims, reasoning, and evidence from audio, multimedia, presentations, and peer discourse; paraphrase, evaluate, and ask clarifying questions.
Speaking / Expressive	Use organized high-school academic language to explain processes/events, summarize sources, narrate or reflect, compare perspectives, present claims/counterclaims, respond to evidence, and participate in collaborative discussion.
Reading / Viewing	Use Grades 9-10 text structures, context, morphology, source features, and multimedia to comprehend supported literary and informational texts; cite strong relevant evidence and analyze central ideas, perspective, rhetoric, and author choices.
Writing / Representing	Produce supported arguments, opinions, narratives, problem/solution texts, summaries, descriptive texts, informational writing, reviews, real-life event narratives, travel narratives, and persuasive paragraphs using logical organization, evidence, transitions, precise vocabulary, varied sentences, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview sources, visuals, data, or realia; explicitly teach priority academic vocabulary and morphology; connect unit concepts to students' linguistic, cultural, and experiential assets.

2. Interpret text/media: use TEAM reading/listening tasks; model high-school comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, perspective, inference, author purpose, argument, or genre as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, source analysis, comparison, explanation, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grades 9-10 text access, vocabulary/morphology study, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, annotate images, or respond with words/practiced chunks. Use home-language resources when available, adapted/parallel text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short paragraphs using visuals, word banks, sentence frames, modeled exemplars, partner rehearsal, chunked text, and supported evidence/source selection.
3 - Developing	Produce expanded sentences and connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with discipline-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grades 9-10 reading, writing, and presentation.
6 - Reaching	Complete Grade 10 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal/appropriate register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaborative discussion, and oral academic language
- Vocabulary / morphology / language-conventions task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, analysis, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, paraphrase, or evaluation
- Supported Grades 9-10 reading response focused on central idea/theme, cause/effect, perspective, argument, inference, author purpose, genre, or source evidence
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at an appropriate Grade 10 level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, analyzing, or arguing.
Vocabulary and language features	Student uses priority academic/domain-specific vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, logically organized, and appropriate for purpose, audience, and register.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 4: The 20th Century

Essential Question: How do historical events, social movements, and competing perspectives shape societies and individual lives?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM High School Book 2, Unit 4: The 20th Century
WIDA Alignment	ELD-SS.9-12.Explain; ELD-SS.9-12.Argue; ELD-LA.9-12.Inform; ELD-LA.9-12.Narrate; ELD-LA.9-12.Argue; ELD-SI.4-12.Inform; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.9-10.1; RI.CI.9-10.2; RI.IT.9-10.3; RI.PP.9-10.5; RI.AA.9-10.7; RI.CT.9-10.8; RL.CR.9-10.1; RL.CI.9-10.2; RL.PP.9-10.5; W.AW.9-10.1; W.IW.9-10.2; W.NW.9-10.3; W.SE.9-10.6; SL.PE.9-10.1; SL.ES.9-10.3; SL.PI.9-10.4; L.SS.9-10.1; L.KL.9-10.2; L.VL.9-10.3
Content Objective	Students will analyze historical sources from the 20th century, distinguish fact from opinion, identify key details and perspectives, explain causes and consequences, and evaluate how social movements and historical change affected rights and communities.
Language Objective	Students will distinguish fact/opinion, summarize historical information, use abstract nouns and suffixes to develop academic vocabulary, integrate possessives accurately, analyze dramatic structure and perspective, and construct persuasive claims supported by historical evidence.
Priority Academic / Thematic Vocabulary	20th century, war, interwar, Cold War, rights, equality, movement, reform, society, perspective, source, fact, opinion, evidence, consequence, ideology, protest, citizenship, change, argument
Culminating Performance Task	Develop a '20th Century Change Portfolio.' Students analyze multiple historical sources, explain one major change or conflict, compare perspectives, and defend a claim about the significance or consequences of that change using relevant evidence.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 10: Between the Wars	Social Studies	Fact and Opinion	Abstract Nouns	Travel Narrative
Lesson 11: The End of the Cold War	Social Studies	Details	Suffixes	Summary
Lesson 12: The Fight for Women's Rights	Language Arts / Social Studies	Parts of a Play	Possessives	Persuasive Paragraph

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, supporting details, cause/effect, sequence, perspective, claims, reasoning, and evidence from audio, multimedia, presentations, and peer discourse; paraphrase, evaluate, and ask clarifying questions.
Speaking / Expressive	Use organized high-school academic language to explain processes/events, summarize sources, narrate or reflect, compare perspectives, present claims/counterclaims, respond to evidence, and participate in collaborative discussion.
Reading / Viewing	Use Grades 9-10 text structures, context, morphology, source features, and multimedia to comprehend supported literary and informational texts; cite strong relevant evidence and analyze central ideas, perspective, rhetoric, and author choices.
Writing / Representing	Produce supported arguments, opinions, narratives, problem/solution texts, summaries, descriptive texts, informational writing, reviews, real-life event narratives, travel narratives, and persuasive paragraphs using logical organization, evidence, transitions, precise vocabulary, varied sentences, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview sources, visuals, data, or realia; explicitly teach priority academic vocabulary and morphology; connect unit concepts to students' linguistic, cultural, and experiential assets.

2. Interpret text/media: use TEAM reading/listening tasks; model high-school comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, perspective, inference, author purpose, argument, or genre as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, source analysis, comparison, explanation, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grades 9-10 text access, vocabulary/morphology study, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, annotate images, or respond with words/practiced chunks. Use home-language resources when available, adapted/parallel text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short paragraphs using visuals, word banks, sentence frames, modeled exemplars, partner rehearsal, chunked text, and supported evidence/source selection.
3 - Developing	Produce expanded sentences and connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with discipline-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grades 9-10 reading, writing, and presentation.
6 - Reaching	Complete Grade 10 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal/appropriate register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaborative discussion, and oral academic language
- Vocabulary / morphology / language-conventions task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, analysis, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, paraphrase, or evaluation
- Supported Grades 9-10 reading response focused on central idea/theme, cause/effect, perspective, argument, inference, author purpose, genre, or source evidence
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at an appropriate Grade 10 level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, analyzing, or arguing.
Vocabulary and language features	Student uses priority academic/domain-specific vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, logically organized, and appropriate for purpose, audience, and register.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

5. Grade 10 Assessment and Progress Monitoring Plan

- Baseline: Review current WIDA Screener/ACCESS information when available, prior ESL records, course/classroom data, prior schooling information, previous TEAM placement when applicable, and initial teacher-collected oral, reading, and writing samples.
- Ongoing: Collect at least one interpretive and one expressive data point during each unit. Evidence may include listening/multimedia responses, oral academic-language samples, reading/viewing responses, vocabulary/language applications, summaries, explanations, arguments, analyses, narratives, or TEAM lesson checks.
- Unit: Score the culminating performance task using the district criteria above and document the type and amount of linguistic support required.
- Periodic: Review growth across listening, speaking, reading/viewing, and writing/representing and adjust scaffolds, grouping, source/text complexity, language features, and instructional targets.
- Annual: Use ACCESS for ELLs results together with local evidence to inform continued ESL programming, course support, instructional priorities, and Grade 11 planning.

6. Newcomer / Level 1 Supplemental Pathway

Continental's High School scope and sequence cautions that the standard lessons are probably not suitable for Level 1/Newcomer students. The following supplemental pathway should therefore be used before and alongside the Grade 10/Book 2 themes:

- High-school survival and participation language: schedules, course routines, assignments, clarification/help-seeking, technology directions, collaborative work, and school procedures.
- High-frequency Grade 10 academic nouns, verbs, adjectives, connectors, question forms, and discipline-specific vocabulary tied to the current TEAM unit.
- Foundational and secondary literacy responsive to prior schooling, including decoding/encoding as needed, multisyllabic word analysis, morphology, roots/affixes, sentence construction, and paragraph organization.
- Short, repeated oral-comprehension routines with visual, selected-response, or bilingual supports before requiring extended English production.
- Strategic use of home language, bilingual resources, cognates, translanguaging, peer support, and family/community knowledge when available.
- Progression from words/chunks to patterned sentences, then connected paragraphs and extended discourse without delaying access to high-school concepts.
- Use of adapted or alternate texts at the same conceptual focus when TEAM text demands exceed the student's current English proficiency.
- Regular collection of language samples to determine when scaffolds can be reduced and TEAM Book 2 tasks can be attempted more independently.

7. Primary Sources and Alignment Notes

- New Jersey Department of Education. 2023 New Jersey Student Learning Standards for English Language Arts: Grades 9-10.
- WIDA. WIDA English Language Development Standards Framework, 2020 Edition: Grades 9-12 Materials.
- Continental Press. TEAM Toolkits: Teaching ELs for Academic Language Mastery, High School Scope and Sequence, Book 2.
- WIDA PRIME V2 Correlation for TEAM Toolkits (publisher correlation supplied by PCSST; correlation reflects an earlier WIDA framework).

Implementation note: Continental publishes three TEAM High School books for Grades 9-12. PCSST uses Book 2 as the default Grade 10 sequence for this curriculum, while student placement remains responsive to English proficiency, prior schooling, and prior TEAM instructional history.

PCSST

Grade 11 ESL Curriculum

Primary Instructional Resource: Continental Press TEAM Toolkits
High School Book 3
Aligned to the WIDA English Language Development Standards Framework, 2020 Edition
and the 2023 New Jersey Student Learning Standards for English Language Arts (Grades 11-12)

TEAM High School is a three-book sequential series for Grades 9-12 rather than four separate grade-specific books. For Grade 11, Book 3 is the district's default instructional sequence. Student placement may be adjusted when English proficiency, prior schooling, or prior TEAM coursework warrants.

1. Curriculum Purpose and Design

The Grade 11 Pull-Out ESL Curriculum provides systematic English language development while maintaining access to high-school concepts, texts, and disciplinary practices. Instruction integrates listening, speaking, reading, viewing, writing, and representing through the WIDA 2020 framework and connects language development to the 2023 NJSLS-ELA Grades 11-12 standards. Continental Press TEAM High School Book 3 serves as the primary instructional resource and provides thematic units, academic vocabulary, reading strategies, language study, writing tasks, and differentiated supports.

The TEAM High School series is organized as three sequential books across Grades 9-12, not one book per grade. PCSST uses Book 3 as the default Grade 11 sequence while preserving proficiency-responsive placement for students whose prior schooling, English language development, or previous TEAM instruction indicates a different entry point.

TEAM High School Book 3 contains four units with three lessons per unit: Food and You, Storytelling, The Body and Technology, and Our Government. This district curriculum preserves that sequence while adding current WIDA and New Jersey standards alignment, explicit content and language objectives, proficiency-responsive scaffolds, formative assessment, performance tasks, progress monitoring, and newcomer supports.

2. Standards Framework

WIDA ELD Standards, 2020 Edition

- ELD Standard 1 (ELD-SI): Language for Social and Instructional Purposes
- ELD Standard 2 (ELD-LA): Language for Language Arts
- ELD Standard 3 (ELD-MA): Language for Mathematics
- ELD Standard 4 (ELD-SC): Language for Science
- ELD Standard 5 (ELD-SS): Language for Social Studies

Grade 11 is part of WIDA's Grades 9-12 cluster. The four Key Language Uses are Narrate, Inform, Explain, and Argue. The curriculum selects interpretive and expressive Language Expectations from the high-school cluster according to each TEAM unit's disciplinary focus and communicative demands.

Primary Grade 11 WIDA Language Expectations Used

Reference	Instructional emphasis
ELD-SI.4-12.Narrate	Share experiences and prior learning; connect stories and representations; raise questions; recount and restate ideas; create closure and next steps.
ELD-SI.4-12.Inform	Define/classify facts and interpretations; report characteristics and patterns; describe systems; clarify and summarize relationships.
ELD-SI.4-12.Explain	Generate and convey thinking; describe procedures, causes/effects, and changing variables; consider alternatives; revise understandings from feedback.
ELD-SI.4-12.Argue	Generate questions about perspectives; support/challenge interpretations; elaborate ideas; evaluate trade-offs; refine claims and reasoning.
ELD-LA.9-12.Narrate.Interpretive / Expressive	Interpret themes/central ideas, author choices, character relationships, point of view, tone, and event progression; construct narratives with context, multiple viewpoints, developed events, complications/resolutions, and audience awareness.
ELD-LA.9-12.Inform.Interpretive / Expressive	Identify/summarize central ideas; analyze evidence, attributes, conceptual relationships, and word choice; construct objective informational texts with precision, relevant details, clarity, and organized relationships.
ELD-LA.9-12.Argue.Interpretive / Expressive	Analyze rhetoric, claims, relevance/sufficiency of evidence, and validity of reasoning; construct precise claims and counterclaims supported with credible evidence and appropriate stance.

Reference	Instructional emphasis
ELD-MA.9-12.Explain.Interpretive / Expressive	Interpret and construct mathematical explanations by analyzing representations, data, strategies, reasoning, and logical relationships among quantities and concepts.
ELD-MA.9-12.Argue.Interpretive / Expressive	Evaluate conjectures, evidence, reasoning, and solution strategies; construct mathematical claims and counterclaims supported by evidence.
ELD-SC.9-12.Explain.Interpretive / Expressive	Define investigable questions/problems; paraphrase complex evidence/processes; evaluate links among theory, evidence, and claims; construct objective explanations using valid evidence and reasoning.
ELD-SC.9-12.Argue.Interpretive / Expressive	Evaluate evidence, competing claims, limitations, trade-offs, and ethical issues; construct scientific claims/counterclaims using data, evidence, reasoning, and appropriate stance.
ELD-SS.9-12.Explain.Interpretive / Expressive	Analyze sources, perspectives, contributing factors, causes, and areas of agreement/disagreement; construct contextualized explanations supported by evidence and reasoning.
ELD-SS.9-12.Argue.Interpretive / Expressive	Analyze source purpose, perspective, credibility, accuracy, and relevance; construct claims/counterclaims using evidence from multiple sources and clear reasoning.

2023 NJSLS-ELA Priorities: Grades 11-12

Domain	Grade 11 application of the 11-12 standards band
Language	L.SS.11-12.1; L.KL.11-12.2; L.VL.11-12.3; L.VI.11-12.4: command of English structures and conventions; effective syntax and style; precise academic/domain-specific vocabulary; context, morphology, figurative language, word relationships, connotation, and appropriate reference resources.
Reading Literature / Informational	RL.CR.11-12.1, RL.CI.11-12.2, RL.IT.11-12.3, RL.TS.11-12.4, RL.PP.11-12.5, RL.MF.11-12.6, RL.CT.11-12.8; RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.TS.11-12.4, RI.PP.11-12.5, RI.MF.11-12.6, RI.AA.11-12.7, RI.CT.11-12.8.
Writing	W.AW.11-12.1, W.IW.11-12.2, W.NW.11-12.3, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7.
Speaking & Listening	SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6.

3. Instructional Model and Pacing

Suggested pacing is approximately eight to nine instructional weeks per TEAM unit, with flexibility based on student entry dates, English proficiency, prior schooling, progress data, and the frequency/duration of pull-out services. Each TEAM lesson may be expanded across multiple ESL sessions so students have repeated opportunities to interpret complex information, analyze sources, discuss perspectives, and produce increasingly precise high-school academic language.

Unit	TEAM High School Book 3 theme	Approx. pacing	Primary Key Language Uses
1	Food and You	8-9 weeks	Inform, Explain, Argue, Narrate
2	Storytelling	8-9 weeks	Inform, Narrate, Explain, Argue
3	The Body and Technology	8-9 weeks	Inform, Explain, Argue, Narrate
4	Our Government	8-9 weeks	Inform, Explain, Argue, Narrate

4. Proficiency-Responsive Instruction

WIDA proficiency levels guide the amount and type of linguistic support; they do not lower the cognitive intent of the task. Students engage with Grade 11 concepts while the teacher adjusts text access, source complexity, multimodal supports, interaction structures, language features, and expectations for linguistic independence.

WIDA level	Typical instructional access in Grade 11 pull-out ESL
1 - Entering	Use visuals, realia, home-language resources when available, modeled oral language, adapted/parallel text, bilingual glossaries, selected-response options, labels, and practiced chunks. TEAM is supplemented rather than used as the sole resource.
2 - Emerging	Use chunked text, visuals, word banks, sentence frames, modeled paragraphs, partner rehearsal, structured oral response frames, and supported selection of evidence.
3 - Developing	Use expanded sentences and connected paragraphs; graphic organizers; transition banks; guided summaries, explanations, narratives, and arguments; increasing integration of source evidence.
4 - Expanding	Use organized multi-paragraph and extended oral responses with discipline-specific vocabulary, varied sentence structures, reduced frames, source-based details, and increasingly independent academic discussion.
5 - Bridging	Use precise, elaborated academic language; synthesize details from grade-level texts and sources; support claims with evidence; engage in increasingly independent reading, writing, and presentation.
6 - Reaching	Use grade-appropriate high-school language with minimal linguistic scaffolding while strengthening precision, cohesion, register, source integration, reasoning, audience awareness, and style.

Newcomer safeguard: Continental's High School scope and sequence states that the standard TEAM lessons are probably not suitable for Level 1/Newcomer students. Accordingly, Entering/Newcomer students receive a supplemental pathway emphasizing functional school language, foundational and disciplinary literacy responsive to prior schooling, high-frequency academic vocabulary, oral comprehension, and scaffolded access to the same Grade 11 concepts.

Unit 1: Food and You

Essential Question: How do science, culture, evidence, and personal choices influence food safety, diet, and the meaning of food?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM High School Book 3, Unit 1: Food and You
WIDA Alignment	ELD-SC.9-12.Explain; ELD-SC.9-12.Argue; ELD-SS.9-12.Explain; ELD-SS.9-12.Argue; ELD-LA.9-12.Inform; ELD-LA.9-12.Narrate; ELD-LA.9-12.Argue; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.11-12.1; RI.CI.11-12.2; RI.IT.11-12.3; RI.AA.11-12.7; RI.CT.11-12.8; RL.CR.11-12.1; RL.IT.11-12.3; W.AW.11-12.1; W.IW.11-12.2; W.NW.11-12.3; SL.PE.11-12.1; SL.II.11-12.2; SL.PI.11-12.4; L.SS.11-12.1; L.KL.11-12.2; L.VL.11-12.3
Content Objective	Students will analyze information about food safety and diet, evaluate claims and evidence related to food choices, and examine how food can carry cultural, artistic, and personal meaning in literary or social contexts.
Language Objective	Students will identify and synthesize relevant details, summarize central ideas, use synonyms and precise verbs, apply uncountable nouns accurately, construct evidence-based persuasive/informative writing, and develop characterization in a narrative.
Priority Academic / Thematic Vocabulary	nutrition, food safety, contamination, prevention, diet, plant-based, nutrient, evidence, claim, risk, culture, tradition, symbolism, character trait, choice, recommendation, source, consequence, health, persuade
Culminating Performance Task	Create a 'Food and Evidence Portfolio.' Students synthesize at least two unit sources, explain one food-related issue, evaluate a claim or recommendation, and present an evidence-based position while incorporating cultural or narrative perspective.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 1: Food Safety	Science / Social Studies	Details	Synonyms	Persuasive Writing
Lesson 2: A Plant-Based Diet	Science / Social Studies	Main Idea	Uncountable Nouns	Informative Paragraph
Lesson 3: Bread and Paintings	Language Arts / Social Studies	Character Traits	Verbs	Story

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, supporting details, cause/effect, sequence, perspective, claims, reasoning, and evidence from audio, multimedia, presentations, and peer discourse; paraphrase, synthesize, evaluate, and ask clarifying questions.
Speaking / Expressive	Use organized high-school academic language to explain processes/events, synthesize sources, narrate or reflect, compare perspectives, present claims/counterclaims, respond to evidence, and participate in collaborative discussion.
Reading / Viewing	Use Grades 11-12 text structures, context, morphology, source features, and multimedia to comprehend supported literary and informational texts; cite strong and thorough evidence and analyze central ideas, rhetoric, perspective, credibility, and author choices.
Writing / Representing	Produce supported persuasive, informative, narrative, analytical, survey/podcast, descriptive, summary, opinion, and explanatory products using logical organization, evidence, transitions, precise vocabulary, varied syntax, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview sources, visuals, data, or realia; explicitly teach priority academic vocabulary and morphology; connect unit concepts to students' linguistic, cultural, and experiential assets.

2. Interpret text/media: use TEAM reading/listening tasks; model high-school comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, perspective, inference, author purpose, argument, genre, or source credibility as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, source analysis, comparison, explanation, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grades 11-12 text access, vocabulary/morphology study, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, annotate images, or respond with words/practiced chunks. Use home-language resources when available, adapted/parallel text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short paragraphs using visuals, word banks, sentence frames, modeled exemplars, partner rehearsal, chunked text, and supported evidence/source selection.
3 - Developing	Produce expanded sentences and connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with discipline-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grades 11-12 reading, writing, and presentation.
6 - Reaching	Complete Grade 11 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal/appropriate register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaborative discussion, and oral academic language
- Vocabulary / morphology / language-conventions task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, analysis, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, paraphrase, synthesis, or evaluation
- Supported Grades 11-12 reading response focused on central idea/theme, cause/effect, perspective, argument, inference, author purpose, source credibility, or textual evidence
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at an appropriate Grade 11 level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, synthesizing, analyzing, or arguing.
Vocabulary and language features	Student uses priority academic/domain-specific vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, logically organized, and appropriate for purpose, audience, and register.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 2: Storytelling

Essential Question: How do medium, audience, language, and perspective shape the stories people tell and the way those stories are interpreted?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM High School Book 3, Unit 2: Storytelling
WIDA Alignment	ELD-LA.9-12.Narrate; ELD-LA.9-12.Inform; ELD-LA.9-12.Argue; ELD-MA.9-12.Explain; ELD-SS.9-12.Explain; ELD-SI.4-12.Narrate; ELD-SI.4-12.Inform; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RL.CR.11-12.1; RL.CI.11-12.2; RL.TS.11-12.4; RL.PP.11-12.5; RL.MF.11-12.6; RI.CR.11-12.1; RI.PP.11-12.5; W.IW.11-12.2; W.NW.11-12.3; W.WR.11-12.5; W.SE.11-12.6; SL.PE.11-12.1; SL.PI.11-12.4; SL.UM.11-12.5; L.KL.11-12.2; L.VI.11-12.4
Content Objective	Students will distinguish fact from opinion, analyze how medium and language choices shape meaning, collect and interpret survey information, and evaluate how stories communicate perspective, identity, and experience.
Language Objective	Students will distinguish factual statements from opinions, interpret multiple-meaning words, make and justify predictions, use articles and adjective order accurately, summarize complex stories, and adapt oral/written storytelling to audience and medium.
Priority Academic / Thematic Vocabulary	storytelling, medium, podcast, audience, narrative, perspective, fact, opinion, survey, response, prediction, evidence, language choice, tone, summary, identity, experience, communicate, interpretation, theme
Culminating Performance Task	Produce a 'Storytelling Across Media' project. Students gather information through a small survey or source set, analyze how one story changes across medium or audience, and create a short podcast/script or written narrative with an accompanying analytical reflection.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 4: Stories on the Go	Science / Mathematics	Fact and Opinion	Multiple-Meaning Words	Podcast
Lesson 5: Everyone Has a Story	Science / Mathematics	Predictions	Definite and Indefinite Articles	Survey
Lesson 6: Stories of Interest	Language Arts / Social Studies	Analyzing Language	Order of Adjectives	Story Summary

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, supporting details, cause/effect, sequence, perspective, claims, reasoning, and evidence from audio, multimedia, presentations, and peer discourse; paraphrase, synthesize, evaluate, and ask clarifying questions.
Speaking / Expressive	Use organized high-school academic language to explain processes/events, synthesize sources, narrate or reflect, compare perspectives, present claims/counterclaims, respond to evidence, and participate in collaborative discussion.
Reading / Viewing	Use Grades 11-12 text structures, context, morphology, source features, and multimedia to comprehend supported literary and informational texts; cite strong and thorough evidence and analyze central ideas, rhetoric, perspective, credibility, and author choices.
Writing / Representing	Produce supported persuasive, informative, narrative, analytical, survey/podcast, descriptive, summary, opinion, and explanatory products using logical organization, evidence, transitions, precise vocabulary, varied syntax, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview sources, visuals, data, or realia; explicitly teach priority academic vocabulary and morphology; connect unit concepts to students' linguistic, cultural, and experiential assets.

2. Interpret text/media: use TEAM reading/listening tasks; model high-school comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, perspective, inference, author purpose, argument, genre, or source credibility as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, source analysis, comparison, explanation, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grades 11-12 text access, vocabulary/morphology study, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, annotate images, or respond with words/practiced chunks. Use home-language resources when available, adapted/parallel text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short paragraphs using visuals, word banks, sentence frames, modeled exemplars, partner rehearsal, chunked text, and supported evidence/source selection.
3 - Developing	Produce expanded sentences and connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with discipline-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grades 11-12 reading, writing, and presentation.
6 - Reaching	Complete Grade 11 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal/appropriate register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaborative discussion, and oral academic language
- Vocabulary / morphology / language-conventions task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, analysis, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, paraphrase, synthesis, or evaluation
- Supported Grades 11-12 reading response focused on central idea/theme, cause/effect, perspective, argument, inference, author purpose, source credibility, or textual evidence
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at an appropriate Grade 11 level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, synthesizing, analyzing, or arguing.
Vocabulary and language features	Student uses priority academic/domain-specific vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, logically organized, and appropriate for purpose, audience, and register.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 3: The Body and Technology

Essential Question: How does technology help people understand the human body, and what trade-offs or ethical questions can new technologies create?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM High School Book 3, Unit 3: The Body and Technology
WIDA Alignment	ELD-SC.9-12.Explain; ELD-SC.9-12.Argue; ELD-MA.9-12.Explain; ELD-LA.9-12.Inform; ELD-LA.9-12.Narrate; ELD-LA.9-12.Argue; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.11-12.1; RI.CI.11-12.2; RI.IT.11-12.3; RI.MF.11-12.6; RI.AA.11-12.7; RL.CR.11-12.1; RL.CI.11-12.2; RL.TS.11-12.4; W.IW.11-12.2; W.NW.11-12.3; W.AW.11-12.1; SL.II.11-12.2; SL.ES.11-12.3; SL.PI.11-12.4; L.VL.11-12.3; L.VI.11-12.4
Content Objective	Students will compare medical technologies, explain cause/effect relationships involving body systems or individual variation, interpret scientific and quantitative information, and evaluate benefits, limitations, or ethical considerations.
Language Objective	Students will compare technologies using precise structures, use roots to infer technical vocabulary, explain cause/effect using cohesive transitions, summarize scientific information objectively, interpret figurative language, and construct personal or analytical narratives.
Priority Academic / Thematic Vocabulary	medical imaging, technology, scan, diagnosis, body system, genetics, individual variation, data, compare, contrast, cause, effect, evidence, limitation, benefit, ethics, innovation, transition, interpret, unique
Culminating Performance Task	Develop a 'Body and Technology Analysis.' Students compare two technologies or scientific approaches, explain how each works or what information it provides, evaluate one benefit and one limitation/trade-off, and support a conclusion with evidence.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 7: Medical Imagery	Science / Social Studies	Compare and Contrast	Root Words	Descriptive Paragraph
Lesson 8: You Are Unique	Science / Mathematics	Cause and Effect	Transitional Words	Summary
Lesson 9: An Unexpected Practice	Language Arts	Parts of a Story	Figurative Language	Personal Narrative

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, supporting details, cause/effect, sequence, perspective, claims, reasoning, and evidence from audio, multimedia, presentations, and peer discourse; paraphrase, synthesize, evaluate, and ask clarifying questions.
Speaking / Expressive	Use organized high-school academic language to explain processes/events, synthesize sources, narrate or reflect, compare perspectives, present claims/counterclaims, respond to evidence, and participate in collaborative discussion.
Reading / Viewing	Use Grades 11-12 text structures, context, morphology, source features, and multimedia to comprehend supported literary and informational texts; cite strong and thorough evidence and analyze central ideas, rhetoric, perspective, credibility, and author choices.
Writing / Representing	Produce supported persuasive, informative, narrative, analytical, survey/podcast, descriptive, summary, opinion, and explanatory products using logical organization, evidence, transitions, precise vocabulary, varied syntax, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview sources, visuals, data, or realia; explicitly teach priority academic vocabulary and morphology; connect unit concepts to students' linguistic, cultural, and experiential assets.

2. Interpret text/media: use TEAM reading/listening tasks; model high-school comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, perspective, inference, author purpose, argument, genre, or source credibility as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, source analysis, comparison, explanation, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grades 11-12 text access, vocabulary/morphology study, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, annotate images, or respond with words/practiced chunks. Use home-language resources when available, adapted/parallel text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short paragraphs using visuals, word banks, sentence frames, modeled exemplars, partner rehearsal, chunked text, and supported evidence/source selection.
3 - Developing	Produce expanded sentences and connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with discipline-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grades 11-12 reading, writing, and presentation.
6 - Reaching	Complete Grade 11 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal/appropriate register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaborative discussion, and oral academic language
- Vocabulary / morphology / language-conventions task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, analysis, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, paraphrase, synthesis, or evaluation
- Supported Grades 11-12 reading response focused on central idea/theme, cause/effect, perspective, argument, inference, author purpose, source credibility, or textual evidence
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at an appropriate Grade 11 level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, synthesizing, analyzing, or arguing.
Vocabulary and language features	Student uses priority academic/domain-specific vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, logically organized, and appropriate for purpose, audience, and register.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

Unit 4: Our Government

Essential Question: How do elections, institutions, laws, and judicial decisions shape democratic government and civic life?

Element	Unit Plan
Suggested Pacing	8-9 weeks; expand each TEAM lesson across multiple ESL sessions as needed.
Primary TEAM Resource	TEAM High School Book 3, Unit 4: Our Government
WIDA Alignment	ELD-SS.9-12.Explain; ELD-SS.9-12.Argue; ELD-MA.9-12.Explain; ELD-LA.9-12.Inform; ELD-LA.9-12.Narrate; ELD-LA.9-12.Argue; ELD-SI.4-12.Inform; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.11-12.1; RI.CI.11-12.2; RI.IT.11-12.3; RI.PP.11-12.5; RI.AA.11-12.7; RI.CT.11-12.8; RL.CR.11-12.1; RL.IT.11-12.3; W.AW.11-12.1; W.IW.11-12.2; W.SE.11-12.6; SL.PE.11-12.1; SL.ES.11-12.3; SL.PI.11-12.4; L.SS.11-12.1; L.VL.11-12.3
Content Objective	Students will explain processes related to presidential elections and the judicial branch, analyze causes/effects and sequence, evaluate source perspectives and civic claims, and connect institutional decisions to individual or societal consequences.
Language Objective	Students will explain civic processes using sequence and cause/effect language, analyze quantitative or visual election information when available, use suffixes and parts of speech to develop vocabulary, distinguish confusing words, and construct evidence-based opinion, informative, and explanatory writing.
Priority Academic / Thematic Vocabulary	government, democracy, election, president, electoral process, vote, branch, judiciary, court, law, decision, institution, cause, effect, sequence, evidence, civic, constitutional, perspective, consequence
Culminating Performance Task	Create a 'Government Process and Decision Brief.' Students explain one government process or institution, analyze evidence from multiple sources, evaluate a civic or legal decision/perspective, and present a supported conclusion or recommendation.

TEAM Lesson Alignment

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 10: Electing the President	Social Studies / Mathematics	Cause and Effect	Suffixes and Parts of Speech	Opinion
Lesson 11: The Judicial Branch	Social Studies	Sequence	Confusing Words	Informative Paragraph
Lesson 12: Decisions	Language Arts / Social Studies	Characters	Adverbs	Explanatory Paragraph

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Determine central ideas, supporting details, cause/effect, sequence, perspective, claims, reasoning, and evidence from audio, multimedia, presentations, and peer discourse; paraphrase, synthesize, evaluate, and ask clarifying questions.
Speaking / Expressive	Use organized high-school academic language to explain processes/events, synthesize sources, narrate or reflect, compare perspectives, present claims/counterclaims, respond to evidence, and participate in collaborative discussion.
Reading / Viewing	Use Grades 11-12 text structures, context, morphology, source features, and multimedia to comprehend supported literary and informational texts; cite strong and thorough evidence and analyze central ideas, rhetoric, perspective, credibility, and author choices.
Writing / Representing	Produce supported persuasive, informative, narrative, analytical, survey/podcast, descriptive, summary, opinion, and explanatory products using logical organization, evidence, transitions, precise vocabulary, varied syntax, and appropriate conventions.

Suggested Instructional Sequence

1. Build background and oral language: activate prior knowledge; preview sources, visuals, data, or realia; explicitly teach priority academic vocabulary and morphology; connect unit concepts to students' linguistic, cultural, and experiential assets.

2. Interpret text/media: use TEAM reading/listening tasks; model high-school comprehension strategies; identify central idea/theme, evidence, sequence, cause/effect, perspective, inference, author purpose, argument, genre, or source credibility as appropriate.

3. Develop language: explicitly teach the TEAM language focus and high-utility academic structures; rehearse target language through structured discussion, source analysis, comparison, explanation, debate, and collaborative reasoning.

4. Read/view and respond: provide supported Grades 11-12 text access, vocabulary/morphology study, graphic organizers, source/multimedia analysis, and comprehension checks matched to proficiency.

5. Produce language: complete speaking and writing/representing tasks using unit language objectives, relevant evidence, appropriate register, and proficiency-responsive scaffolds.

6. Assess and recycle: collect oral/written language samples, provide feedback, reteach priority language, and recycle vocabulary/functions in a new text, source, problem, or discussion.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Match, label, sort, sequence visuals, select evidence, annotate images, or respond with words/practiced chunks. Use home-language resources when available, adapted/parallel text, bilingual glossaries, visual organizers, modeled language, sentence stems, and repeated oral routines.
2 - Emerging	Produce patterned sentences and short paragraphs using visuals, word banks, sentence frames, modeled exemplars, partner rehearsal, chunked text, and supported evidence/source selection.
3 - Developing	Produce expanded sentences and connected paragraphs; use graphic organizers, transition banks, guided summaries/explanations, and frames for cause/effect, comparison, inference, and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph or extended oral responses with discipline-specific vocabulary and evidence; use reduced frames, varied sentence structures, and increasingly independent source-based discussion.
5 - Bridging	Use precise academic vocabulary, synthesize multiple details or sources, build cohesive evidence-based explanations/arguments, and use increasingly independent Grades 11-12 reading, writing, and presentation.
6 - Reaching	Complete Grade 11 oral and written tasks with minimal linguistic scaffolding; focus on precision, cohesion, formal/appropriate register, source integration, reasoning, audience awareness, and style.

Formative Assessment Evidence

- Teacher observation checklist for listening comprehension, collaborative discussion, and oral academic language
- Vocabulary / morphology / language-conventions task tied to the TEAM language focus
- Structured discussion, summary, explanation, comparison, inference, argument, analysis, or narrative sample using the target Key Language Use
- Listening/multimedia response using relevant details, evidence, paraphrase, synthesis, or evaluation
- Supported Grades 11-12 reading response focused on central idea/theme, cause/effect, perspective, argument, inference, author purpose, source credibility, or textual evidence
- Genre-specific paragraph or extended writing response aligned to the TEAM writing focus
- Exit task aligned to the unit language objective
- Student self-reflection using a standards-based 'I can' statement

Criteria for the Culminating Performance Task

Criterion	Evidence
Content understanding	Student communicates the central unit concept accurately at an appropriate Grade 11 level.
Language function	Student uses the intended function(s), such as informing, narrating, explaining, comparing, evaluating, synthesizing, analyzing, or arguing.
Vocabulary and language features	Student uses priority academic/domain-specific vocabulary and relevant language features with increasing precision and independence.
Evidence / reasoning	Student supports ideas with relevant textual, visual, quantitative, or source-based evidence and explains how the evidence supports the conclusion or claim.
Organization / comprehensibility	Student's oral, written, visual, or multimodal response is coherent, logically organized, and appropriate for purpose, audience, and register.
Growth / independence	Performance is compared with prior samples and interpreted in light of current English proficiency and the level of linguistic support required.

5. Grade 11 Assessment and Progress Monitoring Plan

- Baseline: Review current WIDA Screener/ACCESS information when available, prior ESL records, course/classroom data, prior schooling information, previous TEAM placement when applicable, and initial teacher-collected oral, reading, and writing samples.
- Ongoing: Collect at least one interpretive and one expressive data point during each unit. Evidence may include listening/multimedia responses, oral academic-language samples, reading/viewing responses, vocabulary/language applications, summaries, explanations, arguments, analyses, narratives, or TEAM lesson checks.
- Unit: Score the culminating performance task using the district criteria above and document the type and amount of linguistic support required.
- Periodic: Review growth across listening, speaking, reading/viewing, and writing/representing and adjust scaffolds, grouping, source/text complexity, language features, and instructional targets.
- Annual: Use ACCESS for ELLs results together with local evidence to inform continued ESL programming, course support, instructional priorities, and Grade 12/postsecondary-readiness planning.

6. Newcomer / Level 1 Supplemental Pathway

Continental's High School scope and sequence cautions that the standard lessons are probably not suitable for Level 1/Newcomer students. The following supplemental pathway should therefore be used before and alongside the Grade 11/Book 3 themes:

- High-school survival and participation language: schedules, graduation/course requirements, assignments, clarification/help-seeking, technology directions, collaborative work, and school procedures.
- High-frequency Grade 11 academic nouns, verbs, adjectives, connectors, question forms, and discipline-specific vocabulary tied to the current TEAM unit.
- Foundational and secondary literacy responsive to prior schooling, including decoding/encoding as needed, multisyllabic word analysis, morphology, roots/affixes, sentence construction, paragraph organization, and source-reading routines.
- Short, repeated oral-comprehension routines with visual, selected-response, or bilingual supports before requiring extended English production.
- Strategic use of home language, bilingual resources, cognates, translanguaging, peer support, and family/community knowledge when available.
- Progression from words/chunks to patterned sentences, then connected paragraphs and extended discourse without delaying access to high-school concepts.
- Use of adapted or alternate texts at the same conceptual focus when TEAM text demands exceed the student's current English proficiency.
- Regular collection of language samples to determine when scaffolds can be reduced and TEAM Book 3 tasks can be attempted more independently.

7. Primary Sources and Alignment Notes

- New Jersey Department of Education. 2023 New Jersey Student Learning Standards for English Language Arts: Grades 11-12.
- WIDA. WIDA English Language Development Standards Framework, 2020 Edition: Grades 9-12 Materials.
- Continental Press. TEAM Toolkits: Teaching ELs for Academic Language Mastery, High School Scope and Sequence, Book 3.
- WIDA PRIME V2 Correlation for TEAM Toolkits (publisher correlation supplied by PCSST; correlation reflects an earlier WIDA framework).

Implementation note: Continental publishes three TEAM High School books for Grades 9-12. PCSST uses Book 3 as the default Grade 11 sequence for this curriculum, while student placement remains responsive to English proficiency, prior schooling, and prior TEAM instructional history.

PCSST

Grade 12 ESL Curriculum

Primary Instructional Resource: Continental Press TEAM Toolkits
High School Book 3 - Advanced Application
Aligned to the WIDA English Language Development Standards Framework, 2020 Edition
and the 2023 New Jersey Student Learning Standards for English Language Arts (Grades 11-12)

Continental publishes three TEAM High School books for Grades 9-12 rather than a separate Grade 12 book. PCSST therefore uses Book 3 as the Grade 12 anchor resource with advanced application, source synthesis, research, presentation, and postsecondary-readiness expectations. Student placement remains responsive to English proficiency, prior schooling, and prior TEAM instruction.

1. Curriculum Purpose and Grade 12 Design

The Grade 12 Pull-Out ESL Curriculum provides systematic English language development while preparing multilingual learners to use academic English independently in postsecondary education, careers, and civic life. Instruction integrates listening, speaking, reading, viewing, writing, and representing through the WIDA 2020 framework and connects language development to the 2023 NJSLS-ELA Grades 11-12 standards.

Continental Press TEAM High School Book 3 serves as the anchor instructional resource. Because the publisher offers three high-school books across Grades 9-12 rather than a separate fourth book for Grade 12, this curriculum does not repeat Book 3 at the same level of demand used in Grade 11. Instead, Grade 12 revisits the Book 3 themes through more independent source analysis, synthesis across texts and media, formal argument, research, presentation, and authentic college/career communication.

The four anchor units remain Food and You, Storytelling, The Body and Technology, and Our Government. Within each unit, TEAM lessons provide the instructional entry point while PCSST Grade 12 extensions increase the complexity of texts, evidence, discourse, writing, and performance expectations.

2. Standards Framework

WIDA ELD Standards, 2020 Edition

- ELD Standard 1 (ELD-SI): Language for Social and Instructional Purposes
- ELD Standard 2 (ELD-LA): Language for Language Arts
- ELD Standard 3 (ELD-MA): Language for Mathematics
- ELD Standard 4 (ELD-SC): Language for Science
- ELD Standard 5 (ELD-SS): Language for Social Studies

Grade 12 is part of WIDA's Grades 9-12 cluster. The four Key Language Uses are Narrate, Inform, Explain, and Argue. At Grade 12, students are expected to use these language purposes with increasing independence, precision, cohesion, source awareness, and control of register.

Primary Grade 12 WIDA Language Expectations Used

Reference	Grade 12 instructional emphasis
ELD-SI.4-12.Narrate	Connect lived and learned experiences, manage perspective, recount and synthesize ideas, and adapt narrative language to academic, professional, and civic contexts.
ELD-SI.4-12.Inform	Define/classify complex ideas; report patterns and relationships; describe systems; synthesize and summarize information across sources and representations.
ELD-SI.4-12.Explain	Develop and revise explanations; describe causes/effects, procedures, and variables; evaluate alternatives; respond to feedback and new evidence.
ELD-SI.4-12.Argue	Question perspectives, support/challenge interpretations, evaluate trade-offs, refine claims, and use evidence/reasoning in civil academic discourse.
ELD-LA.9-12.Narrate.Interpretive / Expressive	Interpret and construct complex narratives using theme, perspective, characterization, tone, structure, multiple viewpoints, developed events, and purposeful language choices.
ELD-LA.9-12.Inform.Interpretive / Expressive	Synthesize central ideas, evidence, conceptual relationships, and language choices; construct objective, coherent informational texts using precise evidence and disciplinary organization.
ELD-LA.9-12.Argue.Interpretive / Expressive	Analyze rhetoric, claims, counterclaims, evidence, and validity of reasoning; construct nuanced arguments with credible evidence, logical organization, and audience-appropriate stance.

Reference	Grade 12 instructional emphasis
ELD-MA.9-12.Explain.Interpretive / Expressive	Interpret and construct explanations using quantitative representations, data, strategies, and logical relationships; communicate reasoning clearly across representations.
ELD-MA.9-12.Argue.Interpretive / Expressive	Evaluate conjectures, solution strategies, evidence, and reasoning; defend or revise conclusions using mathematical evidence.
ELD-SC.9-12.Explain.Interpretive / Expressive	Interpret complex scientific evidence and processes; evaluate relationships among theory, data, and claims; construct objective explanations using valid evidence.
ELD-SC.9-12.Argue.Interpretive / Expressive	Evaluate competing scientific claims, limitations, trade-offs, and ethical considerations; construct evidence-based arguments with appropriate qualification.
ELD-SS.9-12.Explain.Interpretive / Expressive	Synthesize sources and perspectives; explain historical/civic events through context, causes, contributing factors, and evidence.
ELD-SS.9-12.Argue.Interpretive / Expressive	Evaluate source purpose, perspective, credibility, accuracy, and relevance; construct claims/counterclaims using evidence from multiple sources.

2023 NJSLS-ELA Priorities: Grades 11-12

Domain	Grade 12 application of the 11-12 standards band
Language	L.SS.11-12.1; L.KL.11-12.2; L.VL.11-12.3; L.VI.11-12.4: command of English structures/conventions; effective syntax and style; precise academic/domain-specific vocabulary; morphology, figurative language, connotation, register, and independent use of reference resources.
Reading Literature / Informational	RL.CR.11-12.1, RL.CI.11-12.2, RL.IT.11-12.3, RL.TS.11-12.4, RL.PP.11-12.5, RL.MF.11-12.6, RL.CT.11-12.8; RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.TS.11-12.4, RI.PP.11-12.5, RI.MF.11-12.6, RI.AA.11-12.7, RI.CT.11-12.8.
Writing	W.AW.11-12.1, W.IW.11-12.2, W.NW.11-12.3, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7.
Speaking & Listening	SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6.

3. Instructional Model and Pacing

Suggested pacing is approximately eight to nine instructional weeks per anchor unit, with flexibility based on student entry dates, English proficiency, graduation/course requirements, progress data, and the frequency/duration of pull-out services. TEAM lessons may be used selectively or expanded as language-development anchors. Grade 12 extensions should regularly require students to work with additional grade-appropriate sources, media, research questions, and authentic communication tasks.

Unit	TEAM Book 3 anchor	Approx. pacing	Grade 12 emphasis
1	Food and You	8-9 weeks	Source evaluation, evidence-based recommendation, research synthesis
2	Storytelling	8-9 weeks	Rhetoric, media literacy, narrative craft, audience adaptation
3	The Body and Technology	8-9 weeks	Scientific explanation, ethics, data/evidence, argument
4	Our Government	8-9 weeks	Civic source analysis, argument, research, presentation

4. Proficiency-Responsive Instruction

WIDA proficiency levels guide the type and intensity of linguistic support; they do not reduce the conceptual demand of Grade 12 tasks. Students address common essential questions while teachers adjust text complexity, language scaffolds, source load, interaction structures, and expectations for linguistic independence.

WIDA level	Typical instructional access in Grade 12 pull-out ESL
1 - Entering	Use adapted/parallel text, visuals, bilingual resources, modeled oral language, high-frequency academic vocabulary, selected-response/annotation options, and practiced chunks. TEAM is supplemented rather than used as the sole resource.
2 - Emerging	Use chunked sources, word banks, sentence/paragraph frames, modeled exemplars, partner rehearsal, structured note-taking, and supported source/evidence selection.
3 - Developing	Produce connected paragraphs and supported extended discourse; use graphic organizers, transition banks, guided source synthesis, and frames for explanation and claim/reason/evidence.
4 - Expanding	Produce organized multi-paragraph and extended oral responses with discipline-specific vocabulary, reduced frames, multiple source details, and increasingly independent academic discussion.
5 - Bridging	Use precise academic language, synthesize multiple sources, construct cohesive evidence-based explanations/arguments, and complete increasingly independent college/career-style reading, writing, and presentation.
6 - Reaching	Complete Grade 12 academic and professional communication tasks with minimal linguistic scaffolding; focus on precision, cohesion, register, source integration, rhetorical effectiveness, reasoning, and audience.

Newcomer safeguard: Continental's High School scope and sequence cautions that the standard TEAM lessons are probably not suitable for Level 1/Newcomer students. Grade 12 newcomers therefore require an individualized language/literacy pathway that preserves access to age-appropriate concepts while explicitly addressing school navigation, graduation/postsecondary language, foundational literacy as needed, and intensive scaffolding.

Unit 1: Food and You

Essential Question: How should individuals and communities evaluate food-related claims and make responsible decisions using scientific, cultural, and ethical evidence?

Element	Grade 12 Unit Plan
Suggested Pacing	8-9 weeks; TEAM lessons may be selectively used/expanded, with additional Grade 12 sources and independent tasks.
Primary TEAM Anchor	TEAM High School Book 3, Unit 1: Food and You
WIDA Alignment	ELD-SC.9-12.Explain; ELD-SC.9-12.Argue; ELD-SS.9-12.Explain; ELD-SS.9-12.Argue; ELD-LA.9-12.Inform; ELD-LA.9-12.Argue; ELD-SI.4-12.Inform; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.11-12.1; RI.CI.11-12.2; RI.IT.11-12.3; RI.PP.11-12.5; RI.AA.11-12.7; RI.CT.11-12.8; W.AW.11-12.1; W.IW.11-12.2; W.WR.11-12.5; W.SE.11-12.6; SL.PE.11-12.1; SL.II.11-12.2; SL.PI.11-12.4; L.KL.11-12.2; L.VL.11-12.3
Content Objective	Students will synthesize scientific, informational, and cultural sources about food safety, nutrition, diet, and food meaning; evaluate evidence quality and competing claims; and develop an informed recommendation.
Language Objective	Students will synthesize central ideas across sources, distinguish evidence from assertion, qualify claims, use precise academic and scientific vocabulary, integrate source information, and produce a formal evidence-based recommendation for a defined audience.
Priority Academic / Thematic Vocabulary	nutrition, food safety, contamination, prevention, diet, nutrient, evidence, methodology, claim, counterclaim, credibility, risk, recommendation, culture, tradition, ethics, limitation, source, synthesis, qualification
Culminating Performance Task	Grade 12 Evidence-Based Recommendation: Students investigate a food-related question using TEAM and at least two additional credible sources, evaluate source quality and competing claims, and produce a formal written or oral recommendation with cited evidence, counterargument, and limitations.

TEAM Lesson Anchors

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 1: Food Safety	Science / Social Studies	Details	Synonyms	Persuasive Writing
Lesson 2: A Plant-Based Diet	Science / Social Studies	Main Idea	Uncountable Nouns	Informative Paragraph
Lesson 3: Bread and Paintings	Language Arts / Social Studies	Character Traits	Verbs	Story

Grade 12 Extension Expectations

- Use TEAM text/tasks as an entry point, then incorporate at least one additional grade-appropriate source, data set, primary source, multimedia source, or authentic document when appropriate.
- Require students to distinguish source information from their own interpretation and to evaluate credibility, relevance, limitations, or perspective.
- Move from single-source responses toward synthesis across sources and representations.
- Require increasingly independent academic discussion, questioning, clarification, and response to counterarguments or alternative interpretations.
- Use authentic communication formats when appropriate: formal email, executive summary, presentation, recommendation brief, research memo, podcast/script, or civic argument.
- Provide explicit instruction in citation/integration of evidence appropriate to the task and school expectations.

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Synthesize central ideas, evidence, perspective, reasoning, and rhetorical choices across lectures, discussion, audio, multimedia, and presentations; evaluate credibility and ask purposeful clarifying questions.
Speaking / Expressive	Present organized explanations and arguments, integrate source evidence, address alternative viewpoints, adapt register to audience, and participate independently in collaborative academic/professional discussion.
Reading / Viewing	Read and analyze Grades 11-12 literary, informational, scientific, historical, and multimedia sources; cite strong and thorough evidence; evaluate credibility, rhetoric, perspective, relationships among ideas, and implications.
Writing / Representing	Produce sustained Grade 12 informational, analytical, argumentative, narrative, research-based, and professional communication with source synthesis, cohesive organization, precise vocabulary, varied syntax, appropriate register, and revision for audience/purpose.

Suggested Instructional Sequence

1. Launch and frame the inquiry: activate background knowledge, establish the essential question, preview TEAM anchor texts, and identify the academic language and source-literacy demands.

2. Build disciplinary language: explicitly teach priority vocabulary, morphology, syntax, discourse structures, and language functions needed for analysis, explanation, synthesis, and argument.

3. Interpret TEAM anchor materials: analyze central ideas, text structure, language choices, evidence, perspective, and disciplinary content with proficiency-responsive supports.

4. Extend with additional sources: introduce a second/third source, data representation, primary source, or authentic document and teach comparison, corroboration, credibility, and synthesis.

5. Discuss and develop claims: use structured academic discussion to test interpretations, address counterarguments, refine claims, and rehearse formal language before writing/presentation.

6. Produce, revise, and present: complete the Grade 12 performance task, use feedback and self-assessment to revise for evidence, organization, language precision, register, and audience.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Use adapted/parallel sources, bilingual supports, visuals, annotated models, selected evidence, sentence stems, and oral rehearsal. Demonstrate concepts through multimodal responses while building functional and academic English.
2 - Emerging	Use chunked sources, structured notes, word/phrase banks, paragraph frames, modeled source integration, and supported oral rehearsal to produce short connected responses.
3 - Developing	Produce connected paragraphs and supported extended responses; use synthesis organizers, transition banks, evidence frames, and guided source evaluation.
4 - Expanding	Produce organized multi-paragraph/extended oral responses; integrate evidence from multiple sources; use reduced scaffolds and increasingly independent discussion and revision.
5 - Bridging	Synthesize multiple sources independently with precise academic vocabulary, nuanced claims, cohesive reasoning, and audience-appropriate register; use strategic rather than routine scaffolds.
6 - Reaching	Complete Grade 12 college/career-style tasks with minimal linguistic scaffolding; refine rhetorical effectiveness, source integration, disciplinary precision, synthesis, and style.

Formative Assessment Evidence

- Source annotation or credibility/evidence check
- Academic vocabulary and language-structure application
- Oral synthesis, seminar response, or evidence-based discussion sample
- Written source comparison or synthesis paragraph
- Claim/counterclaim or explanation outline
- Draft section with integrated source evidence and feedback
- Presentation rehearsal or multimodal response
- Student self-assessment using standards-based language goals

Criteria for the Culminating Performance Task

Criterion	Grade 12 evidence
Content / disciplinary understanding	Student accurately communicates complex unit concepts and applies them to a meaningful question, issue, or problem.
Language function and register	Student uses the appropriate Key Language Use(s) and adapts language to academic, professional, or civic purpose and audience.
Source synthesis / credibility	Student integrates multiple relevant sources or representations and evaluates credibility, perspective, limitations, or relevance when appropriate.
Evidence / reasoning	Student develops a clear conclusion or claim, supports it with relevant evidence, explains the reasoning, and addresses alternative interpretations or counterclaims when appropriate.
Organization / language control	Response is cohesive and logically organized, with precise academic vocabulary, varied syntax, transitions, and conventions that support meaning.
Independence / readiness	Student demonstrates increasing independence in planning, source use, discussion, revision, presentation, and self-monitoring consistent with postsecondary readiness.

Unit 2: Storytelling

Essential Question: How do storytellers use language, medium, evidence, and audience awareness to shape identity, memory, and public understanding?

Element	Grade 12 Unit Plan
Suggested Pacing	8-9 weeks; TEAM lessons may be selectively used/expanded, with additional Grade 12 sources and independent tasks.
Primary TEAM Anchor	TEAM High School Book 3, Unit 2: Storytelling
WIDA Alignment	ELD-LA.9-12.Narrate; ELD-LA.9-12.Inform; ELD-LA.9-12.Argue; ELD-SS.9-12.Explain; ELD-SI.4-12.Narrate; ELD-SI.4-12.Inform; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RL.CR.11-12.1; RL.CI.11-12.2; RL.TS.11-12.4; RL.PP.11-12.5; RL.MF.11-12.6; RI.PP.11-12.5; RI.MF.11-12.6; W.NW.11-12.3; W.IW.11-12.2; W.WR.11-12.5; W.SE.11-12.6; SL.PE.11-12.1; SL.PI.11-12.4; SL.UM.11-12.5; L.KL.11-12.2; L.VI.11-12.4
Content Objective	Students will analyze how medium, rhetoric, language, and perspective influence storytelling; evaluate distinctions among fact, opinion, memory, and interpretation; and adapt a message for different audiences and formats.
Language Objective	Students will analyze rhetorical and stylistic choices, synthesize information from survey/source data, use precise descriptive and narrative language, adapt register and organization for audience, and explain how language and medium shape interpretation.
Priority Academic / Thematic Vocabulary	narrative, medium, rhetoric, audience, perspective, identity, memory, credibility, fact, opinion, survey, data, bias, tone, style, interpretation, purpose, adapt, synthesis, representation
Culminating Performance Task	Grade 12 Storytelling Across Media Capstone: Students analyze one story/topic across at least two media or perspectives, collect or interpret audience data, and create an original podcast, digital script, or polished narrative accompanied by a source-based rhetorical analysis.

TEAM Lesson Anchors

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 4: Stories on the Go	Science / Mathematics	Fact and Opinion	Multiple-Meaning Words	Podcast
Lesson 5: Everyone Has a Story	Science / Mathematics	Predictions	Definite and Indefinite Articles	Survey
Lesson 6: Stories of Interest	Language Arts / Social Studies	Analyzing Language	Order of Adjectives	Story Summary

Grade 12 Extension Expectations

- Use TEAM text/tasks as an entry point, then incorporate at least one additional grade-appropriate source, data set, primary source, multimedia source, or authentic document when appropriate.
- Require students to distinguish source information from their own interpretation and to evaluate credibility, relevance, limitations, or perspective.
- Move from single-source responses toward synthesis across sources and representations.
- Require increasingly independent academic discussion, questioning, clarification, and response to counterarguments or alternative interpretations.
- Use authentic communication formats when appropriate: formal email, executive summary, presentation, recommendation brief, research memo, podcast/script, or civic argument.
- Provide explicit instruction in citation/integration of evidence appropriate to the task and school expectations.

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Synthesize central ideas, evidence, perspective, reasoning, and rhetorical choices across lectures, discussion, audio, multimedia, and presentations; evaluate credibility and ask purposeful clarifying questions.
Speaking / Expressive	Present organized explanations and arguments, integrate source evidence, address alternative viewpoints, adapt register to audience, and participate independently in collaborative academic/professional discussion.
Reading / Viewing	Read and analyze Grades 11-12 literary, informational, scientific, historical, and multimedia sources; cite strong and thorough evidence; evaluate credibility, rhetoric, perspective, relationships among ideas, and implications.
Writing / Representing	Produce sustained Grade 12 informational, analytical, argumentative, narrative, research-based, and professional communication with source synthesis, cohesive organization, precise vocabulary, varied syntax, appropriate register, and revision for audience/purpose.

Suggested Instructional Sequence

1. Launch and frame the inquiry: activate background knowledge, establish the essential question, preview TEAM anchor texts, and identify the academic language and source-literacy demands.

2. Build disciplinary language: explicitly teach priority vocabulary, morphology, syntax, discourse structures, and language functions needed for analysis, explanation, synthesis, and argument.

3. Interpret TEAM anchor materials: analyze central ideas, text structure, language choices, evidence, perspective, and disciplinary content with proficiency-responsive supports.

4. Extend with additional sources: introduce a second/third source, data representation, primary source, or authentic document and teach comparison, corroboration, credibility, and synthesis.

5. Discuss and develop claims: use structured academic discussion to test interpretations, address counterarguments, refine claims, and rehearse formal language before writing/presentation.

6. Produce, revise, and present: complete the Grade 12 performance task, use feedback and self-assessment to revise for evidence, organization, language precision, register, and audience.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Use adapted/parallel sources, bilingual supports, visuals, annotated models, selected evidence, sentence stems, and oral rehearsal. Demonstrate concepts through multimodal responses while building functional and academic English.
2 - Emerging	Use chunked sources, structured notes, word/phrase banks, paragraph frames, modeled source integration, and supported oral rehearsal to produce short connected responses.
3 - Developing	Produce connected paragraphs and supported extended responses; use synthesis organizers, transition banks, evidence frames, and guided source evaluation.
4 - Expanding	Produce organized multi-paragraph/extended oral responses; integrate evidence from multiple sources; use reduced scaffolds and increasingly independent discussion and revision.
5 - Bridging	Synthesize multiple sources independently with precise academic vocabulary, nuanced claims, cohesive reasoning, and audience-appropriate register; use strategic rather than routine scaffolds.
6 - Reaching	Complete Grade 12 college/career-style tasks with minimal linguistic scaffolding; refine rhetorical effectiveness, source integration, disciplinary precision, synthesis, and style.

Formative Assessment Evidence

- Source annotation or credibility/evidence check
- Academic vocabulary and language-structure application
- Oral synthesis, seminar response, or evidence-based discussion sample
- Written source comparison or synthesis paragraph
- Claim/counterclaim or explanation outline
- Draft section with integrated source evidence and feedback
- Presentation rehearsal or multimodal response
- Student self-assessment using standards-based language goals

Criteria for the Culminating Performance Task

Criterion	Grade 12 evidence
Content / disciplinary understanding	Student accurately communicates complex unit concepts and applies them to a meaningful question, issue, or problem.
Language function and register	Student uses the appropriate Key Language Use(s) and adapts language to academic, professional, or civic purpose and audience.
Source synthesis / credibility	Student integrates multiple relevant sources or representations and evaluates credibility, perspective, limitations, or relevance when appropriate.
Evidence / reasoning	Student develops a clear conclusion or claim, supports it with relevant evidence, explains the reasoning, and addresses alternative interpretations or counterclaims when appropriate.
Organization / language control	Response is cohesive and logically organized, with precise academic vocabulary, varied syntax, transitions, and conventions that support meaning.
Independence / readiness	Student demonstrates increasing independence in planning, source use, discussion, revision, presentation, and self-monitoring consistent with postsecondary readiness.

Unit 3: The Body and Technology

Essential Question: How should society evaluate emerging technologies that affect the human body when benefits, limitations, data, and ethics may conflict?

Element	Grade 12 Unit Plan
Suggested Pacing	8-9 weeks; TEAM lessons may be selectively used/expanded, with additional Grade 12 sources and independent tasks.
Primary TEAM Anchor	TEAM High School Book 3, Unit 3: The Body and Technology
WIDA Alignment	ELD-SC.9-12.Explain; ELD-SC.9-12.Argue; ELD-MA.9-12.Explain; ELD-LA.9-12.Inform; ELD-LA.9-12.Argue; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.11-12.1; RI.CI.11-12.2; RI.IT.11-12.3; RI.MF.11-12.6; RI.AA.11-12.7; RI.CT.11-12.8; W.IW.11-12.2; W.AW.11-12.1; W.WR.11-12.5; SL.II.11-12.2; SL.ES.11-12.3; SL.PI.11-12.4; L.VL.11-12.3; L.VI.11-12.4
Content Objective	Students will analyze scientific/technical sources and data, compare technologies or approaches, evaluate benefits, risks, limitations, and ethical trade-offs, and form a defensible conclusion grounded in evidence.
Language Objective	Students will synthesize scientific explanations, interpret quantitative/visual information, compare evidence and competing claims, qualify conclusions, use discipline-specific morphology and transitions, and present a formal scientific/ethical argument.
Priority Academic / Thematic Vocabulary	medical imaging, biotechnology, diagnosis, genetics, data, validity, reliability, benefit, limitation, trade-off, ethics, privacy, consent, innovation, evidence, claim, counterclaim, qualify, implication, policy
Culminating Performance Task	Grade 12 Technology and Ethics Brief: Students investigate a body/technology issue using multiple credible sources, explain the technology, interpret relevant data or visuals, weigh benefits and limitations, and defend a qualified recommendation that addresses an ethical concern or counterclaim.

TEAM Lesson Anchors

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 7: Medical Imagery	Science / Social Studies	Compare and Contrast	Root Words	Descriptive Paragraph
Lesson 8: You Are Unique	Science / Mathematics	Cause and Effect	Transitional Words	Summary
Lesson 9: An Unexpected Practice	Language Arts	Parts of a Story	Figurative Language	Personal Narrative

Grade 12 Extension Expectations

- Use TEAM text/tasks as an entry point, then incorporate at least one additional grade-appropriate source, data set, primary source, multimedia source, or authentic document when appropriate.
- Require students to distinguish source information from their own interpretation and to evaluate credibility, relevance, limitations, or perspective.
- Move from single-source responses toward synthesis across sources and representations.
- Require increasingly independent academic discussion, questioning, clarification, and response to counterarguments or alternative interpretations.
- Use authentic communication formats when appropriate: formal email, executive summary, presentation, recommendation brief, research memo, podcast/script, or civic argument.
- Provide explicit instruction in citation/integration of evidence appropriate to the task and school expectations.

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Synthesize central ideas, evidence, perspective, reasoning, and rhetorical choices across lectures, discussion, audio, multimedia, and presentations; evaluate credibility and ask purposeful clarifying questions.
Speaking / Expressive	Present organized explanations and arguments, integrate source evidence, address alternative viewpoints, adapt register to audience, and participate independently in collaborative academic/professional discussion.
Reading / Viewing	Read and analyze Grades 11-12 literary, informational, scientific, historical, and multimedia sources; cite strong and thorough evidence; evaluate credibility, rhetoric, perspective, relationships among ideas, and implications.
Writing / Representing	Produce sustained Grade 12 informational, analytical, argumentative, narrative, research-based, and professional communication with source synthesis, cohesive organization, precise vocabulary, varied syntax, appropriate register, and revision for audience/purpose.

Suggested Instructional Sequence

1. Launch and frame the inquiry: activate background knowledge, establish the essential question, preview TEAM anchor texts, and identify the academic language and source-literacy demands.

2. Build disciplinary language: explicitly teach priority vocabulary, morphology, syntax, discourse structures, and language functions needed for analysis, explanation, synthesis, and argument.

3. Interpret TEAM anchor materials: analyze central ideas, text structure, language choices, evidence, perspective, and disciplinary content with proficiency-responsive supports.

4. Extend with additional sources: introduce a second/third source, data representation, primary source, or authentic document and teach comparison, corroboration, credibility, and synthesis.

5. Discuss and develop claims: use structured academic discussion to test interpretations, address counterarguments, refine claims, and rehearse formal language before writing/presentation.

6. Produce, revise, and present: complete the Grade 12 performance task, use feedback and self-assessment to revise for evidence, organization, language precision, register, and audience.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Use adapted/parallel sources, bilingual supports, visuals, annotated models, selected evidence, sentence stems, and oral rehearsal. Demonstrate concepts through multimodal responses while building functional and academic English.
2 - Emerging	Use chunked sources, structured notes, word/phrase banks, paragraph frames, modeled source integration, and supported oral rehearsal to produce short connected responses.
3 - Developing	Produce connected paragraphs and supported extended responses; use synthesis organizers, transition banks, evidence frames, and guided source evaluation.
4 - Expanding	Produce organized multi-paragraph/extended oral responses; integrate evidence from multiple sources; use reduced scaffolds and increasingly independent discussion and revision.
5 - Bridging	Synthesize multiple sources independently with precise academic vocabulary, nuanced claims, cohesive reasoning, and audience-appropriate register; use strategic rather than routine scaffolds.
6 - Reaching	Complete Grade 12 college/career-style tasks with minimal linguistic scaffolding; refine rhetorical effectiveness, source integration, disciplinary precision, synthesis, and style.

Formative Assessment Evidence

- Source annotation or credibility/evidence check
- Academic vocabulary and language-structure application
- Oral synthesis, seminar response, or evidence-based discussion sample
- Written source comparison or synthesis paragraph
- Claim/counterclaim or explanation outline
- Draft section with integrated source evidence and feedback
- Presentation rehearsal or multimodal response
- Student self-assessment using standards-based language goals

Criteria for the Culminating Performance Task

Criterion	Grade 12 evidence
Content / disciplinary understanding	Student accurately communicates complex unit concepts and applies them to a meaningful question, issue, or problem.
Language function and register	Student uses the appropriate Key Language Use(s) and adapts language to academic, professional, or civic purpose and audience.
Source synthesis / credibility	Student integrates multiple relevant sources or representations and evaluates credibility, perspective, limitations, or relevance when appropriate.
Evidence / reasoning	Student develops a clear conclusion or claim, supports it with relevant evidence, explains the reasoning, and addresses alternative interpretations or counterclaims when appropriate.
Organization / language control	Response is cohesive and logically organized, with precise academic vocabulary, varied syntax, transitions, and conventions that support meaning.
Independence / readiness	Student demonstrates increasing independence in planning, source use, discussion, revision, presentation, and self-monitoring consistent with postsecondary readiness.

Unit 4: Our Government

Essential Question: How can informed citizens evaluate government processes, public claims, and civic decisions using credible evidence and reasoned argument?

Element	Grade 12 Unit Plan
Suggested Pacing	8-9 weeks; TEAM lessons may be selectively used/expanded, with additional Grade 12 sources and independent tasks.
Primary TEAM Anchor	TEAM High School Book 3, Unit 4: Our Government
WIDA Alignment	ELD-SS.9-12.Explain; ELD-SS.9-12.Argue; ELD-MA.9-12.Explain; ELD-LA.9-12.Inform; ELD-LA.9-12.Argue; ELD-SI.4-12.Inform; ELD-SI.4-12.Explain; ELD-SI.4-12.Argue
2023 NJSLS-ELA Alignment	RI.CR.11-12.1; RI.CI.11-12.2; RI.IT.11-12.3; RI.PP.11-12.5; RI.AA.11-12.7; RI.CT.11-12.8; W.AW.11-12.1; W.IW.11-12.2; W.WR.11-12.5; W.SE.11-12.6; SL.PE.11-12.1; SL.ES.11-12.3; SL.PI.11-12.4; L.KL.11-12.2; L.VL.11-12.3
Content Objective	Students will analyze primary/secondary civic sources, explain government processes, interpret quantitative or visual election information when relevant, evaluate claims and source credibility, and develop evidence-based civic arguments.
Language Objective	Students will synthesize multiple civic sources, explain complex processes and causes/effects, evaluate rhetorical claims and source credibility, integrate evidence accurately, address counterclaims, and present a formal argument in an appropriate civic/academic register.
Priority Academic / Thematic Vocabulary	democracy, government, election, judiciary, constitutional, institution, precedent, policy, civic, primary source, secondary source, credibility, rhetoric, claim, counterclaim, evidence, reasoning, perspective, public policy, participation
Culminating Performance Task	Grade 12 Civic Research and Presentation Capstone: Students investigate a current or enduring civic question connected to elections, courts, rights, or government decision-making; analyze multiple credible sources and perspectives; and present a formal evidence-based argument with counterclaim, source evaluation, and actionable civic conclusion.

TEAM Lesson Anchors

TEAM Lesson	Standards Focus	Reading Strategy	Language Focus	Writing Focus
Lesson 10: Electing the President	Social Studies / Mathematics	Cause and Effect	Suffixes and Parts of Speech	Opinion
Lesson 11: The Judicial Branch	Social Studies	Sequence	Confusing Words	Informative Paragraph
Lesson 12: Decisions	Language Arts / Social Studies	Characters	Adverbs	Explanatory Paragraph

Grade 12 Extension Expectations

- Use TEAM text/tasks as an entry point, then incorporate at least one additional grade-appropriate source, data set, primary source, multimedia source, or authentic document when appropriate.
- Require students to distinguish source information from their own interpretation and to evaluate credibility, relevance, limitations, or perspective.
- Move from single-source responses toward synthesis across sources and representations.
- Require increasingly independent academic discussion, questioning, clarification, and response to counterarguments or alternative interpretations.
- Use authentic communication formats when appropriate: formal email, executive summary, presentation, recommendation brief, research memo, podcast/script, or civic argument.
- Provide explicit instruction in citation/integration of evidence appropriate to the task and school expectations.

Language Objectives by Domain

Domain	Students will...
Listening / Interpretive	Synthesize central ideas, evidence, perspective, reasoning, and rhetorical choices across lectures, discussion, audio, multimedia, and presentations; evaluate credibility and ask purposeful clarifying questions.
Speaking / Expressive	Present organized explanations and arguments, integrate source evidence, address alternative viewpoints, adapt register to audience, and participate independently in collaborative academic/professional discussion.
Reading / Viewing	Read and analyze Grades 11-12 literary, informational, scientific, historical, and multimedia sources; cite strong and thorough evidence; evaluate credibility, rhetoric, perspective, relationships among ideas, and implications.
Writing / Representing	Produce sustained Grade 12 informational, analytical, argumentative, narrative, research-based, and professional communication with source synthesis, cohesive organization, precise vocabulary, varied syntax, appropriate register, and revision for audience/purpose.

Suggested Instructional Sequence

1. Launch and frame the inquiry: activate background knowledge, establish the essential question, preview TEAM anchor texts, and identify the academic language and source-literacy demands.

2. Build disciplinary language: explicitly teach priority vocabulary, morphology, syntax, discourse structures, and language functions needed for analysis, explanation, synthesis, and argument.

3. Interpret TEAM anchor materials: analyze central ideas, text structure, language choices, evidence, perspective, and disciplinary content with proficiency-responsive supports.

4. Extend with additional sources: introduce a second/third source, data representation, primary source, or authentic document and teach comparison, corroboration, credibility, and synthesis.

5. Discuss and develop claims: use structured academic discussion to test interpretations, address counterarguments, refine claims, and rehearse formal language before writing/presentation.

6. Produce, revise, and present: complete the Grade 12 performance task, use feedback and self-assessment to revise for evidence, organization, language precision, register, and audience.

Proficiency-Level Scaffolds for This Unit

Level	Expected response and supports
1 - Entering	Use adapted/parallel sources, bilingual supports, visuals, annotated models, selected evidence, sentence stems, and oral rehearsal. Demonstrate concepts through multimodal responses while building functional and academic English.
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3 - Developing	Produce connected paragraphs and supported extended responses; use synthesis organizers, transition banks, evidence frames, and guided source evaluation.
4 - Expanding	Produce organized multi-paragraph/extended oral responses; integrate evidence from multiple sources; use reduced scaffolds and increasingly independent discussion and revision.
5 - Bridging	Synthesize multiple sources independently with precise academic vocabulary, nuanced claims, cohesive reasoning, and audience-appropriate register; use strategic rather than routine scaffolds.
6 - Reaching	Complete Grade 12 college/career-style tasks with minimal linguistic scaffolding; refine rhetorical effectiveness, source integration, disciplinary precision, synthesis, and style.

Formative Assessment Evidence

- Source annotation or credibility/evidence check
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- Student self-assessment using standards-based language goals

Criteria for the Culminating Performance Task

Criterion	Grade 12 evidence
Content / disciplinary understanding	Student accurately communicates complex unit concepts and applies them to a meaningful question, issue, or problem.
Language function and register	Student uses the appropriate Key Language Use(s) and adapts language to academic, professional, or civic purpose and audience.
Source synthesis / credibility	Student integrates multiple relevant sources or representations and evaluates credibility, perspective, limitations, or relevance when appropriate.
Evidence / reasoning	Student develops a clear conclusion or claim, supports it with relevant evidence, explains the reasoning, and addresses alternative interpretations or counterclaims when appropriate.
Organization / language control	Response is cohesive and logically organized, with precise academic vocabulary, varied syntax, transitions, and conventions that support meaning.
Independence / readiness	Student demonstrates increasing independence in planning, source use, discussion, revision, presentation, and self-monitoring consistent with postsecondary readiness.

5. Grade 12 Assessment and Progress Monitoring Plan

- Baseline: Review current WIDA Screener/ACCESS information when available, prior ESL records, course data, graduation/postsecondary goals, prior schooling, previous TEAM placement, and initial oral/reading/writing/source-use samples.
- Ongoing: Collect interpretive and expressive evidence during each unit, including source annotations, listening/multimedia responses, academic discussion samples, reading analyses, source synthesis, explanations, arguments, and professional/academic writing.
- Unit: Evaluate the culminating performance task using the Grade 12 criteria above and document both language performance and the level of scaffolding/support required.
- Periodic: Review growth in listening, speaking, reading/viewing, writing/representing, source use, academic discussion, and independence; adjust scaffolds and postsecondary-readiness targets.
- Annual/Exit: Use ACCESS for ELLs results when applicable together with local evidence to inform program decisions, transition planning, and the student's readiness to use academic English in postsecondary education, careers, and civic settings.

6. Grade 12 Newcomer / Level 1 Supplemental Pathway

A newly arrived Grade 12 multilingual learner may have urgent language, literacy, graduation, and transition needs that cannot be addressed by TEAM Book 3 alone. The supplemental pathway should be individualized and coordinated with the student's broader high-school program.

- Explicit language for school navigation, credits/graduation requirements, schedules, assignments, counseling, postsecondary applications, employment, and help-seeking.
- Foundational and secondary literacy instruction responsive to the student's prior schooling and home-language literacy.
- High-frequency academic language and discipline-specific vocabulary linked to current courses and TEAM themes.
- Adapted/parallel grade-appropriate texts and authentic documents with visual, bilingual, and teacher-mediated access.
- Oral comprehension and interaction routines before extended written production.
- Strategic use of home language, bilingual resources, cognates, translanguaging, peers, and family/community assets.
- Explicit instruction in paragraph/essay organization, source use, technology platforms, email/professional communication, and presentation routines.
- Frequent progress monitoring to determine readiness for reduced scaffolds and increasingly independent Grade 12 tasks.

7. Grade 12 Postsecondary-Readiness Language Applications

Application	Suggested language tasks
College / Training	Read course/program information; summarize requirements; ask clarification questions; write formal emails; interpret informational texts; take notes; synthesize sources; present findings.
Career / Workplace	Read job descriptions and procedures; explain processes; participate in interviews/discussions; write professional messages; summarize information; justify recommendations; adapt register to audience.
Civic Life	Evaluate public information and source credibility; interpret civic documents; compare perspectives; participate in civil discussion; write evidence-based claims; communicate with institutions.
Independent Learning	Set language goals; use reference tools; monitor comprehension; seek clarification; evaluate sources; revise writing; use feedback strategically; reflect on progress and next steps.

8. Primary Sources and Alignment Notes

- New Jersey Department of Education. 2023 New Jersey Student Learning Standards for English Language Arts: Grades 11-12.
- WIDA. WIDA English Language Development Standards Framework, 2020 Edition: Grades 9-12 Materials.
- Continental Press. TEAM Toolkits: Teaching ELs for Academic Language Mastery, High School Scope and Sequence, Book 3.
- WIDA PRIME V2 Correlation for TEAM Toolkits (publisher correlation supplied by PCSST; correlation reflects an earlier WIDA framework).

Implementation note: Continental publishes three TEAM High School books for Grades 9-12. Because there is no separate TEAM Book 4, PCSST uses Book 3 as the Grade 12 anchor resource while increasing the rigor through additional Grade 12 sources, independent synthesis, research, argument, presentation, and postsecondary-readiness applications. This avoids representing the commercial series as having a distinct Grade 12 text that the publisher does not provide.