ESL/ELD Content Based Curriculum

Grades 7-8
Intermediate/Levels 3-4

Haverhill Public Schools
English Learner Education Program

Grades: 7-8
Proficiency Level: Intermediate/Levels 3-4

Content Standard/Framework	Benchmarks and Outcomes	Assessment/	Topics in Vocabulary/	Communicative Skills
		Student Products	Grammar	(4 language domains)
5.19: Recognize appropriate use of	Listening	*journal entries	Vocabulary	Reading
pronoun reference.	* S.1 (S.1.13; S.1.15; S.1.19;	*narrative/reflective	*dictionary skills	*recognizing fiction and
RL 13.18: Identify and use	S1.23; S.1.24):	paragraph	*how to use thesaurus	nonfiction by
knowledge of common textual	Students will comprehend and	*descriptive paragraph	* strategies for	understanding elements of
features (paragraphs, topic	communicate orally, using	*literary interpretation	unknown words in text	each genre
sentences).	English vocabulary for personal,	paragraph (i.e. finding	(cognates, context	*fiction and elements of
LA 1.4: Know and apply rules for	social, and academic purposes by	themes in a story and	clues, word analysis,	short stories
formal discussions (classroom,	demonstrating understanding of	supporting it with details	roots/affixes, using	* strategies for reading
parliamentary debate, town	academic content words and	form text)	dictionary and	fiction:
meeting rules).	frequently used idioms,	,	1	
LA 2.4: Integrate relevant	determining meaning from	*reading portfolio with	glossary)	-predicting/confirming
information gathered from group	prefixes and suffixes, and using	student artifacts	* elements of fiction	and adjusting predictions
discussions and interviews for	strategies such as using textual	demonstrating	and nonfiction (plot,	-making inferences with
reports.	features and using dictionaries,	application of reading	setting, characters,	supporting details
LA.3.10: Present an organized	glossaries, etc.	strategies	conflict, theme,	-summarizing
interpretation of a literary work,	* S.2 (S.2.22, S.2.32; S.2.34;	*book/story review	literary devices)	-finding author's purpose
film, or dramatic production.	S.3.33; S.2.35):	(includes summary of	*transitional words for	-compare and contrast
LA 4.20: Determine the meaning	Students will comprehend and	story + personal response	narratives (sequential	-self-monitoring for
of unfamiliar words using context	communicate orally, using	to setting, plot,	and time order words)	comprehension
clues (contrast, cause and effect). LA.4.21: Determine the meaning	English vocabulary for personal,	characters, etc.)	,	*independent reading time
of unfamiliar words by using	social, and academic purposes by demonstrating understanding of	*grammar quizzes	Grammar	* using graphic organizers
knowledge of common Greek and	academic content words and	*graphic organizers	*nouns and pronouns	to help comprehension
of selections, distinguishing theme	frequently used idioms,	(story map)	*pronoun referents	*how to select an
from topic.	determining meaning from	*compare and contrast	*simple sentence	independent reading book
RL12.4: Locate and analyze	prefixes and suffixes, and using	<u> </u>	•	Writing
elements of plot and	strategies such as using textual	paragraphs about	structure	wiimig

characterization and then use an	features and using dictionaries,	characters in story (group	(subject/predicate)	*components of the
understanding of these elements to	glossaries, etc.	write)	*adjectives and	paragraph
determine how qualities of the	*S.3 (S.3.9; S.3.31; S.3.32;	,	comparisons	*steps of the writing
central characters influence the	s.3.33; S.3.34; S.3.35; S.3.36;		*verbs	process
resolution of the conflict.	S.3.37; S.3.53):			*personal narrative and
RL 13.19: Identify and use	Students will comprehend and			reflective writing
knowledge of common graphic	communicate orally, using spoken			*descriptive writing (from
features (charts, maps, diagrams).	English to participate in academic			1 0
CO 19.22: Write and justify a	settings by demonstrating			personal experience or
personal interpretation of literary,	comprehension of oral multiple-			from characters/setting in
informational, or expository	step directions, oral word			story read)
reading that includes a topic	problems on math content, main			*writing a short story with
statement, supporting details from	points of classroom discussions			elements of plot,
the literature, and a conclusion.	and details that support a main			characters, setting, and
CO 21.6: Revise writing to	idea in a literary or informational			conflict
improve organization and diction	text that is heard, and use of			*how to use rubrics for
after checking the logic underlying	referents, as well as identifying			self-evaluation of writing
the order of ideas, the precision of	facts and organizational			Listening/Speaking
vocabulary used, and the economy	structures of lectures to answer			*oral paraphrase of text
of writing.	the listeners' questions in a			read
CO 21.7: Improve word choice by	literary or informational text that			* answer questions orally
using a variety of references.	is heard.			1
CO 22.8: Use knowledge of types	Speaking			about text heard/read
of sentences (simple, compound,	* S. 1 (S.1.16; S.1.17; s.1.18;			*oral paraphrase of other
complex), correct mechanics	S.1.20; S.1.29; S.1.10):			student's comments in
(comma after introductory	Students will comprehend and			class
structures), correct usage (pronoun	communicate orally, using			*participate in oral
reference), sentence structure	English vocabulary for personal,			academic discussion about
(complete sentences, properly	social, and academic purposes:			text read
placed modifiers), and standard	express personal intent using			*express opinions, likes
English spelling when writing and	spoken words/phrases, classify			and dislikes
editing.	previously learned academic			*follow complex oral
CO 23.9: Integrate the use of	content words and phrases into			
organizing techniques that break	concept-based categories,			directions (multi-step)

up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks). CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.	participate in limited discussions using appropriate and adequate words/phrases, employ synonyms for word variety in speaking, demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary or grade-level, academic content, and identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. *S.2 (S.2.23; S.2.24; S.2.27; S.2.28; S.2.29; S.2.33; S.2.36; S.2.38; S.2.41; S.2.42; S.2.43): Students will comprehend and communicate orally, using spoken English for personal and social purposes: ask/answer basic questions, express own opinions, preferences, wishes and uncertainty, express/respond to compliments, gratitude, and apologies, express imagination and creativity, respond during interpersonal discussions and interactions, demonstrate awareness of listener's perspective, communicate intended meanings utilizing English intonation patterns, construct original oral statements, compare aspects or features of			*rephrase, explain, revise and expand information to check comprehension and to convey knowledge *recount events using sequence words in connected narrative *define, compare and classify objects using academic language
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various cultural communities,		
request, clarify, and restate		
information to enhance		
understanding and rehearse ways		
of speaking (such as		
formal/informal) that are		
appropriate to audience and		
purpose.		
*S.3 (S.3. 21; S.3.38;		
S.3.39;S.3.40; S.3.41;		
S.3.42S.3.43; S.3.47; S.3.48;		
S.3.49;S.3.51):		
Students will comprehend and		
communicate orally, using spoken		
English to participate in academic		
settings: compare and contrast		
information orally, participate in		
reaching consensus in groups,		
respond to factual and inferential		
questions about academic content,		
summarize a story orally, state a		
position and support/justify it,		
participate in classroom		
discussions and activities, when		
frequent clarification is given,		
express original statements in		
classroom discussions, ask		
questions to clarify meaning in an		
academic context, compare		
grammatical constructions in		
English and the student's first		
language, and explain the		
thinking processes used in		
academic content areas.		

Reading		
*R.1 (R.1.8; R.1.9; R.1.11;		
R.1.12):		
Students will acquire English		
vocabulary and apply knowledge		
of correct syntax to comprehend		
written text: apply knowledge of		
word analysis to expand		
comprehension of vocabulary, use		
knowledge of context clues to		
determine the meanings of		
unfamiliar words, identify words,		
phrases, and sentences that		
determine meaning in expository		
paragraphs and extended texts.		
* R.3 (R.3.7; R.3.8; R.3.9;		
R.3.10; R.3.11; R.3.12):		
Students will read English		
fluently and identify facts and		
evidence in order to interpret and		
analyze text: analyze main ideas		
and supporting details/evidence;		
summarize important ideas from a		
text and represent the		
relationships between or among		
them, support individual		
interpretations/ conclusions, using		
details or evidence from a		
literary/informational text,		
analyze and provide evidence		
from a text to support		
understanding of theme and		
demonstrate fluency as a reader,		
using different reading rates and		

a	approaches for different purposes.		
	^k R.4 (R.4.2; R.4.9):		
	Students will identify and		
a	analyze text elements and		
	echniques of written English as		
υ	used in various literary genres:		
C	categorizing written words into		
	sense categories, and identify and		
e	explain how elements of language		
s	suggest mood/set tone in		
	iterature.		
	R.5 (R.5.8; R.5.9; R.5.5; R.5.6;		
F	R.5.7):		
S	Students will identify and analyze		
	purposes, structures, and elements		
	of nonfiction English texts:		
	dentify forms of informational		
	and expository materials; use		
	knowledge of text features to		
	determine purpose and meaning		
	of text, summarize main ideas and		
	supporting details, and distinguish		
	cause from effect and fact from		
C	opinion in texts.		
	Writing		
	*W.3 (W.3.2; W.3.3; W.3.5;		
	W.3.7, W.3.9):		
	Students will evaluate and revise		
	word choice, sentence variety,		
	and organization of ideas when		
	writing in English for a particular		
	nudience and purpose: use an		
	agreed-upon scoring guide to		
r	review content/organization of		

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	writing; identify and use words		
	and phrases to make ideas clearer		
	or more logical, revise writing to		
	improve organization of ideas,		
	select and use words to increase		
	detail in writing, vary expression		
	by employing new words and		
	phrases in writing.		
	*W.4 (W.4.5; W.4.6):		
	Students will understand and		
	apply knowledge of Standard		
	English grammar, spelling, and		
	conventions to improve their		
	writing: use knowledge of correct		
	spelling, sentence structure and		
	usage when editing.		
	*W.5 (W.5.2; W.5.10):		
	Students will use, analyze, and		
	produce a variety of media in		
	English, including audio,		
	television, Internet, and emerging		
	technologies: select and use		
	appropriate applications for a		
	variety of classroom projects, and		
	use technology resources for		
	problem solving.		
	*W.2.8 Students will write in		
	English for a variety of purposes		
	with clear focus, coherent		
	organization, and sufficient detail:		
	multi-paragraph composition with		
	clear topic development, logical		
	organization, and effective use of		
	detail.		

*W.2.3 Write a brief response to		
a literary text or an explanation of		
an informational text, using		
evidence from the text as support.		

Grades: 7-8 Proficiency Level: Intermediate/Levels 3-4

Assessment/Student Products Content Benchmarks and Outcomes Topics in **Communicative Skills** Standard/Framework Vocabulary/ (4 language domains) Grammar LA 3.11: Use appropriate Listening *journal entries Vocabulary Reading techniques for oral persuasion. * S.1 (S.1.13; S.1.15; S.1.19; * elements of nonfiction *multi-paragraph essays: * transition words LA 3.12 Give oral presentations S1.23; S.1.24): - how-to-essay about common (author's tone and (cause-effect. to different audiences for various Students will comprehend and chore, task, skill, or hobby persuasive, purpose, different purposes, showing appropriate communicate orally, using - compare and contrast essay sequential) organization structures, English vocabulary for changes in delivery (gestures, *elements of poetry about poetry types of nonfiction) personal, social, and academic vocabulary, pace, visuals) and - persuasive essay (figurative language, * author's purpose in using language for dramatic purposes by demonstrating *literary interpretation imagery, sound nonfiction (entertain, understanding of academic effect. devices, forms of paragraph (i.e, exploring how explain, persuade, inform) LA 3.13 5.23 content words and frequently author used figurative * elements of poetry poetry) RL8.24: Interpret mood and used idioms, determining * elements of meaning from prefixes and language and sound devices to (figurative language, tone, and give supporting suffixes, and using strategies evidence in a text. expand theme in poem) nonfiction (author's sound devices, imagery, such as using textual features RL8.26 Recognize *reading portfolio with student tone and purpose, forms of poetry) and using dictionaries, organizational structures and use artifacts demonstrating *strategies for reading different organization of arguments for and against an glossaries, etc. nonfiction and poetry: application of reading structures, types of * S.2 (S.2.22, S.2.32; S.2.34; issue. strategies nonfiction) RL8.27: Identify evidence used S.3.33; S.2.35): *grammar quizzes * useful oral debate paraphrasing/summarizing to support an argument. Students will comprehend and *graphic organizers (main -note-taking phrases RL 13.18: Identify and use communicate orally, using idea/details, cause-effect, *using thesaurus to -cause and effect knowledge of common textual English vocabulary for revise writing and -fact and opinion sequential, etc.) features (paragraphs, topic personal, social, and academic

sentences, concluding sentences, introduction, conclusion). RL 13.21: Recognize use of arguments for and against an

issue.

RL 13.22 Identify evidence used to support an argument. RL 13.23: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text. RL 14.4: Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry:

- sound (alliteration, onomatopoeia, internal rhyme, rhyme scheme);
- figurative language (personification, metaphor, simile, hyperbole);
- graphics (capital letters, line length, word position).
 RL 15.5: Identify and analyze imagery and figurative language.
 CO 19.20: Write poems using poetic techniques (alliteration, onomatopoeia, rhyme scheme), figurative language (simile, metaphor, personification), and graphic elements (capital letters, line length, word position).

CO 23.11: Organize ideas for

purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries. glossaries, etc. *S.3 (S.3.9; S.3.31; S.3.32; s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53): Students will comprehend and communicate orally, using spoken English to participate in academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners' questions in a literary or informational text

that is heard. Speaking * S. 1 (S.1.16; S.1.17; S.1.18; S.1.20; S.1.29; S.1.10): Students will comprehend and

*create a rubric one of the writing assignments *writing a poem with basic figurative language and sound devices gather information (use synonyms, antonyms for word variety in writing)

Grammar

* verbs (action and linking, regular and irregular past and past participle forms of common verbs) * verb tenses (past, present, future, subjunctive/condition al, past and present perfect) -compare and contrast
-draw conclusions
-main idea and details
-visualizing
-self-monitoring for
comprehension
*independent reading time
*reading story from
newspaper /electronic
newspaper and analyzing
differences

Writing

*review parts of the paragraph *multi-paragraph essay components (introduction/ body/ conclusion) *compare and contrast essay about poems *how-to essay *transitional words for nonfiction writing *persuasive techniques (good vs. bad arguments, how to support your opinion, anticipate counterarguments) *how to use/ create a rubric for self-evaluation of writing

essays.
LA 1.4: Know and apply rules
for formal discussions
(classroom, parliamentary
debate, town meeting rules).
LA 2.4: Integrate relevant
information gathered from group
discussions and interviews for
reports.
LA.3.10: Present an organized
interpretation of a literary work,
film, or dramatic production.
LA 4.20: Determine the
meaning of unfamiliar words
using context clues (contrast,
cause and effect).
LA.4.21: Determine the
meaning of unfamiliar words by
using knowledge of common
Greek and Latin roots, suffixes,
and prefixes.
LA 4.22: Determine
pronunciations, meanings,
alternate word choices, parts of
speech, or etymologies of words
using dictionaries and
thesauruses.
LA.5.15: Recognize the basic
patterns of English sentences
(noun-verb; noun-verb-noun;
noun-verb-noun-noun; noun-
linking verb-noun).
5.20: Identify correct mechanics

writing comparison-and-contrast

communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and adequate words/phrases, employ synonyms for word variety in speaking, demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary or gradelevel, academic content, and identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. *S.2 (S.2.23; S.2.24; S.2.27; S.2.28; S.2.29; S.2.33; S.2.36; S.2.38; S.2.41; S.2.42; S.2.43): Students will comprehend and communicate orally, using spoken English for personal and social purposes: ask/answer basic questions, express own opinions, preferences, wishes and uncertainty,

*writing a poem with basic figurative language and sound devices Speaking/listening *choral reading of poem *individual recitation of poem with proper intonation, rhythm, etc. *informal oral presentation about essay (persuasive or the howto—maybe with realia/demonstration) * strategies for oral debates * oral structured debate about controversial issue (presenting a personal perspective on an issue orally and giving appropriate detail/arguments to support it) with evaluation rubric *ask clarification questions *interpret inferred meaning as expressed by intonation, rhythm and stress (of poetry reading, for example)

(comma after introductory	express/respond to		*follow complex oral
structures), correct usage	compliments, gratitude, and		directions (multi-step)
(pronoun reference), and correct	apologies, express imagination		*generate relevant
sentence structure (complete	and creativity, respond during		questions after listening to
sentences, properly placed	interpersonal discussions and		information
modifiers).	interactions, demonstrate		*rephrase, explain, revise
5.21: Employ grammar and	awareness of listener's		1
usage rhetorically by combining,	perspective, communicate		and expand information to
including, reordering, and	intended meanings utilizing		check comprehension and
reducing sentences.	English intonation patterns,		to convey knowledge
5.22: Describe the origins and	construct original oral		*define, compare and
meanings of common words, as	statements, compare aspects or		classify objects using
well as of foreign words or	features of various cultural		academic language
phrases used frequently in	communities, request, clarify,		
written English.	and restate information to		
RL.8.23: Use knowledge of	enhance understanding and		
genre characteristics to analyze a	rehearse ways of speaking		
text.	(such as formal/informal) that		
RL 8.25: Interpret a character's	are appropriate to audience and		
traits, emotions, or motivation	purpose.		
and give supporting evidence	*S.3 (S.3. 21; S.3.38;		
from a text.	S.3.39;S.3.40; S.3.41;		
RL 8.28: Distinguish between	S.3.42S.3.43; S.3.47; S.3.48;		
the concepts of theme in a	S.3.49;S.3.51):		
literary work and author's	Students will comprehend and		
purpose in an expository text.	communicate orally, using		
RL10.4: Identify and analyze the	spoken English to participate in		
characteristics of various genres	academic settings: compare and		
(poetry, fiction, nonfiction, short	contrast information orally,		
story, dramatic literature) as	participate in reaching		
forms chosen by an author to	consensus in groups, respond to		
accomplish a purpose.	factual and inferential questions		
RL11.4: Analyze and evaluate	about academic content,		
similar themes across a variety of	summarize a story orally, state		

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	selections, distinguishing theme	a position and support/justify it,
	from topic.	participate in classroom
	RL 13.20: Identify and use	discussions and activities, when
	knowledge of common	frequent clarification is given,
	organizational structures (logical	express original statements in
	order, comparison and contrast,	classroom discussions, ask
	cause and effect relationships).	questions to clarify meaning in
	RL 15.6: Identify and analyze	an academic context, compare
	how an author's use of words	grammatical constructions in
	creates tone and mood.	English and the student's first
	CO 19.23: Write multi-	language, and explain the
	paragraph compositions that	thinking processes used in
	have clear topic development,	academic content areas.
	logical organization, effective	* S.4 (S.4.5; S.4.7; S.4.8; S,4,
	use of detail, and variety in	9; S.4.13):
	sentence structure.	Students will present
	CO 20.4: Select and use	information orally and
	appropriate rhetorical techniques	participate in performances in
	for a variety of purposes, such as	English that demonstrate
	to convince or entertain the	appropriate consideration of
	reader.	audience, purpose, and the
	CO 23.10: Organize information	information to be conveyed: use
	into a coherent essay or report	teacher-developed assessment
	with a thesis statement in the	criteria to prepare oral
	introduction, transition sentences	presentations, give formal oral
	to link paragraphs, and a	presentations that focus on
	conclusion.	specified academic content,
	CO 19.22: Write and justify a	using appropriate vocabulary
	personal interpretation of	and syntax, recognizable
	literary, informational, or	organization, clear
	expository reading that includes	pronunciation, eye contact, and
	a topic statement, supporting	appropriate volume and
	details from the literature, and a	intonation, rehearse and
	conclusion.	dramatize stories, plays, and
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CO 21.6: Revise writing to	poems, using eye contact and
improve organization and diction	voice volume appropriate for an
after checking the logic	identified audience, Participate
underlying the order of ideas, the	in creating scoring guides based
precision of vocabulary used,	on designated categories and
and the economy of writing.	use them to prepare, assess, and
CO 21.7: Improve word choice	revise oral presentations,
by using a variety of references.	express an opinion on a literary
CO 22.8: Use knowledge of	text or film in an organized
types of sentences (simple,	way, using supporting details
compound, complex), correct	and comprehend and answer
mechanics (comma after	questions following a
introductory structures), correct	presentation.
usage (pronoun reference),	Reading
sentence structure (complete	*R.1 (R.1.8; R.1.9; R.1.11;
sentences, properly placed	R.1.12):
modifiers), and standard English	Students will acquire English
spelling when writing and	vocabulary and apply
editing.	knowledge of correct syntax to
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CO 23.9: Integrate the use of	comprehend written text: apply
organizing techniques that break	knowledge of word analysis to
up strict chronological order in a	expand comprehension of
story (starting in the middle of	vocabulary, use knowledge of
the action, then filling in	context clues to determine the
background information using	meanings of unfamiliar words,
flashbacks).	identify words, phrases, and
CO 25.4: As a group, develop	sentences that determine
and use scoring guides or rubrics	meaning in expository
to improve organization and	paragraphs and extended texts.
presentation of written and oral	* R.3 (R.3.7; R.3.8; R.3.9;
projects.	R.3.10; R.3.11; R.3.12):
	Students will read English
	fluently and identify facts and
	evidence in order to interpret

and analyze text: analyze main	
ideas and supporting	
details/evidence; summarize	
important ideas from a text and	
represent the relationships	
between or among them,	
support individual	
interpretations/ conclusions,	
using details or evidence from a	
literary/informational text,	
analyze and provide evidence	
from a text to support	
understanding of theme and	
demonstrate fluency as a reader,	
using different reading rates	
and approaches for different	
purposes.	
*R.4 (R.4.2; R.4.9):	
Students will identify and	
analyze text elements and	
techniques of written English as	
used in various literary genres:	
categorizing written words into	
sense categories, and identify	
and explain how elements of	
language suggest mood/set tone	
in literature.	
*R.5 (R.5.8; R.5.9; R.5.5;	
R.5.6; R.5.7):	
Students will identify and	
analyze purposes, structures,	
and elements of nonfiction	
English texts: identify forms of	
informational and expository	

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materials; use knowledge of		
text features to determine		
purpose and meaning of text,		
summarize main ideas and		
supporting details, and		
distinguish cause from effect		
and fact from opinion in texts.		
Writing		
*W.3 (W.3.2; W.3.3; W.3.5;		
W.3.7, W.3.9):		
Students will evaluate and		
revise word choice, sentence		
variety, and organization of		
ideas when writing in English		
for a particular audience and		
purpose: use an agreed-upon		
scoring guide to review		
content/organization of writing	;;	
identify and use words and		
phrases to make ideas clearer of	or	
more logical, revise writing to		
improve organization of ideas,		
select and use words to increase	e	
detail in writing, vary		
expression by employing new		
words and phrases in writing.		
*W.4 (W.4.5; W.4.6):		
Students will understand and		
apply knowledge of Standard		
English grammar, spelling, and		
conventions to improve their		
writing: use knowledge of		
correct spelling, sentence		
structure and usage when		

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editing.		
*W.5 (W.5.2; W.5.10):		
Students will use, analyz		
produce a variety of med	a in	
English, including audio		
television, Internet, and		
emerging technologies: s	elect	
and use appropriate appli		
for a variety of classroon	i e	
projects, and use technol		
resources for problem so	ving.	
*W.2.13 Write a poem, u		
poetic techniques, figura		
speech, and graphic elem		
contribute to its meaning		
*W.2.6 Write a short poe	m that	
contains simple sensory		
*W.2.3, W.2.10 Students	will	
write in English for a var		
purposes with clear focus	,	
coherent organization, ar		
sufficient detail: brief res	ponse	
to a literary text or an		
explanation of an inform		
text, using evidence from		
text as support, essay tha		
includes a topic statemen	t,	
supporting details, and a		
conclusion.		

<u>Grades: 7-8</u> <u>Proficiency Level: Intermediate Levels 3-4</u>

Content Standard/Framework	Benchmarks and Outcomes	Assessment/Stud ent Products	Topics in Vocabulary/ Grammar	Communicative Skills (4 language domains)
LA 3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect. LA 3.13: LA 5.17: Recognize the makeup and function of prepositional phrases. 5.24: RL8.24: Interpret mood and tone, and give supporting evidence in a text. 8.26: Recognize organizational structures and use of arguments for and against an issue. 8.27: Identify evidence used to support an argument. RL9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting. RL 16.9: Identify conventions in epic tales (extended simile, the quest, the hero's tasks, special weapons or clothing, helpers). RL 16.10: Identify and analyze similarities and differences in	* S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc. * S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc. *S.3 (S.3.9; S.3.31; S.3.32; s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53): Students will comprehend and communicate	*journal entries * grammar quizzes *literary interpretation paragraph (i.e, character's traits, emotions, motivations with text support) *reading portfolio with student artifacts demonstrating application of reading strategies *writing a script for a drama/play/skit with basic components *graphic organizers (main idea/details,	*elements of drama (acts, dialogue/monolog ue, stage directions, characterization, set, props and types of drama) *elements and characteristics of oral tradition (themes, moral, heroes/heroines, storytelling techniques, types of oral tradition stories in print) Grammar *interjections *adverbs *punctuation (quotations in	*elements and characteristics of oral tradition (themes, heroes/heroines, moral, storytelling techniques, types of oral tradition stories in print) *elements of drama (acts, dialogue/monologue, stage directions, characterization, set, props and types of drama) * strategies for reading folks and myths: -cause and effect -compare and contrast -making inferences -paraphrasing -self-monitoring for comprehension * common English idioms *MCAS prep (open response and long
mythologies from different cultures	orally, using spoken English to participate	,	`1	

(ideas of the afterlife, roles and characteristics of deities, types and purposes of myths).

RL17.5: Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed:

- setting (place, historical period, time of day);
- plot (exposition, conflict, rising action, falling action); and
- characterization (character motivations, actions, thoughts, development).

RL 17.6: Identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films.

RL 18.4: Develop and present characters through the use of basic acting skills (memorization, sensory recall, concentration, diction, body alignment, expressive detail), explain the artistic choices made, and use a scoring guide with teacher-developed categories (content, presentation style) to create scoring criteria for assessment.

CO 19.19: Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.

LA 1.4: Know and apply rules for

in academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners' questions in a literary or informational text that is heard.

Speaking

* S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10):

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and adequate words/phrases, employ synonyms for word variety in speaking, demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary or grade-level, academic content, and identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. *S.2 (S.2.23; S.2.24; S.2.27; S.2.28; S.2.29;

cause-effect. sequential, etc.) *writing a myth, folk tale or tall tale from their native culture *making a multimedia presentation to present their myth, folktale or tall tale (using music, images and their own writing) *MCAS prep (open response and long composition practice)

dialogue, commas, periods) *prepositions and prepositional phrases composition practice)
*independent reading time
how to use/ create a rubric
for self-evaluation of
writing

Writing

*how to use/ create a rubric for self-evaluation of writing
* writing a myth, legend, folktale or tall tale with basic elements (imaginary or from native culture)
* using story map/graphic organizer to write myth /folktale /tall tale
*MCAS prep (open response and long composition practice)

Speaking/Listening

* common English idioms *following complex oral directions (multi-step) *rephrase, explain, revise and expand information to check comprehension and to convey knowledge *define, compare and

formal discussions (classroom,	S.2.33; S.2.36; S.2.38; S.2.41; S.2.42;	classify objects using
parliamentary debate, town meeting	S.2.43):	academic language
rules).	Students will comprehend and communicate	academic language
LA 2.4: Integrate relevant information	orally, using spoken English for personal	
gathered from group discussions and	and social purposes: ask/answer basic	
interviews for reports.	questions, express own opinions,	
LA.3.10: Present an organized	preferences, wishes and uncertainty,	
interpretation of a literary work, film,	express/respond to compliments, gratitude,	
or dramatic production.	and apologies, express imagination and	
LA 4.20: Determine the meaning of	creativity, respond during interpersonal	
unfamiliar words using context clues	discussions and interactions, demonstrate	
(contrast, cause and effect).	awareness of listener's perspective,	
LA.4.21: Determine the meaning of	communicate intended meanings utilizing	
unfamiliar words by using knowledge	English intonation patterns, construct	
of common Greek and Latin roots,	original oral statements, compare aspects or	
suffixes, and prefixes.	features of various cultural communities,	
LA 4.22: Determine pronunciations,	request, clarify, and restate information to	
meanings, alternate word choices, parts	enhance understanding and rehearse ways	
of speech, or etymologies of words	of speaking (such as formal/informal) that	
using dictionaries and thesauruses.	are appropriate to audience and purpose.	
LA.5.15: Recognize the basic patterns	*S.3 (S.3. 21; S.3.38; S.3.39;S.3.40; S.3.41;	
of English sentences (noun-verb; noun-	S.3.42S.3.43; S.3.47; S.3.48; S.3.49;S.3.51):	
verb-noun; noun-verb-noun-noun;	Students will comprehend and communicate	
noun-linking verb-noun).	orally, using spoken English to participate	
5.20: Identify correct mechanics	in academic settings: compare and contrast	
(comma after introductory structures),	information orally, participate in reaching	
correct usage (pronoun reference), and	consensus in groups, respond to factual and	
correct sentence structure (complete	inferential questions about academic	
sentences, properly placed modifiers).	content, summarize a story orally, state a	
5.21: Employ grammar and usage	position and support/justify it, participate in	
rhetorically by combining, including,	classroom discussions and activities, when	
reordering, and reducing sentences.	frequent clarification is given, express	
5.22: Describe the origins and	original statements in classroom	
meanings of common words, as well as	discussions, ask questions to clarify	
meanings of common words, as well as	discussions, ask questions to claimy	

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of foreign words or phrases used	meaning in an academic context, compare	
frequently in written English.	grammatical constructions in English and	
RL.8.23: Use knowledge of genre	the student's first language, and explain the	
characteristics to analyze a text.	thinking processes used in academic content	
RL 8.25: Interpret a character's traits,	areas.	
emotions, or motivation and give	*S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13):	
supporting evidence from a text.	Students will present information orally and	
RL 8.28: Distinguish between the	participate in performances in English that	
concepts of theme in a literary work	demonstrate appropriate consideration of	
and author's purpose in an expository	audience, purpose, and the information to be	
text.	conveyed: use teacher-developed	
RL10.4: Identify and analyze the	assessment criteria to prepare oral	
characteristics of various genres	presentations, give formal oral presentations	
(poetry, fiction, nonfiction, short story,	that focus on specified academic content,	
dramatic literature) as forms chosen by	using appropriate vocabulary and syntax,	
an author to accomplish a purpose.	recognizable organization, clear	
RL11.4: Analyze and evaluate similar	pronunciation, eye contact, and appropriate	
themes across a variety of selections,	volume and intonation, rehearse and	
distinguishing theme from topic.	dramatize stories, plays, and poems, using	
RL12.4: Locate and analyze elements	eye contact and voice volume appropriate	
of plot and characterization and then	for an identified audience, Participate in	
use an understanding of these elements	creating scoring guides based on designated	
to determine how qualities of the	categories and use them to prepare, assess,	
central characters influence the	and revise oral presentations, express an	
resolution of the conflict.	opinion on a literary text or film in an	
RL 13.19: Identify and use knowledge	organized way, using supporting details and	
of common graphic features (charts,	comprehend and answer questions	
maps, diagrams).	following a presentation.	
RL 13.20: Identify and use knowledge		
of common organizational structures	Reading	
(logical order, comparison and	*R.1 (R.1.8; R.1.9; R.1.11; R.1.12):	
contrast, cause and effect	Students will acquire English vocabulary	
relationships).	and apply knowledge of correct syntax to	

RL 15.6: Identify and analyze how an	comprehend written text: apply knowledge	
author's use of words creates tone and	of word analysis to expand comprehension	
mood.	of vocabulary, use knowledge of context	
CO 19.23: Write multi-paragraph	clues to determine the meanings of	
compositions that have clear topic	unfamiliar words, identify words, phrases,	
development, logical organization,	and sentences that determine meaning in	
effective use of detail, and variety in	expository paragraphs and extended texts.	
sentence structure.	* R.3 (R.3.7; R.3.8; R.3.9; R.3.10; R.3.11;	
CO 20.4: Select and use appropriate	R.3.12):	
rhetorical techniques for a variety of	Students will read English fluently and	
purposes, such as to convince or	identify facts and evidence in order to	
entertain the reader.	interpret and analyze text: analyze main	
CO 23.10: Organize information into a	ideas and supporting details/evidence;	
coherent essay or report with a thesis	summarize important ideas from a text and	
statement in the introduction, transition	represent the relationships between or	
sentences to link paragraphs, and a	among them, support individual	
conclusion.	interpretations/ conclusions, using details or	
CO 19.22: Write and justify a personal	evidence from a literary/informational text,	
interpretation of literary, informational,	analyze and provide evidence from a text to	
or expository reading that includes a	support understanding of theme and	
topic statement, supporting details	demonstrate fluency as a reader, using	
from the literature, and a conclusion.	different reading rates and approaches for	
CO 21.6: Revise writing to improve	different purposes.	
organization and diction after checking	*R.4 (R.4.2; R.4.9):	
the logic underlying the order of ideas,	Students will identify and analyze text	
the precision of vocabulary used, and	elements and techniques of written English	
the economy of writing.	as used in various literary genres:	
CO 21.7: Improve word choice by	categorizing written words into sense	
using a variety of references.	categories, and identify and explain how	
CO 22.8: Use knowledge of types of	elements of language suggest mood/set tone	
sentences (simple, compound,	in literature.	
complex), correct mechanics (comma	*R.5 (R.5.8; R.5.9; R.5.5; R.5.6; R.5.7):	
after introductory structures), correct	Students will identify and analyze purposes,	
usage (pronoun reference), sentence	structures, and elements of nonfiction	

structure (complete sentences, properly	English texts: identify forms of	
placed modifiers), and standard	informational and expository materials; use	
English spelling when writing and	knowledge of text features to determine	
editing.	purpose and meaning of text, summarize	
CO 23.9: Integrate the use of	main ideas and supporting details, and	
organizing techniques that break up	distinguish cause from effect and fact from	
strict chronological order in a story	opinion in texts.	
(starting in the middle of the action,	*R.4.6 Identify culturally significant	
then filling in background information	characters and events represented in	
using flashbacks).	traditional literature.	
CO 25.4: As a group, develop and use		
scoring guides or rubrics to improve	Writing	
organization and presentation of	*W.3 (W.3.2; W.3.3; W.3.5; W.3.7, W.3.9):	
written and oral projects.	Students will evaluate and revise word	
	choice, sentence variety, and organization	
	of ideas when writing in English for a	
	particular audience and purpose: use an	
	agreed-upon scoring guide to review	
	content/organization of writing; identify and	
	use words and phrases to make ideas clearer	
	or more logical, revise writing to improve	
	organization of ideas, select and use words	
	to increase detail in writing, vary expression	
	by employing new words and phrases in	
	writing.	
	*W.4 (W.4.5; W.4.6):	
	Students will understand and apply	
	knowledge of Standard English grammar,	
	spelling, and conventions to improve their	
	writing: use knowledge of correct spelling,	
	sentence structure and usage when editing.	
	*W.5 (W.5.2; W.5.10):	
	Students will use, analyze, and produce a	

	ernet, and emerging and use appropriate
problem solving.	ry with well-developed ialogue, and conflict includes sufficient 5.8; W.5.14 alyze, and produce a conglish, including ernet, and emerging presentations using
productions using eff music, sound effects, agreed-upon criteria effectiveness of med	and/or graphics, use to evaluate the

<u>Grades: 7-8</u> <u>Proficiency Level: Intermediate/Levels 3-4</u>

Content Standard/Framework	Benchmarks and Outcomes	Assessment/Stud ent Products	Topics in Vocabulary/Gra mmar	Communicative Skills (4 language domains)
LA 3.12: Give oral presentations to	Listening	*Research/ cause-	Vocabulary	Reading
different audiences for various	* S.1 (S.1.13; S.1.15; S.1.19; S1.23;	effect essay	*review story	*evaluating a website
purposes, showing appropriate changes	S.1.24):	*Multimedia	elements and	*novel study and analysis
	Students will comprehend and communicate			

in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.

LA 3.13:

LA 5.16: Distinguish phrases from clauses.

5.17: Recognize the makeup and function of prepositional phrases.

LA 5.18: Identify simple, compound, and complex sentences.

RL8.24: Interpret mood and tone, and give supporting evidence in a text.

RL9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.

RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).

19.16: Write brief research reports with clear focus and supporting detail.

19.17: Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion. 19.18: Write formal letters to correspondents such as authors,

newspapers, businesses, or government officials.

CO 19.21: Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.

orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.

* S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35):

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.

*S.3 (S.3.9; S.3.31; S.3.32; s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53):

Students will comprehend and communicate orally, using spoken English to participate in academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners' questions in a literary or informational text that is heard.

project (PowerPoint) to present research essay *reading quizzes/ "brain checks" about novel reading *grammar quizzes *Novel study journal (selfchosen vocabulary words, journal entries, literary analysis questions about characterization. elements of plot, conflict, theme. literary techniques, literary review and other assignments demonstrating

understanding of

the novel)

literary techniques *basic research steps/vocabulary (quotations, citing, bibliography, research, source, MLA style format) *using thesaurus to revise writing and gather information (use synonyms, antonyms for word variety in writing)

Grammar
*sentence
structure
*complex and
compound
sentences
(conjunctions,
dependent and
independent
clauses)

*colons and semi-

colons, commas

(basic story elements, theme, and literary techniques) *independent reading time * reading strategies for novel study: review of all reading strategies

Writing

*research process
*creating your own
graphic organizer to
gather information
*research strategies:
-proper citing/plagiarism
-paraphrasing
-summarizing/note-taking
-researching information
-organizing a bibliography
-scanning and skimming
for information

Speaking/Listening

*follow complex oral directions (multi-step) *generate relevant questions after listening to information *answer questions about text heard or read *rephrase, explain, revise CO 24.4: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:

- differentiate between primary and secondary source materials;
- differentiate between paraphrasing and using direct quotes in a report;
- organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;
- document information and quotations and use a consistent format for footnotes or endnotes; and
- use standard bibliographic format to document sources.

ME 26.4: Analyze the effect on the reader's or viewer's emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects.

ME 27.4: Create media presentations and written reports on the same subject and compare the differences in effects of each medium.

ME 27..5: Use criteria to assess the effectiveness of media presentations. LA 1.4: Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting

Speaking

* S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10):

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and adequate words/phrases, employ synonyms for word variety in speaking, demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary or grade-level, academic content, and identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. *S.2 (S.2.23; S.2.24; S.2.27; S.2.28; S.2.29;

*S.2 (S.2.25; S.2.24; S.2.27; S.2.28; S.2.29; S.2.33; S.2.36; S.2.38; S.2.41; S.2.42; S.2.43):

Students will comprehend and communicate orally, using spoken English for personal and social purposes: ask/answer basic questions, express own opinions, preferences, wishes and uncertainty, express/respond to compliments, gratitude, and apologies, express imagination and creativity, respond during interpersonal discussions and interactions, demonstrate

*fragments and run-on sentences

and expand information to check comprehension and to convey knowledge (research project presentation) *make a formal oral presentation about research essay using a multimedia product (PowerPoint) *discuss how multimedia product enhances communication/its effect on viewers/readers *rehearse pronunciation and word choice/grammar for formal presentation how to use/ create a rubric for self-evaluation of writing

rules).	awareness of listener's perspective,		
LA 2.4: Integrate relevant information	communicate intended meanings utilizing		
gathered from group discussions and	English intonation patterns, construct		
interviews for reports.	original oral statements, compare aspects or		
LA.3.10: Present an organized	features of various cultural communities,		
interpretation of a literary work, film,	request, clarify, and restate information to		
or dramatic production.	enhance understanding and rehearse ways		
LA 4.20: Determine the meaning of	of speaking (such as formal/informal) that		
unfamiliar words using context clues	are appropriate to audience and purpose.		
(contrast, cause and effect).	*S.3 (S.3. 21; S.3.38; S.3.39;S.3.40; S.3.41;		
LA.4.21: Determine the meaning of	S.3.42S.3.43; S.3.47; S.3.48; S.3.49;S.3.51):		
unfamiliar words by using knowledge	Students will comprehend and communicate		
of common Greek and Latin roots,	orally, using spoken English to participate		
suffixes, and prefixes.	in academic settings: compare and contrast		
LA 4.22: Determine pronunciations,	information orally, participate in reaching		
meanings, alternate word choices, parts	consensus in groups, respond to factual and		
of speech, or etymologies of words	inferential questions about academic		
using dictionaries and thesauruses.	content, summarize a story orally, state a		
LA.5.15: Recognize the basic patterns	position and support/justify it, participate in		
of English sentences (noun-verb; noun-	classroom discussions and activities, when		
verb-noun; noun-verb-noun-noun;	frequent clarification is given, express		
noun-linking verb-noun).	original statements in classroom		
5.20: Identify correct mechanics	discussions, ask questions to clarify		
(comma after introductory structures),	meaning in an academic context, compare		
correct usage (pronoun reference), and	grammatical constructions in English and		
correct sentence structure (complete	the student's first language, and explain the		
sentences, properly placed modifiers).	thinking processes used in academic content		
5.21: Employ grammar and usage	areas.		
rhetorically by combining, including,	*S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13):		
reordering, and reducing sentences.	Students will present information orally and		
5.22: Describe the origins and	participate in performances in English that		
meanings of common words, as well as	demonstrate appropriate consideration of		
of foreign words or phrases used	audience, purpose, and the information to be		
frequently in written English.	conveyed: use teacher-developed		

RL.8.23: Use knowledge of genre
characteristics to analyze a text.
RL 8.25: Interpret a character's traits,
emotions, or motivation and give
supporting evidence from a text.
RL 8.28: Distinguish between the
concepts of theme in a literary work
and author's purpose in an expository
text.
RL10.4: Identify and analyze the
characteristics of various genres
(poetry, fiction, nonfiction, short story,
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characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose. RL11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic. All but term 2

RL12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.

RL 13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).

RL 13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).

RL 15.6: Identify and analyze how an

assessment criteria to prepare oral presentations, give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation, rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations, express an opinion on a literary text or film in an organized way, using supporting details and comprehend and answer questions following a presentation.

Reading

*R.1 (R.1.8; R.1.9; R.1.11; R.1.12): Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text: apply knowledge of word analysis to expand comprehension of vocabulary, use knowledge of context clues to determine the meanings of unfamiliar words, identify words, phrases, and sentences that determine meaning in expository paragraphs and extended texts. * R.3 (R.3.7; R.3.8; R.3.9; R.3.10; R.3.11; R.3.12): Students will read English fluently and

identify facts and evidence in order to

author's use of words creates tone and	interpret and analyze text: analyze main	
mood.	ideas and supporting details/evidence;	
CO 19.23: Write multi-paragraph	summarize important ideas from a text and	
compositions that have clear topic	represent the relationships between or	
development, logical organization,	among them, support individual	
effective use of detail, and variety in	interpretations/ conclusions, using details or	
sentence structure.	evidence from a literary/informational text,	
CO 20.4: Select and use appropriate	analyze and provide evidence from a text to	
rhetorical techniques for a variety of	support understanding of theme and	
purposes, such as to convince or	demonstrate fluency as a reader, using	
entertain the reader.	different reading rates and approaches for	
CO 23.10: Organize information into a	different purposes.	
coherent essay or report with a thesis	*R.4 (R.4.2; R.4.9):	
statement in the introduction, transition	Students will identify and analyze text	
sentences to link paragraphs, and a	elements and techniques of written English	
conclusion.	as used in various literary genres:	
CO 19.22: Write and justify a personal	categorizing written words into sense	
interpretation of literary, informational,	categories, and identify and explain how	
or expository reading that includes a	elements of language suggest mood/set tone	
topic statement, supporting details	in literature.	
from the literature, and a conclusion.	*R.5 (R.5.8; R.5.9; R.5.5; R.5.6; R.5.7):	
CO 21.6: Revise writing to improve	Students will identify and analyze purposes,	
organization and diction after checking	structures, and elements of nonfiction	
the logic underlying the order of ideas,	English texts: identify forms of	
the precision of vocabulary used, and	informational and expository materials; use	
the economy of writing.	knowledge of text features to determine	
CO 21.7: Improve word choice by	purpose and meaning of text, summarize	
using a variety of references.	main ideas and supporting details, and	
CO 22.8: Use knowledge of types of	distinguish cause from effect and fact from	
sentences (simple, compound,	opinion in texts.	
complex), correct mechanics (comma	*R.4.6 Identify culturally significant	
after introductory structures), correct	characters and events represented in	
usage (pronoun reference), sentence	traditional literature.	

structure (complete sentences, properly		
placed modifiers), and standard	Writing	
English spelling when writing and	*W.3 (W.3.2; W.3.3; W.3.5; W.3.7, W.3.9):	
editing.	Students will evaluate and revise word	
CO 23.9: Integrate the use of	choice, sentence variety, and organization	
organizing techniques that break up	of ideas when writing in English for a	
strict chronological order in a story	particular audience and purpose: use an	
(starting in the middle of the action,	agreed-upon scoring guide to review	
then filling in background information	content/organization of writing; identify and	
using flashbacks).	use words and phrases to make ideas clearer	
CO 25.4: As a group, develop and use	or more logical, revise writing to improve	
scoring guides or rubrics to improve	organization of ideas, select and use words	
organization and presentation of	to increase detail in writing, vary expression	
written and oral projects.	by employing new words and phrases in	
	writing.	
	*W.4 (W.4.5; W.4.6):	
	Students will understand and apply	
	knowledge of Standard English grammar,	
	spelling, and conventions to improve their	
	writing: use knowledge of correct spelling,	
	sentence structure and usage when editing.	
	*W.5 (W.5.2; W.5.10):	
	Students will use, analyze, and produce a	
	variety of media in English, including	
	audio, television, Internet, and emerging	
	technologies: select and use appropriate	
	applications for a variety of classroom	
	projects, and use technology resources for	
	problem solving.	
	*W.3.12: Use a variety of sentence patterns	
	and lengths to make writing more	
	interesting to the reader	
	* W.5.5, W.5.7; W.5.8; W.5.13; W.5.14:	

Students will use, analyze, and produce a	
variety of media in English, including	
audio, television, Internet, and emerging	
technologies: gather and analyze	
information, using multiple media, create	
presentations using computer technology,	
create media productions using effective	
images, texts, music, sound effects, and/or	
graphics, use agreed-upon criteria to	
evaluate the effectiveness of media	
presentations.	

Grades 7-8 Transitioning/Levels 4-5

Haverhill Public Schools English Learner Education Program

<u>Grades: 7-8</u> <u>Proficiency Level: Transitioning/Levels 4-5</u>

Content Standard/Framework	Benchmarks and Outcomes	Assessment/ Student Products	Topics in Vocabulary/	Communicative Skills (4 language domains)
			Grammar	(1 mingungo womanis)
5.19: Recognize appropriate use of pronoun reference. RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences). LA 1.4: Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules). LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports. LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production. LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect). LA.4.21: Determine the meaning of unfamiliar words by using knowledge of	Listening * S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc. * S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using	*journal entries *narrative/reflective paragraph *descriptive paragraph *literary interpretation paragraph (i.e. finding themes in a story and supporting it with details form text) *reading portfolio with student artifacts demonstrating application of reading strategies *book/story review (includes summary of story + personal response to setting, plot, characters, etc.) *grammar quizzes *graphic organizers (story map) *compare and contrast paragraphs about characters in story (group write)	•	Reading *recognizing fiction and nonfiction by understanding elements of each genre *fiction and elements of short stories * strategies for reading fiction: -predicting/confirming and adjusting predictions -making inferences with supporting details -summarizing -finding author's purpose -compare and contrast -self-monitoring for comprehension *independent reading time * using graphic organizers to help comprehension *how to select an independent reading book
common Greek and of selections, distinguishing	textual features and using dictionaries, glossaries, etc.		*nouns and pronouns	

theme from topic.	*S.3 (S.3.9; S.3.31; S.3.32; s.3.33;	*p	pronoun referents	Writing
RL12.4: Locate and analyze	S.3.34; S.3.35; S.3.36; S.3.37;	*s	simple sentence	*components of the
elements of plot and	S.3.53):	str	ructure	paragraph
characterization and then use	Students will comprehend and	(sı	ubject/predicate)	*steps of the writing
an understanding of these	communicate orally, using spoken	`	adjectives and	process
elements to determine how	English to participate in academic		omparisons	*personal narrative and
qualities of the central	settings by demonstrating		verbs	reflective writing
characters influence the	comprehension of oral multiple-step	'V	VETUS	
resolution of the conflict.	directions, oral word problems on			*descriptive writing (from
RL 13.19: Identify and use	math content, main points of			personal experience or
knowledge of common graphic	classroom discussions and details			from characters/setting in
features (charts, maps,	that support a main idea in a literary			story read)
diagrams).	or informational text that is heard,			*writing a short story with
CO 19.22: Write and justify a	and use of referents, as well as			elements of plot,
personal interpretation of	identifying facts and			characters, setting, and
literary, informational, or	organizational structures of lectures			conflict
expository reading that	to answer the listeners' questions in			*how to use rubrics for
includes a topic statement,	a literary or informational text that			self-evaluation of writing
supporting details from the	is heard.			som evenument of withing
literature, and a conclusion.				Listening/Speaking
CO 21.6: Revise writing to	Speaking			*oral paraphrase of text
improve organization and	* S. 1 (S.1.16; S.1.17; s.1.18;			read
diction after checking the logic	S.1.20; S.1.29; S.1.10):			
underlying the order of ideas,	Students will comprehend and			* answer questions orally
the precision of vocabulary	communicate orally, using English			about text heard/read
used, and the economy of	vocabulary for personal, social, and			*oral paraphrase of other
writing.	academic purposes: express			student's comments in
CO 21.7: Improve word	personal intent using spoken			class
choice by using a variety of	words/phrases, classify previously			*participate in oral
references.	learned academic content words and			academic discussion about
CO 22.8: Use knowledge of	phrases into concept-based			text read
types of sentences (simple,	categories, participate in limited			*express opinions, likes
compound, complex), correct	discussions using appropriate and			onpress opinions, inco

mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing. CO 23.9: Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, then filling in background information using flashbacks). CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.

synonyms for word variety in speaking, demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary or grade-level, academic content, and identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. *S.2 (S.2.23; S.2.24; S.2.27; S.2.28; S.2.29; S.2.33; S.2.36; S.2.38; S.2.41; S.2.42; S.2.43): Students will comprehend and communicate orally, using spoken English for personal and social purposes: ask/answer basic questions, express own opinions, preferences, wishes and uncertainty, express/respond to compliments, gratitude, and apologies, express imagination and creativity, respond during interpersonal discussions and interactions, demonstrate awareness of listener's perspective, communicate intended meanings utilizing English intonation patterns, construct original oral statements, compare aspects or features of various cultural communities, request, clarify, and restate information to enhance understanding and rehearse ways of

adequate words/phrases, employ

and dislikes
*follow complex oral
directions (multi-step)
*rephrase, explain, revise
and expand information to
check comprehension and
to convey knowledge
*recount events using
sequence words in
connected narrative
*define, compare and
classify objects using
academic language

speaking (such as formal/informal)		
that are appropriate to audience and		
purpose.		
*S.3 (S.3. 21; S.3.38; S.3.39;S.3.40;		
S.3.41; S.3.42S.3.43; S.3.47;		
S.3.48; S.3.49;S.3.51):		
Students will comprehend and		
communicate orally, using spoken		
English to participate in academic		
settings: compare and contrast		
information orally, participate in		
reaching consensus in groups,		
respond to factual and inferential		
questions about academic content,		
summarize a story orally, state a		
position and support/justify it,		
participate in classroom discussions		
and activities, when frequent		
clarification is given, express		
original statements in classroom		
discussions, ask questions to clarify		
meaning in an academic context,		
compare grammatical constructions		
in English and the student's first		
language, and explain the thinking		
processes used in academic content		
areas.		
	_	
Reading		
*R.1 (R.1.8; R.1.9; R.1.11; R.1.12):		
Students will acquire English		
vocabulary and apply knowledge of		
correct syntax to comprehend		

written text: apply knowledge of	
word analysis to expand	
comprehension of vocabulary, use	
knowledge of context clues to	
determine the meanings of	
unfamiliar words, identify words,	
phrases, and sentences that	
determine meaning in expository	
paragraphs and extended texts.	
* R.3 (R.3.7; R.3.8; R.3.9; R.3.10;	
R.3.11; R.3.12):	
Students will read English fluently	
and identify facts and evidence in	
order to interpret and analyze text:	
analyze main ideas and supporting	
details/evidence; summarize	
important ideas from a text and	
represent the relationships between	
or among them, support individual	
interpretations/ conclusions, using	
details or evidence from a	
literary/informational text, analyze	
and provide evidence from a text to	
support understanding of theme and	
demonstrate fluency as a reader,	
using different reading rates and	
approaches for different purposes.	
*R.4 (R.4.2; R.4.9):	
Students will identify and analyze	
text elements and techniques of	
written English as used in various	
literary genres: categorizing written	

words into sense categories,	and	
identify and explain how ele	nents	
of language suggest mood/se	tone	
in literature.		
*R.5 (R.5.8; R.5.9; R.5.5; R.	5.6;	
R.5.7):		
Students will identify and an	alyze	
purposes, structures, and ele		
of nonfiction English texts: i	lentify	
forms of informational and		
expository materials; use		
knowledge of text features to		
determine purpose and mean		
text, summarize main ideas a		
supporting details, and distin		
cause from effect and fact from	om	
opinion in texts.		
Writing		
*W.3 (W.3.2; W.3.3; W.3.5;	W.3.7,	
W.3.9):		
Students will evaluate and re		
word choice, sentence variet		
organization of ideas when v		
in English for a particular au		
and purpose: use an agreed-u	pon	
scoring guide to review		
content/organization of writi		
identify and use words and p		
to make ideas clearer or mor		
logical, revise writing to imp		
organization of ideas, select		
words to increase detail in w	riting,	

vary e	expression by employing new
	s and phrases in writing.
*W.4	(W.4.5; W.4.6):
Studer	ents will understand and apply
knowl	ledge of Standard English
gramn	mar, spelling, and conventions
to imp	prove their writing: use
knowl	ledge of correct spelling,
	nce structure and usage when
editing	ig.
*W.5	(W.5.2; W.5.10):
Studer	ents will use, analyze, and
produ	ice a variety of media in
Englis	sh, including audio, television,
Interne	net, and emerging
techno	ologies: select and use
approj	priate applications for a
variety	y of classroom projects, and
use tec	echnology resources for
proble	em solving.
*W.2.	.8 Students will write in
Englis	sh for a variety of purposes
with c	clear focus, coherent
organi	ization, and sufficient detail:
multi-	-paragraph composition with
clear t	topic development, logical
organi	ization, and effective use of
detail.	
*W.2.	.3 Write a brief response to a
literar	ry text or an explanation of an
	mational text, using evidence
from t	the text as support.

<u>Grades: 7-8</u> <u>Proficiency Level: Intermediate/Levels 3-4</u>

Second Quarter

Content ELA Standard/Framework	Benchmarks and Outcomes	Assessment/Student Products	Topics in Vocabulary/ Grammar	Communicative Skills (4 language domains)
LA 3.11: Use appropriate techniques for oral persuasion. LA 3.12 Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect. LA 3.13 5.23 RL8.24: Interpret mood and tone, and give supporting evidence in a text. RL8.26 Recognize organizational structures and use of arguments for and against an issue. RL8.27: Identify evidence used to support an argument. RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion).	Listening * S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc. * S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic	*journal entries *multi-paragraph essays: - how-to-essay about common chore, task, skill, or hobby - compare and contrast essay about poetry - persuasive essay *literary interpretation paragraph (i.e, exploring how author used figurative language and sound devices to expand theme in poem) *reading portfolio with student artifacts demonstrating application of reading strategies *grammar quizzes *grammar quizzes *graphic organizers (main idea/details, cause-effect, sequential, etc.) *create a rubric one of the writing assignments	Vocabulary * transition words (cause-effect, persuasive, sequential) *elements of poetry (figurative language, imagery, sound devices, forms of poetry) * elements of nonfiction (author's tone and purpose, different organization structures, types of nonfiction) * useful oral debate phrases *using thesaurus to revise writing and gather information (use synonyms,	Reading * elements of nonfiction (author's tone and purpose, different organization structures, types of nonfiction) * author's purpose in nonfiction (entertain, explain, persuade, inform) * elements of poetry (figurative language, sound devices, imagery, forms of poetry) *strategies for reading nonfiction and poetry: - paraphrasing/summarizing -note-taking -cause and effect -fact and opinion -compare and contrast -draw conclusions
RL 13.21: Recognize use of arguments for and against an issue.	content words and frequently used idioms, determining meaning from prefixes and	*writing a poem with basic figurative language and sound	antonyms for word variety in writing)	-main idea and details -visualizing

RL 13.22 Identify evidence used
to support an argument.
RL 13.23: Distinguish between
the concepts of theme in a
literary work and author's
purpose in an expository text.
RL 14.4: Respond to and analyze
the effects of sound, form,
figurative language, and graphics
in order to uncover meaning in
poetry:
1 / 111

- sound (alliteration, onomatopoeia, internal rhyme, rhyme scheme);
- figurative language (personification, metaphor, simile, hyperbole);
- graphics (capital letters, line length, word position).

 RL 15.5: Identify and analyze

RL 15.5: Identify and analyze imagery and figurative language. CO 19.20: Write poems using poetic techniques (alliteration, onomatopoeia, rhyme scheme), figurative language (simile, metaphor, personification), and graphic elements (capital letters, line length, word position). CO 23.11: Organize ideas for writing comparison-and-contrast essays.

LA 1.4: Know and apply rules for formal discussions (classroom, parliamentary

suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc. *S.3 (S.3.9; S.3.31; S.3.32; s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53): Students will comprehend and communicate orally, using spoken English to participate in academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners' questions in a literary or informational text that is heard.

Speaking

* S. 1 (S.1.16; S.1.17; S.1.18; S.1.20; S.1.29; S.1.10): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken

devices

Grammar

* verbs (action and linking, regular and irregular past and past participle forms of common verbs) * verb tenses (past, present, future, subjunctive/condition al, past and present perfect) -self-monitoring for comprehension *independent reading time *reading story from newspaper /electronic newspaper and analyzing differences

Writing

*review parts of the paragraph *multi-paragraph essay components (introduction/ body/ conclusion) *compare and contrast essay about poems *how-to essay *transitional words for nonfiction writing *persuasive techniques (good vs. bad arguments, how to support your opinion, anticipate counterarguments) *how to use/ create a rubric for self-evaluation of writing *writing a poem with basic figurative language and sound devices Speaking/listening

debate, town meeting rules).
LA 2.4: Integrate relevant
information gathered from group
discussions and interviews for
reports.
LA.3.10: Present an organized
interpretation of a literary work,
film, or dramatic production.
LA 4.20: Determine the
meaning of unfamiliar words
using context clues (contrast,
cause and effect).
LA.4.21: Determine the
meaning of unfamiliar words by
using knowledge of common
Greek and Latin roots, suffixes,
and prefixes.
LA 4.22: Determine
pronunciations, meanings,
alternate word choices, parts of
speech, or etymologies of words
using dictionaries and
thesauruses.
LA.5.15: Recognize the basic
patterns of English sentences
(noun-verb; noun-verb-noun;
noun-verb-noun-noun; noun-
linking verb-noun).
5.20: Identify correct mechanics
(comma after introductory
structures), correct usage
(pronoun reference), and correct
sentence structure (complete

sentences, properly placed

words/phrases, classify
previously learned academic
content words and phrases into
concept-based categories,
participate in limited
discussions using appropriate
and adequate words/phrases,
employ synonyms for word
variety in speaking,
demonstrate knowledge of
spoken vocabulary, using
specific, technical, and/or
abstract vocabulary or grade-
level, academic content, and
identify linguistic
characteristics of English words
and compare and contrast them
with words from the student's
first language.
*S.2 (S.2.23; S.2.24; S.2.27;
S.2.28; S.2.29; S.2.33; S.2.36;
S.2.38; S.2.41; S.2.42; S.2.43):
Students will comprehend and
communicate orally, using
spoken English for personal and
social purposes: ask/answer
basic questions, express own
opinions, preferences, wishes
and uncertainty,
express/respond to
compliments, gratitude, and
apologies, express imagination
and creativity, respond during
interpersonal discussions and

*choral reading of poem *individual recitation of poem with proper intonation, rhythm, etc. *informal oral presentation about essay (persuasive or the howto—maybe with realia/demonstration) * strategies for oral debates * oral structured debate about controversial issue (presenting a personal perspective on an issue orally and giving appropriate detail/arguments to support it) with evaluation rubric *ask clarification questions *interpret inferred meaning as expressed by intonation, rhythm and stress (of poetry reading, for example) *follow complex oral directions (multi-step) *generate relevant questions after listening to

modifiers).	interactions, demonstrate		information
5.21: Employ grammar and	awareness of listener's		*rephrase, explain, revise
usage rhetorically by combining,	perspective, communicate		and expand information to
including, reordering, and	intended meanings utilizing		check comprehension and
reducing sentences.	English intonation patterns,		to convey knowledge
5.22: Describe the origins and	construct original oral		•
meanings of common words, as	statements, compare aspects or		*define, compare and
well as of foreign words or	features of various cultural		classify objects using
phrases used frequently in	communities, request, clarify,		academic language
written English.	and restate information to		
RL.8.23: Use knowledge of	enhance understanding and		
genre characteristics to analyze a	rehearse ways of speaking		
text.	(such as formal/informal) that		
RL 8.25: Interpret a character's	are appropriate to audience and		
traits, emotions, or motivation	purpose.		
and give supporting evidence	*S.3 (S.3. 21; S.3.38;		
from a text.	S.3.39;S.3.40; S.3.41;		
RL 8.28: Distinguish between	S.3.42S.3.43; S.3.47; S.3.48;		
the concepts of theme in a	S.3.49;S.3.51):		
literary work and author's	Students will comprehend and		
purpose in an expository text.	communicate orally, using		
RL10.4: Identify and analyze the	spoken English to participate in		
characteristics of various genres	academic settings: compare and		
(poetry, fiction, nonfiction, short	contrast information orally,		
story, dramatic literature) as	participate in reaching		
forms chosen by an author to	consensus in groups, respond to		
accomplish a purpose.	factual and inferential questions		
RL11.4: Analyze and evaluate	about academic content,		
similar themes across a variety of	summarize a story orally, state		
selections, distinguishing theme	a position and support/justify it,		
from topic.	participate in classroom		
RL 13.20: Identify and use	discussions and activities, when		
knowledge of common	frequent clarification is given,		
organizational structures (logical	express original statements in		

order, comparison and contrast,	classroom discussions, ask
cause and effect relationships).	questions to clarify meaning in
RL 15.6: Identify and analyze	an academic context, compare
how an author's use of words	grammatical constructions in
creates tone and mood.	English and the student's first
CO 19.23: Write multi-	language, and explain the
paragraph compositions that	thinking processes used in
have clear topic development,	academic content areas.
logical organization, effective	* S.4 (S.4.5; S.4.7; S.4.8; S,4,
use of detail, and variety in	9; S.4.13):
sentence structure.	Students will present
CO 20.4: Select and use	information orally and
appropriate rhetorical techniques	participate in performances in
for a variety of purposes, such as	English that demonstrate
to convince or entertain the	appropriate consideration of
reader.	audience, purpose, and the
CO 23.10: Organize information	information to be conveyed: use
into a coherent essay or report	teacher-developed assessment
with a thesis statement in the	criteria to prepare oral
introduction, transition sentences	presentations, give formal oral
to link paragraphs, and a	presentations that focus on
conclusion.	specified academic content,
CO 19.22: Write and justify a	using appropriate vocabulary
personal interpretation of	and syntax, recognizable
literary, informational, or	organization, clear
expository reading that includes	pronunciation, eye contact, and
a topic statement, supporting	appropriate volume and
details from the literature, and a	intonation, rehearse and
conclusion.	dramatize stories, plays, and
CO 21.6: Revise writing to	poems, using eye contact and
improve organization and diction	voice volume appropriate for an
after checking the logic	identified audience, Participate
underlying the order of ideas, the	in creating scoring guides based
precision of vocabulary used,	on designated categories and

and the economy of writing.	use them to prepare, assess, and		
CO 21.7: Improve word choice	revise oral presentations,		
by using a variety of references.	express an opinion on a literary		
CO 22.8: Use knowledge of	text or film in an organized		
types of sentences (simple,	way, using supporting details		
compound, complex), correct	and comprehend and answer		
mechanics (comma after	questions following a		
introductory structures), correct	presentation.		
usage (pronoun reference),	Reading		
sentence structure (complete	*R.1 (R.1.8; R.1.9; R.1.11;		
sentences, properly placed	R.1.12):		
modifiers), and standard English	Students will acquire English		
spelling when writing and	vocabulary and apply		
editing.	knowledge of correct syntax to		
CO 23.9: Integrate the use of	comprehend written text: apply		
organizing techniques that break	knowledge of word analysis to		
up strict chronological order in a	expand comprehension of		
story (starting in the middle of	vocabulary, use knowledge of		
the action, then filling in	context clues to determine the		
background information using	meanings of unfamiliar words,		
flashbacks).	identify words, phrases, and		
CO 25.4: As a group, develop	sentences that determine		
and use scoring guides or rubrics	meaning in expository		
to improve organization and	paragraphs and extended texts.		
presentation of written and oral	* R.3 (R.3.7; R.3.8; R.3.9;		
projects.	R.3.10; R.3.11; R.3.12):		
	Students will read English		
	fluently and identify facts and		
	evidence in order to interpret		
	and analyze text: analyze main		
	ideas and supporting		
	details/evidence; summarize		
	important ideas from a text and		
	represent the relationships		

between or among them,		
support individual		
interpretations/ conclusions,		
using details or evidence from a		
literary/informational text,		
analyze and provide evidence		
from a text to support		
understanding of theme and		
demonstrate fluency as a reader,		
using different reading rates		
and approaches for different		
purposes.		
*R.4 (R.4.2; R.4.9):		
Students will identify and		
analyze text elements and		
techniques of written English as		
used in various literary genres:		
categorizing written words into		
sense categories, and identify		
and explain how elements of		
language suggest mood/set tone		
in literature.		
*R.5 (R.5.8; R.5.9; R.5.5;		
R.5.6; R.5.7):		
Students will identify and		
analyze purposes, structures,		
and elements of nonfiction		
English texts: identify forms of		
informational and expository		
materials; use knowledge of		
text features to determine		
purpose and meaning of text,		
summarize main ideas and		
supporting details, and		

distinguish cause from effect	
and fact from opinion in texts.	
Writing	
*W.3 (W.3.2; W.3.3; W.3.5;	
W.3.7, W.3.9):	
Students will evaluate and	
revise word choice, sentence	
variety, and organization of	
ideas when writing in English	
for a particular audience and	
purpose: use an agreed-upon	
scoring guide to review	
content/organization of writing;	
identify and use words and	
phrases to make ideas clearer or	
more logical, revise writing to	
improve organization of ideas,	
select and use words to increase	
detail in writing, vary	
expression by employing new	
words and phrases in writing.	
*W.4 (W.4.5; W.4.6):	
Students will understand and	
apply knowledge of Standard	
English grammar, spelling, and	
conventions to improve their	
writing: use knowledge of	
correct spelling, sentence	
structure and usage when	
editing.	
*W.5 (W.5.2; W.5.10):	
Students will use, analyze, and	
produce a variety of media in	
English, including audio,	

·	Internet, and		
0 0	echnologies: select		
and use ap	propriate applications		
for a varie	y of classroom		
projects, a	nd use technology		
resources	for problem solving.		
	Vrite a poem, using		
poetic tech	niques, figurative		
speech, an	d graphic elements to		
contribute	to its meaning.		
*W.2.6 W	rite a short poem that		
contains si	mple sensory details.		
*W.2.3, W	7.2.10 Students will		
write in Er	iglish for a variety of		
purposes v	vith clear focus,		
coherent o	rganization, and		
sufficient of	letail: brief response		
to a literar	y text or an		
explanatio	n of an informational		
text, using	evidence from the		
text as sup	port, essay that		
includes a	topic statement,		
supporting	details, and a		
conclusion			

Grades: 7-8
Proficiency Level: Transitioning Level 3-4

Content ELA Standard/Framework	Benchmarks and Outcomes	Assessment/Student Products	Topics in Vocabulary/	Communicative Skills (4 language domains)
LA 3.12: Give oral	Listening	*iournal entries	Grammar Vocabulary	Reading
LA 3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect. LA 3.13: LA 5.17: Recognize the makeup and function of prepositional phrases. 5.24: RL8.24: Interpret mood and tone, and give supporting evidence in a text. 8.26: Recognize organizational structures and use of arguments for and against an issue. 8.27: Identify evidence used to support an argument. RL9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period	Listening * S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc. * S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using	*journal entries * grammar quizzes *literary interpretation paragraph (i.e, character's traits, emotions, motivations with text support) *reading portfolio with student artifacts demonstrating application of reading strategies *writing a script for a drama/play/skit with basic components *graphic organizers (main idea/details, cause-effect, sequential, etc.) *writing a myth, folk tale or tall tale from their native culture *making a multimedia presentation to present their myth, folktale or tall tale (using music, images and	*elements of drama (acts, dialogue/monologue, stage directions, characterization, set, props and types of drama) *elements and characteristics of oral tradition (themes, moral, heroes/heroines, storytelling techniques, types of oral tradition stories in print) Grammar *interjections *adverbs *punctuation (quotations in	*elements and characteristics of oral tradition (themes, heroes/heroines, moral, storytelling techniques, types of oral tradition stories in print) *elements of drama (acts, dialogue/monologue, stage directions, characterization, set, props and types of drama) * strategies for reading folks and myths: -cause and effect -compare and contrast -making inferences -paraphrasing -self-monitoring for comprehension * common English idioms *MCAS prep (open
of its setting. RL 16.9: Identify conventions	textual features and using dictionaries, glossaries, etc.	their own writing)	dialogue, commas,	response and long

Month/Term: 3

in epic tales (extended simile, the quest, the hero's tasks, special weapons or clothing, helpers).

RL 16.10: Identify and analyze similarities and differences in mythologies from different cultures (ideas of the afterlife, roles and characteristics of deities, types and purposes of myths). RL17.5: Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed:

- setting (place, historical period, time of day);
- plot (exposition, conflict, rising action, falling action); and
- characterization (character motivations, actions, thoughts, development).

RL 17.6: Identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films.

RL 18.4: Develop and present characters through the use of basic acting skills (memorization, sensory recall,

*S.3 (S.3.9; S.3.31; S.3.32; s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53):

Students will comprehend and communicate orally, using spoken English to participate in academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners' questions in a literary or informational text that is heard.

Speaking

* S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and *MCAS prep (open response and long composition practice) periods)
*prepositions and
prepositional phrases

composition practice)
*independent reading time
how to use/ create a rubric
for self-evaluation of
writing

Writing

*how to use/ create a rubric for self-evaluation of writing
* writing a myth, legend, folktale or tall tale with basic elements (imaginary or from native culture)
* using story map/graphic organizer to write myth /folktale /tall tale
*MCAS prep (open response and long composition practice)

Speaking/Listening

* common English idioms *following complex oral directions (multi-step) *rephrase, explain, revise and expand information to check comprehension and to convey knowledge *define, compare and

concentration, diction, body	adequate words/phrases, employ	classify objects usin
alignment, expressive detail),	synonyms for word variety in	academic language
explain the artistic choices	speaking, demonstrate knowledge	
made, and use a scoring guide	of spoken vocabulary, using	
with teacher-developed	specific, technical, and/or abstract	
categories (content,	vocabulary or grade-level, academic	
presentation style) to create	content, and identify linguistic	
scoring criteria for assessment.	characteristics of English words and	
CO 19.19: Write stories or	compare and contrast them with	
scripts with well-developed	words from the student's first	
characters, setting, dialogue,	language.	
clear conflict and resolution,	*S.2 (S.2.23; S.2.24; S.2.27; S.2.28;	
and sufficient descriptive	S.2.29; S.2.33; S.2.36; S.2.38;	
detail.	S.2.41; S.2.42; S.2.43):	
LA 1.4: Know and apply	Students will comprehend and	
rules for formal discussions	communicate orally, using spoken	
(classroom, parliamentary	English for personal and social	
debate, town meeting rules).	purposes: ask/answer basic	
LA 2.4: Integrate relevant	questions, express own opinions,	
information gathered from	preferences, wishes and uncertainty,	
group discussions and	express/respond to compliments,	
interviews for reports.	gratitude, and apologies, express	
LA.3.10: Present an organized	imagination and creativity, respond	
interpretation of a literary	during interpersonal discussions	
work, film, or dramatic	and interactions, demonstrate	
production.	awareness of listener's perspective,	
LA 4.20: Determine the	communicate intended meanings	
meaning of unfamiliar words	utilizing English intonation	
using context clues (contrast,	patterns, construct original oral	
cause and effect).	statements, compare aspects or	
LA.4.21: Determine the	features of various cultural	
meaning of unfamiliar words	communities, request, clarify, and	
by using knowledge of	restate information to enhance	
common Greek and Latin	understanding and rehearse ways of	

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roots, suffixes, and prefixes.	speaking (such as formal/informal)		
LA 4.22: Determine	that are appropriate to audience and		
pronunciations, meanings,	purpose.		
alternate word choices, parts of	*S.3 (S.3. 21; S.3.38; S.3.39;S.3.40;		
speech, or etymologies of	S.3.41; S.3.42S.3.43; S.3.47;		
words using dictionaries and	S.3.48; S.3.49;S.3.51):		
thesauruses.	Students will comprehend and		
LA.5.15: Recognize the basic	communicate orally, using spoken		
patterns of English sentences	English to participate in academic		
(noun-verb; noun-verb-noun;	settings: compare and contrast		
noun-verb-noun-noun; noun-	information orally, participate in		
linking verb-noun).	reaching consensus in groups,		
5.20: Identify correct	respond to factual and inferential		
mechanics (comma after	questions about academic content,		
introductory structures),	summarize a story orally, state a		
correct usage (pronoun	position and support/justify it,		
reference), and correct	participate in classroom discussions		
sentence structure (complete	and activities, when frequent		
sentences, properly placed	clarification is given, express		
modifiers).	original statements in classroom		
5.21: Employ grammar and	discussions, ask questions to clarify		
usage rhetorically by	meaning in an academic context,		
combining, including,	compare grammatical constructions		
reordering, and reducing	in English and the student's first		
sentences.	language, and explain the thinking		
5.22: Describe the origins and	processes used in academic content		
meanings of common words,	areas.		
as well as of foreign words or	*S.4 (S.4.5; S.4.7; S.4.8; S,4, 9;		
phrases used frequently in	S.4.13):		
written English.	Students will present information		
RL.8.23: Use knowledge of	orally and participate in		
genre characteristics to analyze	performances in English that		
a text.	demonstrate appropriate		
RL 8.25: Interpret a character's	consideration of audience, purpose,		

and give supporting evidence from a text. R. 8. 8. 28: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text. R. 10. 4: Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose. RL 11. 4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic. RL 12. 4: Locate and analyze elements of plot and characterization and then use an understanding of these elements of determine how qualities of the central characters influence the resolution of the conflict. RL 13. 19: Identify and use knowledge of common graphic features (charts, maps, diagrams). RL 13. 20: Identify and use knowledge of common of vocabulary, use knowledge of common	traits, emotions, or motivation	and the information to be conveyed:	
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	organizational structures	determine the meanings of	

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(logical order, comparison and	unfamiliar words, identify words,	
contrast, cause and effect	phrases, and sentences that	
relationships).	determine meaning in expository	
RL 15.6: Identify and analyze	paragraphs and extended texts.	
how an author's use of words	* R.3 (R.3.7; R.3.8; R.3.9; R.3.10;	
creates tone and mood.	R.3.11; R.3.12):	
CO 19.23: Write multi-	Students will read English fluently	
paragraph compositions that	and identify facts and evidence in	
have clear topic development,	order to interpret and analyze text:	
logical organization, effective	analyze main ideas and supporting	
use of detail, and variety in	details/evidence; summarize	
sentence structure.	important ideas from a text and	
CO 20.4: Select and use	represent the relationships between	
appropriate rhetorical	or among them, support individual	
techniques for a variety of	interpretations/ conclusions, using	
purposes, such as to convince	details or evidence from a	
or entertain the reader.	literary/informational text, analyze	
CO 23.10: Organize	and provide evidence from a text to	
information into a coherent	support understanding of theme and	
essay or report with a thesis	demonstrate fluency as a reader,	
statement in the introduction,	using different reading rates and	
transition sentences to link	approaches for different purposes.	
paragraphs, and a conclusion.	*R.4 (R.4.2; R.4.9):	
CO 19.22: Write and justify a	Students will identify and analyze	
personal interpretation of	text elements and techniques of	
literary, informational, or	written English as used in various	
expository reading that	literary genres: categorizing written	
includes a topic statement,	words into sense categories, and	
supporting details from the	identify and explain how elements	
literature, and a conclusion.	of language suggest mood/set tone	
CO 21.6: Revise writing to	in literature.	
improve organization and	*R.5 (R.5.8; R.5.9; R.5.5; R.5.6;	
diction after checking the logic	R.5.7):	
underlying the order of ideas,	Students will identify and analyze	

the precision of weekless	numaco etmotures and alament
the precision of vocabulary	purposes, structures, and elements
used, and the economy of	of nonfiction English texts: identify
writing.	forms of informational and
CO 21.7: Improve word	expository materials; use
choice by using a variety of	knowledge of text features to
references.	determine purpose and meaning of
CO 22.8: Use knowledge of	text, summarize main ideas and
types of sentences (simple,	supporting details, and distinguish
compound, complex), correct	cause from effect and fact from
mechanics (comma after	opinion in texts.
introductory structures),	*R.4.6 Identify culturally
correct usage (pronoun	significant characters and events
reference), sentence structure	represented in traditional literature.
(complete sentences, properly	represented in traditional incruture.
placed modifiers), and	¥¥7
standard English spelling when	Writing
	*W.3 (W.3.2; W.3.3; W.3.5; W.3.7,
writing and editing.	W.3.9):
CO 23.9: Integrate the use of	Students will evaluate and revise
organizing techniques that	word choice, sentence variety, and
break up strict chronological	organization of ideas when writing
order in a story (starting in the	in English for a particular audience
middle of the action, then	and purpose: use an agreed-upon
filling in background	scoring guide to review
information using flashbacks).	content/organization of writing;
CO 25.4: As a group, develop	identify and use words and phrases
and use scoring guides or	to make ideas clearer or more
rubrics to improve	logical, revise writing to improve
organization and presentation	organization of ideas, select and use
of written and oral projects.	words to increase detail in writing,
22	vary expression by employing new
	words and phrases in writing.
	*W.4 (W.4.5; W.4.6):
	Students will understand and apply

	owledge of Standard English
	ammar, spelling, and conventions
to	improve their writing: use
kne	lowledge of correct spelling,
ser	ntence structure and usage when
	liting.
*V	V.5 (W.5.2; W.5.10):
Stu	udents will use, analyze, and
pro	oduce a variety of media in
En	nglish, including audio, television,
Int	ternet, and emerging
tec	chnologies: select and use
	propriate applications for a
var	riety of classroom projects, and
	e technology resources for
	oblem solving.
	V.2.11 Write a story with well-
de	eveloped characters, setting,
dia	alogue, and conflict and
res	solution that includes sufficient
des	escriptive detail.
* /	W.5.7; W.5.13; W.5.8; W.5.14
Stu	udents will use, analyze, and
pro	oduce a variety of media in
	nglish, including audio, television,
Int	ternet, and emerging
	chnologies:, create presentations
	ing computer technology, create
	edia productions using effective
	nages, texts, music, sound effects,
	d/or graphics, use agreed-upon
	iteria to evaluate the effectiveness
of	media presentations.

Grades: 7-8
Proficiency Level: Transitioning/ Levels 4-5

Content Standard/Framework	Benchmarks and Outcomes	Assessment/Stud ent Products	Topics in Vocabulary/Gra mmar	Communicative Skills (4 language domains)
LA 3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect. LA 3.13: LA 5.16: Distinguish phrases from clauses. 5.17: Recognize the makeup and function of prepositional phrases. LA 5.18: Identify simple, compound, and complex sentences. RL8.24: Interpret mood and tone, and give supporting evidence in a text. RL9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting. RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography). 19.16: Write brief research reports with clear focus and supporting detail.	Listening * S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc. * S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc. *S.3 (S.3.9; S.3.31; S.3.32; S.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53): Students will comprehend and communicate orally, using spoken English to participate	*Research/ cause- effect essay *Multimedia project (PowerPoint) to present research essay *reading quizzes/ "brain checks" about novel reading *grammar quizzes *Novel study journal (self- chosen vocabulary words, journal entries, literary analysis questions about characterization, elements of plot, conflict, theme,	Vocabulary *review story elements and literary techniques *basic research steps/vocabulary (quotations, citing, bibliography, research, source, MLA style format) *using thesaurus to revise writing and gather information (use synonyms, antonyms for word variety in writing) Grammar *sentence	Reading *evaluating a website *novel study and analysis (basic story elements, theme, and literary techniques) *independent reading time * reading strategies for novel study: review of all reading strategies Writing *research process *creating your own graphic organizer to gather information *research strategies: -proper citing/plagiarism -paraphrasing -summarizing/note-taking -researching information -organizing a bibliography -scanning and skimming for information

Month/Term: 4

19.17: Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion. 19.18: Write formal letters to correspondents such as authors, newspapers, businesses, or government officials.

CO 19.21: Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.

CO 24.4: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:

- differentiate between primary and secondary source materials;
- differentiate between paraphrasing and using direct quotes in a report;
- organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing:
- document information and quotations and use a consistent format for footnotes or endnotes; and
- use standard bibliographic format to document sources.

ME 26.4: Analyze the effect on the reader's or viewer's emotions of text and image in print journalism, and images, sound, and text in electronic

in academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners' questions in a literary or informational text that is heard.

Speaking

* S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10):

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and adequate words/phrases, employ synonyms for word variety in speaking, demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary or grade-level, academic content, and identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. *S.2 (S.2.23; S.2.24; S.2.27; S.2.28; S.2.29;

literary techniques, literary review and other assignments demonstrating understanding of the novel) structure
*complex and
compound
sentences
(conjunctions,
dependent and
independent
clauses)
*colons and semicolons, commas
*fragments and
run-on sentences

Speaking/Listening *follow complex oral

directions (multi-step) *generate relevant questions after listening to information *answer questions about text heard or read *rephrase, explain, revise and expand information to check comprehension and to convey knowledge (research project presentation) *make a formal oral presentation about research essay using a multimedia product (PowerPoint) *discuss how multimedia product enhances communication/its effect on viewers/readers *rehearse pronunciation and word choice/grammar for formal presentation how to use/ create a rubric for self-evaluation of writing

journalism, distinguishing techniques	S.2.33; S.2.36; S.2.38; S.2.41; S.2.42;	
used in each to achieve these effects.	S.2.43):	
ME 27.4: Create media presentations	Students will comprehend and communicate	
and written reports on the same subject	orally, using spoken English for personal	
and compare the differences in effects	and social purposes: ask/answer basic	
of each medium.	questions, express own opinions,	
ME 275: Use criteria to assess the	preferences, wishes and uncertainty,	
effectiveness of media presentations.	express/respond to compliments, gratitude,	
LA 1.4: Know and apply rules for	and apologies, express imagination and	
formal discussions (classroom,	creativity, respond during interpersonal	
parliamentary debate, town meeting	discussions and interactions, demonstrate	
rules).	awareness of listener's perspective,	
LA 2.4: Integrate relevant information	communicate intended meanings utilizing	
gathered from group discussions and	English intonation patterns, construct	
interviews for reports.	original oral statements, compare aspects or	
LA.3.10: Present an organized	features of various cultural communities,	
interpretation of a literary work, film,	request, clarify, and restate information to	
or dramatic production.	enhance understanding and rehearse ways	
LA 4.20: Determine the meaning of	of speaking (such as formal/informal) that	
unfamiliar words using context clues	are appropriate to audience and purpose.	
(contrast, cause and effect).	*S.3 (S.3. 21; S.3.38; S.3.39;S.3.40; S.3.41;	
LA.4.21: Determine the meaning of	S.3.42S.3.43; S.3.47; S.3.48; S.3.49;S.3.51):	
unfamiliar words by using knowledge	Students will comprehend and communicate	
of common Greek and Latin roots,	orally, using spoken English to participate	
suffixes, and prefixes.	in academic settings: compare and contrast	
LA 4.22: Determine pronunciations,	information orally, participate in reaching	
meanings, alternate word choices, parts	consensus in groups, respond to factual and	
of speech, or etymologies of words	inferential questions about academic	
using dictionaries and thesauruses.	content, summarize a story orally, state a	
LA.5.15: Recognize the basic patterns	position and support/justify it, participate in	
of English sentences (noun-verb; noun-	classroom discussions and activities, when	
verb-noun; noun-verb-noun-noun;	frequent clarification is given, express	
noun-linking verb-noun).	original statements in classroom	
5.20: Identify correct mechanics	discussions, ask questions to clarify	

	T	T	
(comma after introductory structures),	meaning in an academic context, compare		
correct usage (pronoun reference), and	grammatical constructions in English and		
correct sentence structure (complete	the student's first language, and explain the		
sentences, properly placed modifiers).	thinking processes used in academic content		
5.21: Employ grammar and usage	areas.		
rhetorically by combining, including,	*S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13):		
reordering, and reducing sentences.	Students will present information orally and		
5.22: Describe the origins and	participate in performances in English that		
meanings of common words, as well as	demonstrate appropriate consideration of		
of foreign words or phrases used	audience, purpose, and the information to be		
frequently in written English.	conveyed: use teacher-developed		
RL.8.23: Use knowledge of genre	assessment criteria to prepare oral		
characteristics to analyze a text.	presentations, give formal oral presentations		
RL 8.25: Interpret a character's traits,	that focus on specified academic content,		
emotions, or motivation and give	using appropriate vocabulary and syntax,		
supporting evidence from a text.	recognizable organization, clear		
RL 8.28: Distinguish between the	pronunciation, eye contact, and appropriate		
concepts of theme in a literary work	volume and intonation, rehearse and		
and author's purpose in an expository	dramatize stories, plays, and poems, using		
text.	eye contact and voice volume appropriate		
RL10.4: Identify and analyze the	for an identified audience, Participate in		
characteristics of various genres	creating scoring guides based on designated		
(poetry, fiction, nonfiction, short story,	categories and use them to prepare, assess,		
dramatic literature) as forms chosen by	and revise oral presentations, express an		
an author to accomplish a purpose.	opinion on a literary text or film in an		
RL11.4: Analyze and evaluate similar	organized way, using supporting details and		
themes across a variety of selections,	comprehend and answer questions		
distinguishing theme from topic.	following a presentation.		
All but term 2			
RL12.4: Locate and analyze elements	Reading		
of plot and characterization and then	*R.1 (R.1.8; R.1.9; R.1.11; R.1.12):		
use an understanding of these elements	Students will acquire English vocabulary		
to determine how qualities of the	and apply knowledge of correct syntax to		

central characters influence the	comprehend written text: apply knowledge	
resolution of the conflict.	of word analysis to expand comprehension	
RL 13.19: Identify and use knowledge	of vocabulary, use knowledge of context	
of common graphic features (charts,	clues to determine the meanings of	
maps, diagrams).	unfamiliar words, identify words, phrases,	
RL 13.20: Identify and use knowledge	and sentences that determine meaning in	
of common organizational structures	expository paragraphs and extended texts.	
(logical order, comparison and	* R.3 (R.3.7; R.3.8; R.3.9; R.3.10; R.3.11;	
contrast, cause and effect	R.3.12):	
relationships).	Students will read English fluently and	
RL 15.6: Identify and analyze how an	identify facts and evidence in order to	
author's use of words creates tone and	interpret and analyze text: analyze main	
mood.	ideas and supporting details/evidence;	
CO 19.23: Write multi-paragraph	summarize important ideas from a text and	
compositions that have clear topic	represent the relationships between or	
development, logical organization,	among them, support individual	
effective use of detail, and variety in	interpretations/ conclusions, using details or	
sentence structure.	evidence from a literary/informational text,	
CO 20.4: Select and use appropriate	analyze and provide evidence from a text to	
rhetorical techniques for a variety of	support understanding of theme and	
purposes, such as to convince or	demonstrate fluency as a reader, using	
entertain the reader.	different reading rates and approaches for	
CO 23.10: Organize information into a	different purposes.	
coherent essay or report with a thesis	*R.4 (R.4.2; R.4.9):	
statement in the introduction, transition	Students will identify and analyze text	
sentences to link paragraphs, and a	elements and techniques of written English	
conclusion.	as used in various literary genres:	
CO 19.22: Write and justify a personal	categorizing written words into sense	
interpretation of literary, informational,	categories, and identify and explain how	
or expository reading that includes a	elements of language suggest mood/set tone	
topic statement, supporting details	in literature.	
from the literature, and a conclusion.	*R.5 (R.5.8; R.5.9; R.5.5; R.5.6; R.5.7):	
CO 21.6: Revise writing to improve	Students will identify and analyze purposes,	
organization and diction after checking	structures, and elements of nonfiction	

the logic underlying the order of ideas,	English texts: identify forms of		
the precision of vocabulary used, and	informational and expository materials; use		
the economy of writing.	knowledge of text features to determine		
CO 21.7: Improve word choice by	purpose and meaning of text, summarize		
using a variety of references.	main ideas and supporting details, and		
CO 22.8: Use knowledge of types of	distinguish cause from effect and fact from		
sentences (simple, compound,	opinion in texts.		
complex), correct mechanics (comma	*R.4.6 Identify culturally significant		
after introductory structures), correct	characters and events represented in		
usage (pronoun reference), sentence	traditional literature.		
structure (complete sentences, properly			
placed modifiers), and standard	Writing		
English spelling when writing and	*W.3 (W.3.2; W.3.3; W.3.5; W.3.7, W.3.9):		
editing.	Students will evaluate and revise word		
CO 23.9: Integrate the use of	choice, sentence variety, and organization		
organizing techniques that break up	of ideas when writing in English for a		
strict chronological order in a story	particular audience and purpose: use an		
(starting in the middle of the action,	agreed-upon scoring guide to review		
then filling in background information	content/organization of writing; identify and		
using flashbacks).	use words and phrases to make ideas clearer		
CO 25.4: As a group, develop and use	or more logical, revise writing to improve		
scoring guides or rubrics to improve	organization of ideas, select and use words		
organization and presentation of	to increase detail in writing, vary expression		
written and oral projects.	by employing new words and phrases in		
	writing.		
	*W.4 (W.4.5; W.4.6):		
	Students will understand and apply		
	knowledge of Standard English grammar,		
	spelling, and conventions to improve their		
	writing: use knowledge of correct spelling,		
	sentence structure and usage when editing.		
	*W.5 (W.5.2; W.5.10):		
	Students will use, analyze, and produce a		

variety of media in English, including		
audio, television, Internet, and emerging		
technologies: select and use appropriate		
applications for a variety of classroom		
projects, and use technology resources for		
problem solving.		
*W.3.12: Use a variety of sentence patterns		
and lengths to make writing more		
interesting to the reader		
* W.5.5, W.5.7; W.5.8; W.5.13; W.5.14:		
Students will use, analyze, and produce a		
variety of media in English, including		
audio, television, Internet, and emerging		
technologies: gather and analyze		
information, using multiple media, create		
presentations using computer technology,		
create media productions using effective		
images, texts, music, sound effects, and/or		
graphics, use agreed-upon criteria to		
evaluate the effectiveness of media		
presentations.		

ESL/ELD Content Based Curriculum

Grades 9-12 Beginner/Level 1

Haverhill Public Schools
English Learner Education Program

ESL/ELD Curriculum	Quarter: all	Grades: 9 - 12	Level: all		
The ESL/ELD Curriculum has been developed to follow a progressive continuum in accordance with student needs in collaboration with					
Standard Education and Special Educ	ation Staff.				
Content Area Connections: Consist	ent with ELA grade and proficiency lev	vel of the students.			
ELPBO	Topic	Materials	Assessment		
Dependent on proficiency Level:	Participation in classroom discussion	Student texts and assignments	Initial IPT for		
S.3	about academic content	from ELA content classes	placement.		
Comprehend and communicate		Avenues, High Point	Language Assessment		
orally in academic settings	Reading in the content areas –	Foundations, texts, practice, and	Team Reports submitted		
R.1.	literature and non-fiction across all	grammar practice	to determine progress in		
Acquire English vocabulary and	genres and communication mediums.	English at Your Command	English proficiency in		
apply knowledge of correct syntax		Leveled National Geographic	all domains and		
to comprehend written text	Use of prior knowledge to assist in	readers	academic growth.		
R.2	making connections, determining fact	The Good Readers Kit	Participation in		
Reading in English	patterns, inferring informed outcomes	s, The Good Writers Kit	Departmental testing		
R.3	synthesizing across disciplines and	Molinsky Series, Side by Side,	when appropriate.		
Reading comprehension	expanding through inquiry based	Word by Word	Trade diagnostic tests		
R.4	research and dialogue.	Leveled Readers	recorded throughout the		
Informational and expository text		Access Reading Materials	year as well as teacher		
W.1 – W. 4	Mastery of reading comprehension,	Lesley Literacy Model	formative and		
Prewriting, writing, revising,	understanding and interpreting test	Writer's Workshop Model	summative evaluations		
editing.	questions and test-taking strategies.	Guided Reading Model	to determine English		
		Process Writing	proficiency level and		
	The Writing Process for audience and		areas of needed support.		
	self as emulated in literacy rich	MCAS and MEPA practice tests	Writing Portfolio		
	classroom environments.		MEPA, MCAS, MELA-		
			О		

<u>Grades: 9 – 12</u> <u>Proficiency Level: Beginner/Level 1</u>

1st Quarter

Content ELA Standard		Assessments/	Topics in	Communicative
	ELPBO Benchmarks	Student Products	Vocabulary	Skills
	and Outcomes		Grammar	(4 language
				domains)
Using selected words, phrases, and	Listening:	Role play	Personal Information	Asking for and
expressions with no major repeated	Demonstrate	Teacher	Meeting People	reporting information
patterns of error, students will	comprehension of words	Observation	Functional	Inquiring about
1.1 Greet and respond to greetings*	that express basic		Communication	location
1.2 Introduce and respond to	personal needs (such as	Student interviews	Vocabulary	Giving location
introductions*	transportation, housing);	Oral reports	School locations and	Greeting people
1.3 Ask and answer questions*	personal likes and	Family Trees	personnel	
1.4 Make and respond to requests	dislikes; personal	Answering question	Classroom objects,	Answering questions
	information (such as age,	dialogues	colors, shapes	about a text orally or
1.5 Exchange information and	address, family); and	Wh" answers	School and leisure	in writing
knowledge	school-related		activities, daily	Identify main event
1.6 Express likes and dislikes	information (such as	Basic	personal routines	of a story read
1.7 Express needs and emotions (FL	teacher's name,	autobiographies	Personal information	
1.1 - 1.7)	schedule, routines).	Character map/web	Family, nationalities,	Writing complete
4.1: Identify and sort common words	(S.1.2)		countries, languages	sentences
into various classifications (colors,	Speaking:	Incorporate all the	Daily activity words	Steps of the writing
shapes, textures).	Express basic personal	above grammar and	Rooms of the house	process
4.2: Describe common objects and	needs and information	vocabulary items	Places in town	Writing an
events in general and specific language.	(such as <i>health</i> , <i>food</i> ,	into writing and	Seasons, weather,	introductory
Grades 1–2	clothing, weather,	speaking tasks.	clothing, and calendar	paragraph about
(Continue to address earlier standards	recreation) and school-		words	oneself.
as needed and as they apply to more	related information,	Note taking	Cardinal and ordinal	Ask for help and
difficult text.)	using spoken words and	Edit own writing	numbers	assist other students
4.3: Identify and sort common words	phrases. (S.1.4)	and writing of	Coins/money	in getting/ explaining

into conceptual categories (opposites,	Reading:	others	Grammar	information
living things).	Read and understand	Maintain and	Give information with	
4.4: Identify base words (look) and	previously learned	organize note book	"I am", "This is", "I	
their inflectional forms (looks, looked,	essential vocabulary		have"	
looking).	words. (R.1.1)		Ask/answer yes or no	
4.5: Identify the relevant meaning for a	Writing:		questions	
word with multiple meanings using its	Plan ideas for writing in		Ask/answer what, who,	
context (saw/saw).	a way that makes sense		when, where, why, how	
4.6: Identify common antonyms and	for an identified purpose		questions	
synonyms.	and audience. (W.1.1)		Singular/plural of	
4.7: Use knowledge of the meaning of			nouns	
individual words to predict the meaning			Irregular plural nouns	
of unknown compound words			Subject pronouns	
(lunchtime, daydream, everyday).			Possessive adjectives	
4.8: Determine meanings of words by			Prepositions	
using a beginning dictionary			Affirmative, negative	
(ELA 4.1 - 4.8)			statements	
19.5: Write or dictate stories that have a			To be	
beginning, middle, and end.			Simple present tense	
19.7: Write or dictate letters, directions,			Present continuous	
or short accounts of personal			tense	
experiences that follow a logical order			Listening/Speaking	
(ELA 19.5, 19.7)			Oral practice of	
(=====,=,=,=,=,			vocabulary and	
			grammar listed above	
			Greetings and	
			introductions, forms of	
			address	
			Reading/Writing	
			Alphabet and letter	
			names	

D1 · 1 . 1
Phonics: short vowels;
consonant sounds that
differ from students'
first languages
Identify objects and
actions in pictures and
words
Simple reading
comprehension (filling
in blanks, multiple
choice)
Punctuation: period,
comma, question mark,
exclamation mark
Write simple sentences
using vocabulary and
grammar reviewed.
Begin to use written
language to express
students' own reality
Read world map;
identify and locate
countries
Dictionary Skills
Read for information

<u>Grades: 9 – 12</u> <u>Proficiency Level: Beginner/Level 1</u>

1st Quarter Continued

Content ELA Standard/Framework	ELPBO Benchmarks and Outcomes	Assessments/ Student Products	Topics in Vocabulary Grammar	Communicative Skills (4 language domains)
1.3 Ask and answer questions* 1.4 Make and respond to requests 1.5 Exchange information and knowledge 1.6 Express likes and dislikes 1.7 Express needs and emotions (FL 1.3 – 1.7) 2.2 Understand some ideas and familiar details* 2.3 Obtain information and knowledge* (FL 2.2 – 2.3) 7.4 Demonstrate and understanding of various features of written English (ELA 7.4) 23.1: Arrange events in order when writing or dictating. 23.5: Organize ideas for an account of personal experience in a way that makes sense. (ELA 23.1,23.5)	Listening: Demonstrate comprehension of everyday words and phrases, using pictures, actions, and/or objects (S.1.1) Speaking: Observe and imitate how others speak and behave in various settings. (S.2.19) Reading: Read and understand previously learned sight words and phrases. (R.1.7) Writing: Write lists of words and phrases needed to accomplish an assigned writing task. (W.1.2)	Role Play Oral reports Describing activities Finish the sentence! Using picture cues Introduction to schematic organization of vocabulary in context.	Everyday Activities Titles and Nicknames Greetings Around the World Electronic communication such as cell phones, land lines, Skype, interactive electronic mediums. Newspaper format of delivery of information.	Listening and responding correctly to questions about people's actions Recording and listening to one's own writing Making and answering questions about story heard Checking understanding Use context and cognates to guess meanings of words Simple paragraphs about grammar/vocabulary topics Writing about your current activities and the activities of friends

<u>Grades: 9 – 12</u> <u>Proficiency Level: Beginner/Level 1</u>

2nd Quarter

Content ELA Standard/Framework	ELPBO Benchmarks and Outcomes	Assessments/ Student Products	Topics in Vocabulary/Gramm	Communicative Skills (4 language domains)
			ar	
2.2 Understand some ideas and	Listening:	Question the	Describing	Oral reports about
familiar details*	Demonstrate	Answer	People/Things	personal information
(FL 2.2)	comprehension of words,	Answer and	Weather &	Describing people's
3.4 Describe people, places, and	phrases, and sentences	question dialogues	Temperature	actions
things*	used in social interactions		Family Members	Describing people's
(FL 3.4)	related to everyday topics	Describing Pictures	Describing	actions
2.3 Obtain information and	such as family, social,	Oral responses to	Activities/Event	Responding correctly to
knowledge*	school). (S.2.2)	specific tasks using	Grammar	questions about activities
(FL 2.2, 2.3)	Speaking:	acquired	Subject-verb	Identify basic story
19.7: Write or dictate letters,	List//Describe people,	vocabulary in	agreement	elements of a story read
directions, or short accounts of	places, and things, using	context.	Proper nouns,	Identify the main event
personal experiences that follow a	some detail. (S.2.6)		common nouns,	of a story read
logical order	Reading:	True-False Reading	capitalization	Writing about a place in
7.1 Obtain information and	Read and understand high-	Checkup	There is, there are	your community
knowledge related to other	frequency and familiar	Story map with	This, that, these,	Describing people, places
disciplines from sources in the	words and phrases. (R.2.2)	basic elements of a	those	and things with some
target language*	Writing:	story	Five tenses contrasted	detail
(FL 7.1).	Write directions,			
5.7: Identify correct mechanics (end	instructions, or	Writing A		
marks, commas for series,	explanations with multiple	Controlled		
capitalization), correct usage	sentences that provide	Descriptive		
(subject and verb agreement in a	information in logical	Paragraph		
simple sentence), and correct	order. (W.2.2)	Character map		
sentence structure (elimination of		1		
sentence fragments).				

<u>Grades: 9 – 12</u> <u>Proficiency Level: Beginner/Level 1</u>

2nd Quarter Continued

Content ELA	ELPBO Benchmarks and	Assessments/	Topics in	Communicative Skills
Standard/Framework	Outcomes	Student Products	Vocabulary/Gram	(4 language domains)
			mar	
2.2 Understand some ideas and	Listening:	Listening Practice:	Language &	Describing people, things
familiar details*	Demonstrate	"I" or "She"?	Nationalities;	and weather
(FL 2.2)	comprehension of	Listening and making	Interests, Actions &	Listening and responding
3.4 Describe people, places, and	vocabulary essential for	deductions.	Activities;	correctly to requests for
things*	grade-level content	Responding to drafts,	Describing	information
(FL 3.4)	learning, using pictures,	edits and feedback	Frequency of	
2.2 Understand some ideas and	actions, and/or objects.	from teacher and	Actions;	Describing people, things
familiar details*	(S.1.3).	peers.	Time Expressions;	and weather
2.3 Obtain information and	Speaking:		Feelings &	Ask and answer
knowledge*	Ask and respond to	Reading Checkup for	Emotions	questions in dialogue
(FL 2.2, 2.3)	questions to clarify	comprehension of	Learn and sing	format.
2.4 Read and interpret signs, simple	information. (S.3.14).	text.	songs	
stories, poems, and informational	Reading:	Able to identify and	Give/carry out	Reading weather reports
texts*	Apply knowledge of the	generate original	commands	Ongoing reading and
(FL 2.1 - 2.4)	basic parts of speech	elements of text.	Give personal	following instructions.
3.4 Describe people, places, and	(noun, verb, adjective,	Writing About Daily	information	
things*	adverb) and simple	Activities or Hobbies	Express likes and	Writing a friendly letter
(FL 3.4)	sentence structures to	Writing about a	dislikes	describing the weather
4.5: Identify the relevant meaning	comprehend text. (R.1.4).	photograph or art	Ask/answer	and current activities
for a word with multiple meanings	Writing:	work.	questions seeking	Filling out a form.
using its context (saw/saw).	Write a story that has a		information.	Responding to teacher
4.6: Identify common antonyms and	beginning, middle, and			Responding to
synonyms.	end. (W.2.4).			classmates.
4.7: Use knowledge of the meaning				Asking for and reporting
of individual words to predict the				information

meaning of unknown compound	Inquiring about location
words (lunchtime, daydream,	Whole group book study
everyday).	Ongoing reading and
4.8: Determine meanings of words	following instructions.
by	
using a beginning dictionary.	
(ELA 4.5 – 4.8)	
23.2: Arrange ideas in a way that	
makes sense.	
For example, students preparing to	
describe their favorite animal put	
ideas about the animal's	
appearance in one group of	
sentences and ideas about behavior	
in another group of sentences.	
(ELA 23.2).	
19.5: Write or dictate stories that	
have a beginning, middle, and end.	

<u>Grades: 9 – 12</u> <u>Proficiency Level: Beginner/Level 1</u> **Month/Term:** Third Quarter

Content ELA Standard/Framework	ELPBO Benchmarks and Outcomes	Assessments/ Student Products	Topics in Vocabulary/Gram mar	Communicative Skills (4 language domains)
1.5 Identify and practice techniques	Clarify meanings of words,	Category Dictations	Expressing Ability	Participating in dyad
for speakers.	using beginning and	Substitution	and Obligation;	discussions.
2.5 Summarize information in an	bilingual dictionaries.	Dialogues	Time: Seasons and	Participation in group
organized way.	(S.1.11)	Scrambled Sentences	Months;	discussions
2.6 Recognize differences in	Ask and respond to	Writing About	Describing Future	understanding rules of
responses to group discussions.	questions to clarify	Special	Plans & Intentions;	engagement and

3.14 Give informal and formal talks	information. (S.3.14)	Days	and	systematic behavior.
to various audiences using	Identify and apply	Change the Sentence!	Making Predictions	
appropriate level formality and	strategies to enhance	Interaction Dialogues		Presentations of well
rhetorical devices.	comprehension of texts.	Reading Check-Up	Past Actions &	organized level-
3.15 Analyze features of effective	(R.3.6)	Appling for a Job, A	Activities;	appropriate topics.
speeches and deliver a speech.	Write a story that has a	Driver's License, A	Describing An	
4.26 Identify and use correctly new	beginning, middle, and	Passport, etc.	Event; and	Manage question and
words acquired through the study of	end. (W.2.4)	Comprehension	Giving Reasons &	answers to presentation.
their different relationships to other	Demonstrate	Checklist Inventory	Excuses	
words.	comprehension of simple	Pronunciation Stories		Read a passage with
5.22 Identify simple complex and	sentences, including	Writing About A Past		proper inflection and
compound sentences.	statements, questions, and	Event: A Party You		rhythm.
5.23 Recognize the functions of	commands, when spoken	Enjoyed, An Exciting		
verbal; participles, gerunds, and	slowly, and with	Trip		
infinitives.	repetitions as needed.			
	(S.3.10)			
	Request help, feedback,			
	and clarification. (S.2.20)			
	Identify main idea(s) or			
	important information in a			
	literary or an informational			
	text. (R.3.1)			
	Write directions,			
	instructions, or			
	explanations with multiple			
	sentences that provide			
	information in logical			
	order. (W.2.2)			
	Demonstrate			
	comprehension of words,			
	phrases, and sentences			

used in social interactions
related to everyday topics
such as family, social,
school). (S.2.2)
Retell events in a simple or
familiar story using
relevant words and
phrases. (S.3.16)
Apply word analysis to
decode printed words, both
known and unknown.
(R.2.7)
Write a letter, with ideas
placed in an order that
makes sense. (W.2.5)

Grades 9-12 Proficiency Level: Beginner Level 1

Month/Term:	4 th Quarter

Content ELA	ELPBO Benchmarks and	Assessments/	Topics in	Communicative Skills
Standard/Framework	Outcomes	Student Products	Vocabulary/Gram	(4 language domains)
	Outcomes		mar	
3.17 Deliver formal presentations	Demonstrate	Do You Remember?	Describing Physical	Develop a persuasive
with an audience in mind.	comprehension of a simple	What's The Order?	States & Emotions;	announcement or
3.18 Develop an appropriate rubric	story or poem that is heard	Feature Article:	TV Commercials/	commercial.
for evaluation and scoring of	using prior knowledge or	"Advertisements" –	Ads;	Distinguish purpose of
speeches and presentations	visual cues. (S.3.4)	Categorizing Activity	Telling About The	rhythm, and tone used by
13.17 Identify and analyze main	Use correct mechanics	Writing A Mini-	Past; and	authors to convey
ideas, supporting ideas and	when editing. (W.4.1)	Autobiography	Biographies &	meaning.
supporting details.	Identify the characters and	Student Observations	Autobiographies	Write, review with a

18.4 Develop and present characters	setting of a story that is	10-Fact Quizzes	General Review of	partner, revise, and
through the use of basic acting	heard. (S.3.7)	Graphic organizers	vocabulary,	present a narrative that
skills.	Spell familiar words		elements of text,	employs tone and rhythm
19.3 Write an account that is clear	correctly when editing.		genres, growth of	to convey meaning.
and organized about a personal	(W.4.2)		usage, negotiation	Describe reading for the
event.			of language pre and	summer and commit to
19.9 Write short stories with a			post. Examine early	reading two books.
beginning, middle and end.			writing and end of	Review selected reading
			year products.	lists.

ESL/ELD Content Based Curriculum

Grades 9-12
Early Intermediate/Level 2

Haverhill Public Schools
English Learner Education Program

Grades: 9 – 12
Proficiency Level: Early Intermediate/Level 2

Month/Term: 1st Quarter

Content ELA		Assessments/	Topics in	Communicative
Standard/Framework	ELPBO Benchmarks and	Student Products	Vocabulary	Skills
	Outcomes		Grammar	(4 language
				domains)
Using selected words, phrases, and	Listening:	Role play	Personal Information	Asking for and
expressions with no major repeated	Demonstrate	Teacher	Meeting People	reporting information
patterns of error, students will	comprehension of words	Observation	Functional	Inquiring about
1.1 Greet and respond to greetings*	that express basic personal		Communication	location
1.2 Introduce and respond to	needs (such as	Student interviews	Vocabulary	Giving location
introductions*	transportation, housing);	Oral reports	Review of School	Greeting people
1.3 Ask and answer questions*	personal likes and dislikes;	Family Trees	locations and personnel	Answering questions
1.4 Make and respond to requests	personal information (such	Answering question	Classroom objects,	about a text orally or
1	as age, address, family);	dialogues	colors, shapes	in writing
1.5 Exchange information and	and school-related	Wh" answers	School and leisure	Identify main event
knowledge	information (such as		activities, daily personal	of a story read.
1.6 Express likes and dislikes	teacher's name, schedule,	Mini-	routines	Writing complete
1.7 Express needs and emotions	routines). (S.1.2)	autobiographies	Family, nationalities,	sentences.
(FL 1.1 – 1.7)	Speaking:	Character map/web	countries, languages	Steps of the writing
4.1: Identify and sort common	Express basic personal		Daily activity words	process.
words into various classifications	needs and information	Ask/answer	Rooms of the house	Writing an
(colors, shapes, textures).	(such as <i>health</i> , <i>food</i> ,	questions seeking	Places in town	introductory
4.2: Describe common objects and	clothing, weather,	information.	Seasons, weather,	paragraph about
events in general and specific	recreation) and school-		clothing, and calendar	oneself.
language.	related information, using		words	
Grades 1–2	spoken words and phrases.		Cardinal and ordinal	
(Continue to address earlier	(S.1.4)		numbers	
standards as needed and as they	Reading:		Coins/money	

apply to more difficult text.)	Read and understand	Gra	nmar	
4.3: Identify and sort common	previously learned	Give	e information with "I	
words into conceptual categories	essential vocabulary words.	am",	', "This is", "I have"	
(opposites, living things).	(R.1.1)	Ask/	answer yes or no	
4.4: Identify base words (<i>look</i>) and	Writing:	ques	stions	
their inflectional forms (looks,	Plan ideas for writing in a	Ask/	answer what, who,	
looked, looking).	way that makes sense for	when	en, where, why, how	
4.5: Identify the relevant meaning	an identified purpose and	ques	stions	
for a word with multiple meanings	audience. (W.1.1)	Sing	gular/plural of nouns	
using its context (saw/saw).			gular plural nouns	
4.6: Identify common antonyms and			ject pronouns	
synonyms.		Poss	sessive adjectives	
4.7: Use knowledge of the meaning			positions	
of individual words to predict the			irmative, negative	
meaning of unknown compound			ements	
words (lunchtime, daydream,		To b		
everyday).		-	ple present tense	
4.8: Determine meanings of words			sent continuous tense	
by using a beginning dictionary			tening/Speaking	
(ELA 4.1 - 4.8)			l practice of	
19.5: Write or dictate stories that			abulary and grammar	
have a beginning, middle, and end.			ed above	
19.7: Write or dictate letters,			etings and	
directions, or short accounts of			oductions, forms of	
personal experiences that follow a		addr		
logical order			rn and sing songs	
(ELA 19.5, 19.7)			e/carry out	
			nmands	
			e personal	
			ormation	
		Expi	ress likes and dislikes	

Ask/answer information
questions
Reading/Writing
Review Alphabet and
letter names
Phonics: short vowels;
consonant sounds that
differ from students' first
languages

Month/Term: 2nd Quarter

<u>Grades: 9 – 12</u> <u>Proficiency Level: Early Intermediate/Level 2</u>

Content ELA Standard/Framework	ELPBO Benchmarks and	Assessments/ Student Products	Topics in Vocabulary and	Communicative Skills
	Outcomes		Grammar	(4 language domains)
 1.3 Ask and answer questions* 1.4 Make and respond to requests 1.5 Exchange information and knowledge 1.6 Express likes and dislikes 1.7 Express needs and emotions (FL 1.3 – 1.7) 	Listening: Demonstrate comprehension of everyday words and phrases, using pictures, actions, and/or objects (S.1.1) Speaking:	Role Play Oral reports Describing activities Finish the sentence! Using picture cues Identify objects and actions in pictures and words.	Listening/Speaking Oral practice of vocabulary and grammar listed above Greetings and introductions, forms of address Learn and sing songs	Listening and responding correctly to questions about people's actions Recording and listening to one's own writing. Making and
1.5 Identify and practice techniques for speakers.2.5 Summarize information in an organized way.2.6 Recognize differences in	Observe and imitate how others speak and behave in various settings. (S.2.19) Reading: Read and understand	Clarify meanings of words, using beginning and bilingual dictionaries. Simple reading	Give/carry out commands Give personal information Express likes and	answering questions about story heard Checking understanding. Use context and

responses to group discussions.	previously learned sight	comprehension	dislikes	cognates to guess
2.2 Understand some ideas and	words and phrases. (R.1.7)	(filling in blanks,	Reading/Writing	meanings of words
familiar details*	Writing:	multiple choice).	Review Alphabet and	Simple paragraphs
2.3 Obtain information and	Write lists of words and	Write sentences and	letter names	using learned
knowledge*	phrases needed to	develop paragraphs	Phonics: short vowels;	grammar and using
7.4 Demonstrate and understanding	accomplish an assigned	using vocabulary and	consonant sounds that	topic vocabulary.
of various features of written	writing task. (W.1.2)	grammar listed	differ from students'	Writing about your
English		above.	first languages	current activities and
23.1: Arrange events in order when		Begin to use written	Punctuation: period,	the activities of
writing or dictating.		language to express	comma, question mark,	friends
23.5: Organize ideas for an account		students' own reality.	exclamation mark.	
of personal experience in a way that		Maintain and	Expressing Ability and	
makes sense.		organize notebook	Obligation;	
1.4 Make and respond to requests			Describing Future	
(FL 1.4)			Plans & Intentions; and	
			Making Predictions	
			Past Actions &	
			Activities;	
			Describing an event.	

<u>Grades: 9 – 12</u> <u>Proficiency Level: Early Intermediate/Level 2</u>

Content ELA Standard/Framework	ELPBO Benchmarks and Outcomes	Assessments/ Student Products	Topics in Vocabulary/Gram mar	Communicative Skills (4 language domains)
3.14 Give informal and formal talks	Listening:	Question the Answer	Describing	Oral reports about
to various audiences using	Demonstrate	Answer and question	People/Things	personal information
appropriate level formality and	comprehension of words,	dialogues	Weather &	Describing people's
rhetorical devices.	phrases, and sentences		Temperature	actions
2.2 Understand some ideas and	used in social interactions	Describing Pictures	Family Members	Describing people's

Month/Term: 3rd Quarter

familiar details*	related to everyday topics	Oral report	Describing	actions
(FL 2.2)	such as family, social,	_	Activities/Event	Responding correctly to
3.4 Describe people, places, and	school). (S.2.2)	True-False Reading	Read world map;	questions about activities
things*	Speaking:	Checkup	identify and locate	Identify basic story
(FL 3.4)	List//Describe people,	Story map with basic	countries.	elements of a story read
2.2 Understand some ideas and	places, and things, using	elements of a story	Grammar	Identify the main event
familiar details*	some detail. (S.2.6)		"If" clauses	of a story read
2.3 Obtain information and	Reading:	Writing A Controlled	Possessive	Writing about a place in
knowledge*	Read and understand high-	Descriptive	pronouns	your community
(FL 2.2, 2.3)	frequency and familiar	Paragraph	Reflexive pronouns	Describing people, places
19.7: Write or dictate letters,	words and phrases. (R.2.2)	Character map	Adverbs	and things with some
directions, or short accounts of	Writing:	Writing About Daily	Must/should	detail.
personal experiences that follow a	Write directions,	Activities or Hobbies	Comparative and	Writing about your
logical order	instructions, or	Writing about a	superlative	family
19.5: Write or dictate stories that	explanations with multiple	photograph or art	adjectives	Writing about how the
have a beginning, middle, and end.	sentences that provide	work.	Comparative	weather has impacted a
3.15 Analyze features of effective	information in logical	Demonstrate	adverbs	current event.
speeches and deliver a speech.	order. (W 2.2).	comprehension of	Too + adjective	
4.26 Identify and use correctly new	Write a story that has a	simple sentences,	Past and Future:	
words acquired through the study of	beginning, middle, and	including statements,	can/could/be able to	
their different relationships to other	end. (W 2.3).	questions, and	Future Continuous	
words.		commands, when	verb tense	
5.22 Identify simple complex and		spoken slowly, and	Present Perfect verb	
compound sentences.		with repetitions as	tense	
5.23 Recognize the functions of		needed.	Compound and	
verbal; participles, gerunds, and			complex sentences	
infinitives.				

<u>Grades: 9 – 12</u> <u>Proficiency Level: Early Intermediate/Level 2</u>

Content ELA		A gaogamontal	Tonios in	Communicative Skills
	ELPBO Benchmarks and	Assessments/	Topics in	
Standard/Framework	Outcomes	Student Products	Vocabulary/Gram	(4 language domains)
			mar	
2.2 Understand some ideas and	Listening:	Weather Report	Language &	Describing people, things
familiar details*	Demonstrate	Travel Brochure	Nationalities;	and weather
(FL 2.2)	comprehension of words	Reading Checkup	Interests, Actions &	Listening and responding
3.4 Describe people, places, and	that express basic personal	Describing A Room	Activities;	correctly to requests for
things*	needs (such as	Writing A Postcard	Describing	information
(FL 3.4)	transportation, housing);	Presentations of well	Frequency of	
2.2 Understand some ideas and	personal likes and dislikes;	organized level-	Actions;	Describing people, things
familiar details*	personal information (such	appropriate topics.	Time Expressions;	and weather
2.3 Obtain information and	as age, address, family);	Manage question and	Feelings &	Ask and answer
knowledge*	and school-related	answers to	Emotions	questions in dialogue
(FL 2.2, 2.3)	information (such as	presentation.	Vocabulary	format.
2.4 Read and interpret signs, simple	teacher's name, schedule,	Read a passage with	Specific vocabulary	
stories, poems, and informational	routines). (S.1.2)	proper inflection and	from all reading	Reading weather reports
texts*	Speaking:	rhythm.	selections	Ongoing reading and
(FL 2.1 - 2.4)	Describe people, places,	Paraphrase and	Words used to	following instructions.
3.4 Describe people, places, and	and things, using some	summarize orally	relate ideas and	
things*	detail. (S.2.6)	Participate in class	make comparisons	Writing a friendly letter
(FL 3.4)	Reading:	discussions	Descriptive	describing the weather
4.5: Identify the relevant meaning	Apply knowledge of word	Tell/retell a story	adjectives and	and current activities
for a word with multiple meanings	analysis to expand	based on a myth,	adverbs	Filling out a form.
using its context (saw/saw).	comprehension of	fable or folktale	Words for character	Participating in dyad
4.6: Identify common antonyms and	vocabulary found in text.	Role play	traits and motives	discussions.
synonyms.	(R.1.2)	Write about	Time, order, cause	Participation in group
4.7: Use knowledge of the meaning	Writing:	characters in a story	words.	discussions
of individual words to predict the	Organize information to be	Write a set of	Literary terms for	understanding rules of

Month/Term: 4th Quarter

meaning of unknown compound	expressed in writing in a	instructions for a task	figurative language:	engagement and
words (lunchtime, daydream,	way that makes sense for	Write an essay to	Event: A Party You	systematic behavior.
everyday).	the purpose and audience.	compare/contrast	Enjoyed, An	Whole group book study
7.1 Obtain information and	(W.1.3)	Write a 5 paragraph	Exciting Trip.	Ongoing reading and
knowledge related to other	Listening:	essay based on the	Write an original	modeling of study skills.
disciplines from sources in the	Demonstrate	theme of a novel read	story (fiction or	
target language*	comprehension of	in class (word-	non-fiction).	
(FL 7.1)	vocabulary essential for	processed)		
23.2: Arrange ideas in a way that	grade-level content	Write a new ending		
makes sense.	learning, using pictures,	for a myth		
For example, students preparing to	actions, and/or objects.			
describe their favorite animal put	(S.1.3)			
ideas about the animal's appearance	,			
in one group of sentences and ideas				
about behavior in another group of				
sentences.				

ESL/ELD Content Based Curriculum

Grades 9-12
Intermediate/Level 3-4

Haverhill Public Schools
English Learner Education Program

Grades: 9-12 Proficiency Level: Intermediate/Levels 3-4

Benchmarks and Outcomes Topics in Vocabulary/ **Communicative Skills Content** Assessment/ Standard/Framework Grammar **Student Products** (4 language domains) 5.19: Recognize appropriate *journal entries Vocabulary Reading Listening use of pronoun reference. * S.1 (S.1.13; S.1.15; S.1.19; S1.23; *narrative/reflective *dictionary skills *recognizing fiction and RL 13.18: Identify and use S.1.24): *how to use thesaurus nonfiction by understanding paragraph knowledge of common Students will comprehend and *descriptive elements of each genre * strategies for textual features (paragraphs, communicate orally, using English unknown words in text *fiction and elements of short paragraph topic sentences). vocabulary for personal, social, and *literary (cognates, context stories LA 1.4: Know and apply academic purposes by clues, word analysis, * strategies for reading fiction: interpretation rules for formal discussions demonstrating understanding of paragraph (i.e. roots/affixes, using -predicting/confirming and academic content words and (classroom, parliamentary finding themes in a dictionary and adjusting predictions debate, town meeting rules). frequently used idioms, determining -making inferences with story and supporting glossary) LA 2.4: Integrate relevant meaning from prefixes and suffixes, it with details form * elements of fiction supporting details information gathered from and using strategies such as using group discussions and textual features and using -summarizing text) and nonfiction (plot, interviews for reports. dictionaries, glossaries, etc. *reading portfolio -finding author's purpose setting, characters, * S.2 (S.2.22, S.2.32; S.2.34; LA.3.10: Present an with student artifacts conflict, theme. -compare and contrast organized interpretation of a S.3.33; S.2.35): -self-monitoring for demonstrating literary devices) literary work, film, or Students will comprehend and application of reading *transitional words for comprehension dramatic production. communicate orally, using English *independent reading time strategies narratives (sequential LA 4.20: Determine the vocabulary for personal, social, and * using graphic organizers to help *book/story review and time order words) meaning of unfamiliar words academic purposes by comprehension (includes summary of Grammar using context clues (contrast, demonstrating understanding of *how to select an independent story + personal *nouns and pronouns cause and effect). academic content words and response to setting, *pronoun referents reading book LA.4.21: Determine the frequently used idioms, determining plot, characters, etc.) *simple sentence Writing meaning of unfamiliar words meaning from prefixes and suffixes, *components of the paragraph by using knowledge of and using strategies such as using *grammar quizzes structure common Greek and of textual features and using *graphic organizers (subject/predicate) *steps of the writing process selections, distinguishing dictionaries, glossaries, etc. *adjectives and *personal narrative and reflective (story map) *S.3 (S.3.9; S.3.31; S.3.32; s.3.33; theme from topic.

First Quarter

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RL12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict. RL 13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams). CO 19.22: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion. CO 21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing. CO 21.7: Improve word choice by using a variety of references. CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures),	S.3.34; S.3.35; S.3.36; S.3.37; S.3.53): Students will comprehend and communicate orally, using spoken English to participate in academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners' questions in a literary or informational text that is heard. Speaking * S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and adequate words/phrases, employ synonyms for word variety in speaking, demonstrate knowledge	*compare and contrast paragraphs about characters in story (group write)	*verbs	*descriptive writing (from personal experience or from characters/setting in story read) *writing a short story with elements of plot, characters, setting, and conflict *how to use rubrics for self-evaluation of writing Listening/Speaking *oral paraphrase of text read * answer questions orally about text heard/read *oral paraphrase of other student's comments in class *participate in oral academic discussion about text read *express opinions, likes and dislikes *follow complex oral directions (multi-step) *rephrase, explain, revise and expand information to check comprehension and to convey knowledge *recount events using sequence words in connected narrative *define, compare and classify objects using academic language
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correct usage (pronoun	of spoken vocabulary, using		
reference), sentence structure	specific, technical, and/or abstract		
(complete sentences,	vocabulary or grade-level, academic		
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properly placed modifiers),	content, and identify linguistic		
and standard English	characteristics of English words and		
spelling when writing and	compare and contrast them with		
editing.	words from the student's first		
CO 23.9: Integrate the use	language.		
of organizing techniques that	*S.2 (S.2.23; S.2.24; S.2.27; S.2.28;		
break up strict chronological	S.2.29; S.2.33; S.2.36; S.2.38;		
order in a story (starting in	S.2.41; S.2.42; S.2.43):		
the middle of the action, then	Students will comprehend and		
filling in background	communicate orally, using spoken		
information using	English for personal and social		
flashbacks).	purposes: ask/answer basic		
CO 25.4: As a group,	questions, express own opinions,		
develop and use scoring	preferences, wishes and uncertainty,		
guides or rubrics to improve	express/respond to compliments,		
organization and	gratitude, and apologies, express		
presentation of written and	imagination and creativity, respond		
oral projects.	during interpersonal discussions		
	and interactions, demonstrate		
	awareness of listener's perspective,		
	communicate intended meanings		
	utilizing English intonation		
	patterns, construct original oral		
	statements, compare aspects or		
	features of various cultural		
	communities, request, clarify, and		
	restate information to enhance		
	** *		
	restate information to enhance understanding and rehearse ways of speaking (such as formal/informal) that are appropriate to audience and purpose.		

*S.3 (S.3. 21; S.3.38; S.3.39;S.3.40;		
S.3.41; S.3.42S.3.43; S.3.47;		
S.3.48; S.3.49;S.3.51):		
Students will comprehend and		
communicate orally, using spoken		
English to participate in academic		
settings: compare and contrast		
information orally, participate in		
reaching consensus in groups,		
respond to factual and inferential		
questions about academic content,		
summarize a story orally, state a		
position and support/justify it,		
participate in classroom discussions		
and activities, when frequent		
clarification is given, express		
original statements in classroom		
discussions, ask questions to clarify		
meaning in an academic context,		
compare grammatical constructions		
in English and the student's first		
language, and explain the thinking		
processes used in academic content		
areas.		
Reading		
*R.1 (R.1.8; R.1.9; R.1.11; R.1.12):		
Students will acquire English		
vocabulary and apply knowledge of		
correct syntax to comprehend		
written text: apply knowledge of		
word analysis to expand		
comprehension of vocabulary, use		
knowledge of context clues to		
determine the meanings of		

unfamiliar words, identify words,		
phrases, and sentences that		
determine meaning in expository		
paragraphs and extended texts.		
* R.3 (R.3.7; R.3.8; R.3.9; R.3.10;		
R.3.11; R.3.12):		
Students will read English fluently		
and identify facts and evidence in		
order to interpret and analyze text:		
analyze main ideas and supporting		
details/evidence; summarize		
important ideas from a text and		
represent the relationships between		
or among them, support individual		
interpretations/ conclusions, using		
details or evidence from a		
literary/informational text, analyze		
and provide evidence from a text to		
support understanding of theme and		
demonstrate fluency as a reader,		
using different reading rates and		
approaches for different purposes.		
*R.4 (R.4.2; R.4.9):		
Students will identify and analyze		
text elements and techniques of		
written English as used in various		
literary genres: categorizing written		
words into sense categories, and		
identify and explain how elements		
of language suggest mood/set tone		
in literature.		
*R.5 (R.5.8; R.5.9; R.5.5; R.5.6;		
R.5.7):		
Students will identify and analyze		
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purposes, structures, and elements	
of nonfiction English texts: identify	
forms of informational and	
expository materials; use	
knowledge of text features to	
determine purpose and meaning of	
text, summarize main ideas and	
supporting details, and distinguish	
cause from effect and fact from	
opinion in texts.	
Writing	
*W.3 (W.3.2; W.3.3; W.3.5; W.3.7,	
W.3.9):	
Students will evaluate and revise	
word choice, sentence variety, and	
organization of ideas when writing	
in English for a particular audience	
and purpose: use an agreed-upon	
scoring guide to review	
content/organization of writing;	
identify and use words and phrases	
to make ideas clearer or more	
logical, revise writing to improve	
organization of ideas, select and use	
words to increase detail in writing,	
vary expression by employing new	
words and phrases in writing.	
*W.4 (W.4.5; W.4.6):	
Students will understand and apply	
knowledge of Standard English	
grammar, spelling, and conventions	
to improve their writing: use	
knowledge of correct spelling,	
sentence structure and usage when	

editing.	
*W.5 (W.5.2; W.5.10):	
Students will use, analyze, and	
produce a variety of media in	
English, including audio, television,	
Internet, and emerging	
technologies: select and use	
appropriate applications for a	
variety of classroom projects, and	
use technology resources for	
problem solving.	
*W.2.8 Students will write in	
English for a variety of purposes	
with clear focus, coherent	
organization, and sufficient detail:	
multi-paragraph composition with	
clear topic development, logical	
organization, and effective use of	
detail.	
*W.2.3 Write a brief response to a	
literary text or an explanation of an	
informational text, using evidence	
from the text as support.	

Grades: 9-12 Proficiency Level: Intermediate/Levels 3-4

Second Quarter

Content Standard/Framework	Benchmarks and Outcomes	Assessment/Student Products	Topics in Vocabulary/ Grammar	Communicative Skills (4 language domains)
LA 3.11: Use appropriate techniques for oral persuasion.	Listening * S.1 (S.1.13; S.1.15; S.1.19;	*journal entries	Vocabulary	Reading

LA 3.12 Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.

LA 3.13 5.23

RL8.24: Interpret mood and tone, and give supporting evidence in a text.

RL8.26 Recognize organizational structures and use of arguments for and against an issue.

RL8.27: Identify evidence used to support an argument.

RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion).

RL 13.21: Recognize use of arguments for and against an issue.

RL 13.22 Identify evidence used to support an argument. RL 13.23: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text. RL 14.4: Respond to and analyze the effects of sound, form, figurative language, and graphics

S1.23; S.1.24):

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.

* S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35):

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.

*S.3 (S.3.9; S.3.31; S.3.32;

*S.3 (S.3.9; S.3.31; S.3.32; s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53):

Students will comprehend and communicate orally, using

*multi-paragraph essays:

- how-to-essay about common chore, task, skill, or hobby
- compare and contrast essay about poetry
- persuasive essay
- *literary interpretation
 paragraph (i.e, exploring how
 author used figurative
 language and sound devices to
 expand theme in poem)
 *reading portfolio with student
- artifacts demonstrating application of reading strategies
- *grammar quizzes
 *graphic organizers (main idea/details, cause-effect, sequential, etc.)
- *create a rubric one of the writing assignments
- *writing a poem with basic figurative language and sound devices

(cause-effect, persuasive, sequential) *elements of poetry (figurative language,

* transition words

(figurative languag imagery, sound devices, forms of poetry)

* elements of nonfiction (author's tone and purpose, different organization structures, types of nonfiction)

* useful oral debate phrases *using thesaurus to

revise writing and gather information (use synonyms, antonyms for word variety in writing)

Grammar

* verbs (action and linking, regular and irregular past and past participle forms of common verbs) * verb tenses (past, * elements of nonfiction (author's tone and purpose, different organization structures, types of nonfiction) * author's purpose in nonfiction (entertain, explain, persuade, inform) * elements of poetry

(figurative language, sound devices, imagery, forms of poetry) *strategies for reading nonfiction and poetry:

paraphrasing/summarizing -note-taking

-cause and effect

-fact and opinion

-compare and contrast

-draw conclusions
-main idea and details

-visualizing

-self-monitoring for comprehension

*independent reading time *reading story from newspaper /electronic newspaper and analyzing differences

in order to uncover meaning in	spoken English to participate in	pre	esent, future,	Writing
poetry:	academic settings by	sub	bjunctive/condition	*review parts of the
• sound (alliteration,	demonstrating comprehension	al,	past and present	paragraph
onomatopoeia, internal rhyme,	of oral multiple-step directions,		rfect)	*multi-paragraph essay
rhyme scheme);	oral word problems on math	P		components (introduction/
figurative language	content, main points of			body/ conclusion)
(personification, metaphor,	classroom discussions and			*compare and contrast
simile, hyperbole);	details that support a main idea			*
• graphics (capital letters, line	in a literary or informational			essay about poems
length, word position).	text that is heard, and use of			*how-to essay
RL 15.5: Identify and analyze	referents, as well as identifying			*transitional words for
imagery and figurative language.	facts and organizational			nonfiction writing
CO 19.20: Write poems using	structures of lectures to answer			*persuasive techniques
poetic techniques (alliteration,	the listeners' questions in a			(good vs. bad arguments,
onomatopoeia, rhyme scheme),	literary or informational text			how to support your
figurative language (simile,	that is heard.			opinion, anticipate
metaphor, personification), and	Speaking			counterarguments)
graphic elements (capital letters,	* S. 1 (S.1.16; S.1.17; S.1.18;			*how to use/ create a
line length, word position).	S.1.20; S.1.29; S.1.10):			rubric for self-evaluation
CO 23.11: Organize ideas for	Students will comprehend and			of writing
writing comparison-and-contrast	communicate orally, using			\mathcal{C}
essays.	English vocabulary for			*writing a poem with
LA 1.4: Know and apply rules	personal, social, and academic			basic figurative language
for formal discussions	purposes: express personal			and sound devices
(classroom, parliamentary	intent using spoken			Speaking/listening
debate, town meeting rules).	words/phrases, classify			*choral reading of poem
LA 2.4: Integrate relevant	previously learned academic			*individual recitation of
information gathered from group	content words and phrases into			poem with proper
discussions and interviews for	concept-based categories,			intonation, rhythm, etc.
reports.	participate in limited			*informal oral
LA.3.10: Present an organized	discussions using appropriate			presentation about essay
interpretation of a literary work,	and adequate words/phrases,			(persuasive or the how-
film, or dramatic production.	employ synonyms for word			4
LA 4.20: Determine the	variety in speaking,			to—maybe with

meaning of unfamiliar words
using context clues (contrast,
cause and effect).
LA.4.21: Determine the
meaning of unfamiliar words by
using knowledge of common
Greek and Latin roots, suffixes,
and prefixes.
LA 4.22: Determine
pronunciations, meanings,
alternate word choices, parts of
speech, or etymologies of words
using dictionaries and
thesauruses.
LA.5.15: Recognize the basic
patterns of English sentences
(noun-verb; noun-verb-noun;
noun-verb-noun-noun; noun-
linking verb-noun).
5.20: Identify correct mechanics
(comma after introductory
structures), correct usage
(pronoun reference), and correct
sentence structure (complete
sentences, properly placed
modifiers).
5.21: Employ grammar and
usage rhetorically by combining,
including, reordering, and
reducing sentences.
5.22: Describe the origins and
meanings of common words, as
well as of foreign words or
phrases used frequently in

demonstrate knowledge of
spoken vocabulary, using
specific, technical, and/or
abstract vocabulary or grade-
level, academic content, and
identify linguistic
characteristics of English words
and compare and contrast them
with words from the student's
first language.
*S.2 (S.2.23; S.2.24; S.2.27;
S.2.28; S.2.29; S.2.33; S.2.36;
S.2.38; S.2.41; S.2.42; S.2.43):
Students will comprehend and
communicate orally, using
spoken English for personal and
social purposes: ask/answer
basic questions, express own
opinions, preferences, wishes
and uncertainty,
express/respond to
compliments, gratitude, and
apologies, express imagination
and creativity, respond during
interpersonal discussions and
interactions, demonstrate
awareness of listener's
perspective, communicate
intended meanings utilizing
English intonation patterns,
construct original oral
statements, compare aspects or
features of various cultural
communities, request, clarify,

realia/demonstration) * strategies for oral debates * oral structured debate about controversial issue (presenting a personal perspective on an issue orally and giving appropriate detail/arguments to support it) with evaluation rubric *ask clarification questions *interpret inferred meaning as expressed by intonation, rhythm and stress (of poetry reading, for example) *follow complex oral directions (multi-step) *generate relevant questions after listening to information *rephrase, explain, revise and expand information to check comprehension and to convey knowledge *define, compare and classify objects using academic language

written English.	and restate information to
RL.8.23: Use knowledge of	enhance understanding and
genre characteristics to analyze a	rehearse ways of speaking
text.	(such as formal/informal) that
RL 8.25: Interpret a character's	are appropriate to audience and
traits, emotions, or motivation	purpose.
and give supporting evidence	*S.3 (S.3. 21; S.3.38;
from a text.	S.3.39;S.3.40; S.3.41;
RL 8.28: Distinguish between	S.3.42S.3.43; S.3.47; S.3.48;
the concepts of theme in a	S.3.49;S.3.51):
literary work and author's	Students will comprehend and
purpose in an expository text.	communicate orally, using
RL10.4: Identify and analyze the	spoken English to participate in
characteristics of various genres	academic settings: compare and
(poetry, fiction, nonfiction, short	contrast information orally,
story, dramatic literature) as	participate in reaching
forms chosen by an author to	consensus in groups, respond to
accomplish a purpose.	factual and inferential questions
RL11.4: Analyze and evaluate	about academic content,
similar themes across a variety of	summarize a story orally, state
selections, distinguishing theme	a position and support/justify it,
from topic.	participate in classroom
RL 13.20: Identify and use	discussions and activities, when
knowledge of common	frequent clarification is given,
organizational structures (logical	express original statements in
order, comparison and contrast,	classroom discussions, ask
cause and effect relationships).	questions to clarify meaning in
RL 15.6: Identify and analyze	an academic context, compare
how an author's use of words	grammatical constructions in
creates tone and mood.	English and the student's first
CO 19.23: Write multi-	language, and explain the
paragraph compositions that	thinking processes used in
have clear topic development,	academic content areas.
logical organization, effective	* S.4 (S.4.5; S.4.7; S.4.8; S,4,

use of detail, and variety in	9; S.4.13):		
sentence structure.	Students will present		
CO 20.4: Select and use	information orally and		
appropriate rhetorical techniques	participate in performances in		
for a variety of purposes, such as	English that demonstrate		
to convince or entertain the	appropriate consideration of		
reader.	audience, purpose, and the		
CO 23.10: Organize information	information to be conveyed: use		
into a coherent essay or report	teacher-developed assessment		
with a thesis statement in the	criteria to prepare oral		
introduction, transition sentences	presentations, give formal oral		
to link paragraphs, and a	presentations that focus on		
conclusion.	specified academic content,		
CO 19.22: Write and justify a	using appropriate vocabulary		
personal interpretation of	and syntax, recognizable		
literary, informational, or	organization, clear		
expository reading that includes	pronunciation, eye contact, and		
a topic statement, supporting	appropriate volume and		
details from the literature, and a	intonation, rehearse and		
conclusion.	dramatize stories, plays, and		
CO 21.6: Revise writing to	poems, using eye contact and		
improve organization and diction	voice volume appropriate for an		
after checking the logic	identified audience, Participate		
underlying the order of ideas, the	in creating scoring guides based		
precision of vocabulary used,	on designated categories and		
and the economy of writing.	use them to prepare, assess, and		
CO 21.7: Improve word choice	revise oral presentations,		
by using a variety of references.	express an opinion on a literary		
CO 22.8: Use knowledge of	text or film in an organized		
types of sentences (simple,	way, using supporting details		
compound, complex), correct	and comprehend and answer		
mechanics (comma after	questions following a		
introductory structures), correct	presentation.		
usage (pronoun reference),	Reading		

sentence structure (complete	*R.1 (R.1.8; R.1.9; R.1.11;		
sentences, properly placed	R.1.12):		
modifiers), and standard English	Students will acquire English		
spelling when writing and	vocabulary and apply		
editing.	knowledge of correct syntax to		
CO 23.9: Integrate the use of	comprehend written text: apply		
organizing techniques that break	knowledge of word analysis to		
up strict chronological order in a	expand comprehension of		
story (starting in the middle of	vocabulary, use knowledge of		
the action, then filling in	context clues to determine the		
background information using	meanings of unfamiliar words,		
flashbacks).	identify words, phrases, and		
CO 25.4: As a group, develop	sentences that determine		
and use scoring guides or rubrics	meaning in expository		
to improve organization and	paragraphs and extended texts.		
presentation of written and oral	* R.3 (R.3.7; R.3.8; R.3.9;		
projects.	R.3.10; R.3.11; R.3.12):		
	Students will read English		
	fluently and identify facts and		
	evidence in order to interpret		
	and analyze text: analyze main		
	ideas and supporting		
	details/evidence; summarize		
	important ideas from a text and		
	represent the relationships		
	between or among them,		
	support individual		
	interpretations/ conclusions,		
	using details or evidence from a		
	literary/informational text,		
	analyze and provide evidence		
	from a text to support		
	understanding of theme and		
	demonstrate fluency as a reader,		

using different reading rates		
and approaches for different		
purposes.		
*R.4 (R.4.2; R.4.9):		
Students will identify and		
analyze text elements and		
techniques of written English	as	
used in various literary genre		
categorizing written words in	0	
sense categories, and identify		
and explain how elements of		
language suggest mood/set to	ne	
in literature.		
*R.5 (R.5.8; R.5.9; R.5.5;		
R.5.6; R.5.7):		
Students will identify and		
analyze purposes, structures,		
and elements of nonfiction		
English texts: identify forms	of	
informational and expository		
materials; use knowledge of		
text features to determine		
purpose and meaning of text,		
summarize main ideas and		
supporting details, and		
distinguish cause from effect		
and fact from opinion in texts	<u>. </u>	
Writing		
*W.3 (W.3.2; W.3.3; W.3.5;		
W.3.7, W.3.9):		
Students will evaluate and		
revise word choice, sentence		
variety, and organization of		
ideas when writing in English		

for a particular audience and
purpose: use an agreed-upon
scoring guide to review
content/organization of writing;
identify and use words and
phrases to make ideas clearer or
more logical, revise writing to
improve organization of ideas,
select and use words to increase
detail in writing, vary
expression by employing new
words and phrases in writing.
*W.4 (W.4.5; W.4.6):
Students will understand and
apply knowledge of Standard
English grammar, spelling, and
conventions to improve their
writing: use knowledge of
correct spelling, sentence
structure and usage when
editing.
*W.5 (W.5.2; W.5.10):
Students will use, analyze, and
produce a variety of media in
English, including audio,
television, Internet, and
emerging technologies: select
and use appropriate applications
for a variety of classroom
projects, and use technology
resources for problem solving.
*W.2.13 Write a poem, using
poetic techniques, figurative
speech, and graphic elements to

contribute to its meaning.		
*W.2.6 Write a short poem that		
contains simple sensory details.		
*W.2.3, W.2.10 Students will		
write in English for a variety of		
purposes with clear focus,		
coherent organization, and		
sufficient detail: brief response		
to a literary text or an		
explanation of an informational		
text, using evidence from the		
text as support, essay that		
includes a topic statement,		
supporting details, and a		
conclusion.		

Third Quarter

Grades: 9-12 Proficiency Level: Intermediate/Levels 3-4

Content ELA Standard/Framework	Benchmarks and Outcomes	Assessment/Student Products	Topics in	Communicative Skills
Standard/Francwork			Vocabulary/ Grammar	(4 language domains)
LA 3.12: Give oral presentations	Listening	*journal entries	Vocabulary	Reading
to different audiences for various	* S.1 (S.1.13; S.1.15; S.1.19;	* grammar quizzes	*elements of drama	*elements and
purposes, showing appropriate	S1.23; S.1.24):	*literary interpretation	(acts,	characteristics of oral
changes in delivery (gestures,	Students will comprehend and	paragraph (i.e, character's	dialogue/monologue,	tradition (themes,
vocabulary, pace, visuals) and	communicate orally, using	traits, emotions, motivations	stage directions,	heroes/heroines, moral,
using language for dramatic effect.	English vocabulary for personal, social, and academic	with text support)	characterization, set,	storytelling techniques,
LA 3.13:	purposes by demonstrating	*reading portfolio with student	props and types of	types of oral tradition
LA 5.17: Recognize the makeup	understanding of academic	artifacts demonstrating	drama)	stories in print)
and function of prepositional	content words and frequently	application of reading	*elements and	*elements of drama (acts,
phrases.	used idioms, determining	strategies	characteristics of oral	dialogue/monologue, stage

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- RL8.24: Interpret mood and tone, and give supporting evidence in a text.
- 8.26: Recognize organizational structures and use of arguments for and against an issue.
- 8.27: Identify evidence used to support an argument.
- RL9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.
- RL 16.9: Identify conventions in epic tales (extended simile, the quest, the hero's tasks, special weapons or clothing, helpers). RL 16.10: Identify and analyze similarities and differences in mythologies from different cultures (ideas of the afterlife, roles and characteristics of deities, types and purposes of myths).
- RL17.5: Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed:
- setting (place, historical period, time of day);
- plot (exposition, conflict, rising action, falling action); and
- characterization (character

- meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.
- * S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35):
- Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.
- s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53): Students will comprehend and communicate orally, using spoken English to participate in academic settings by demonstrating comprehension

*S.3 (S.3.9; S.3.31; S.3.32;

academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational

- *writing a script for a drama/play/skit with basic components
- *graphic organizers (main idea/details, cause-effect, sequential, etc.)
- *writing a myth, folk tale or tall tale from their native culture
- *making a multimedia presentation to present their myth, folktale or tall tale (using music, images and their own writing)
- *MCAS prep (open response and long composition practice)

tradition (themes, moral, heroes/heroines, storytelling techniques, types of oral tradition stories in print)

Grammar

*interjections
*adverbs
*punctuation
(quotations in
dialogue, commas,
periods)
*prepositions and

prepositional phrases

directions, characterization, set, props and types of drama) * strategies for reading folks and myths: -cause and effect -compare and contrast -making inferences -paraphrasing -self-monitoring for comprehension * common English idioms *MCAS prep (open response and long composition practice) *independent reading time how to use/ create a rubric for self-evaluation of writing

Writing

*how to use/ create a rubric for self-evaluation of writing * writing a myth, legend, folktale or tall tale with basic elements (imaginary or from native culture) * using story map/graphic organizer to write myth /folktale /tall tale motivations, actions, thoughts, *MCAS prep (open text that is heard, and use of development). referents, as well as identifying response and long RL 17.6: Identify and analyze facts and organizational composition practice) the similarities and differences in structures of lectures to answer the presentation of setting, the listeners' questions in a Speaking/Listening character, and plot in texts, literary or informational text * common English idioms plays, and films. that is heard. *following complex oral RL 18.4: Develop and present directions (multi-step) characters through the use of Speaking *rephrase, explain, revise basic acting skills * S. 1 (S.1.16; S.1.17; s.1.18; and expand information to (memorization, sensory recall, S.1.20; S.1.29; S.1.10): check comprehension and concentration, diction, body Students will comprehend and alignment, expressive detail), to convey knowledge communicate orally, using explain the artistic choices made, English vocabulary for *define, compare and and use a scoring guide with personal, social, and academic classify objects using teacher-developed categories purposes: express personal academic language (content, presentation style) to intent using spoken create scoring criteria for words/phrases, classify assessment. previously learned academic CO 19.19: Write stories or content words and phrases into scripts with well-developed concept-based categories, characters, setting, dialogue, participate in limited clear conflict and resolution, and discussions using appropriate sufficient descriptive detail. and adequate words/phrases, LA 1.4: Know and apply rules employ synonyms for word for formal discussions variety in speaking, (classroom, parliamentary demonstrate knowledge of debate, town meeting rules). spoken vocabulary, using LA 2.4: Integrate relevant specific, technical, and/or information gathered from group abstract vocabulary or gradediscussions and interviews for level, academic content, and reports. identify linguistic LA.3.10: Present an organized characteristics of English words

interpretation of a literary work,	and compare and contrast them		
film, or dramatic production.	with words from the student's		
LA 4.20: Determine the	first language.		
meaning of unfamiliar words	*S.2 (S.2.23; S.2.24; S.2.27;		
using context clues (contrast,	S.2.28; S.2.29; S.2.33; S.2.36;		
cause and effect).	S.2.38; S.2.41; S.2.42; S.2.43):		
LA.4.21: Determine the	Students will comprehend and		
meaning of unfamiliar words by	communicate orally, using		
using knowledge of common	spoken English for personal and		
Greek and Latin roots, suffixes,	social purposes: ask/answer		
and prefixes.	basic questions, express own		
LA 4.22: Determine	opinions, preferences, wishes		
pronunciations, meanings,	and uncertainty,		
alternate word choices, parts of	express/respond to		
speech, or etymologies of words	compliments, gratitude, and		
using dictionaries and	apologies, express imagination		
thesauruses.	and creativity, respond during		
LA.5.15: Recognize the basic	interpersonal discussions and		
patterns of English sentences	interactions, demonstrate		
(noun-verb; noun-verb-noun;	awareness of listener's		
noun-verb-noun-noun; noun-	perspective, communicate		
•	* *		
linking verb-noun).	intended meanings utilizing		
5.20: Identify correct mechanics	English intonation patterns,		
(comma after introductory	construct original oral		
structures), correct usage	statements, compare aspects or		
(pronoun reference), and correct	features of various cultural		
sentence structure (complete	communities, request, clarify,		
sentences, properly placed	and restate information to		
modifiers).	enhance understanding and		
5.21: Employ grammar and	rehearse ways of speaking		
usage rhetorically by combining,	(such as formal/informal) that		
including, reordering, and	are appropriate to audience and		
reducing sentences.	purpose.		
5.22: Describe the origins and	*S.3 (S.3. 21; S.3.38;		

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meanings of common words, as	S.3.39;S.3.40; S.3.41;
well as of foreign words or	S.3.42S.3.43; S.3.47; S.3.48;
phrases used frequently in	S.3.49;S.3.51):
written English.	Students will comprehend and
RL.8.23: Use knowledge of	communicate orally, using
genre characteristics to analyze a	spoken English to participate in
text.	academic settings: compare and
RL 8.25: Interpret a character's	contrast information orally,
traits, emotions, or motivation	participate in reaching
and give supporting evidence	consensus in groups, respond to
from a text.	factual and inferential questions
RL 8.28: Distinguish between	about academic content,
the concepts of theme in a	summarize a story orally, state
literary work and author's	a position and support/justify it,
purpose in an expository text.	participate in classroom
RL10.4: Identify and analyze the	discussions and activities, when
characteristics of various genres	frequent clarification is given,
(poetry, fiction, nonfiction, short	express original statements in
story, dramatic literature) as	classroom discussions, ask
forms chosen by an author to	questions to clarify meaning in
accomplish a purpose.	an academic context, compare
RL11.4: Analyze and evaluate	grammatical constructions in
similar themes across a variety of	English and the student's first
selections, distinguishing theme	language, and explain the
from topic.	thinking processes used in
RL12.4: Locate and analyze	academic content areas.
elements of plot and	*S.4 (S.4.5; S.4.7; S.4.8; S,4, 9;
characterization and then use an	S.4.13):
understanding of these elements	Students will present
to determine how qualities of the	information orally and
central characters influence the	participate in performances in
resolution of the conflict.	English that demonstrate
RL 13.19: Identify and use	appropriate consideration of
	11 1
knowledge of common graphic	audience, purpose, and the

features (charts, maps,	information to be conveyed: use
diagrams).	teacher-developed assessment
RL 13.20: Identify and use	criteria to prepare oral
knowledge of common	presentations, give formal oral
organizational structures (logical	presentations that focus on
order, comparison and contrast,	specified academic content,
cause and effect relationships).	using appropriate vocabulary
RL 15.6: Identify and analyze	and syntax, recognizable
how an author's use of words	organization, clear
creates tone and mood.	pronunciation, eye contact, and
CO 19.23: Write multi-	appropriate volume and
paragraph compositions that	intonation, rehearse and
have clear topic development,	dramatize stories, plays, and
logical organization, effective	poems, using eye contact and
use of detail, and variety in	voice volume appropriate for an
sentence structure.	identified audience, Participate
CO 20.4: Select and use	in creating scoring guides based
appropriate rhetorical techniques	on designated categories and
for a variety of purposes, such as	use them to prepare, assess, and
to convince or entertain the	revise oral presentations,
reader.	
	express an opinion on a literary
CO 23.10: Organize information	text or film in an organized
into a coherent essay or report with a thesis statement in the	way, using supporting details
	and comprehend and answer
introduction, transition sentences	questions following a
to link paragraphs, and a	presentation.
conclusion.	
CO 19.22: Write and justify a	Reading
personal interpretation of	*R.1 (R.1.8; R.1.9; R.1.11;
literary, informational, or	R.1.12):
expository reading that includes	Students will acquire English
a topic statement, supporting	vocabulary and apply
details from the literature, and a	knowledge of correct syntax to

conclusion.	comprehend written text: apply		
CO 21.6: Revise writing to	knowledge of word analysis to		
improve organization and diction	expand comprehension of		
after checking the logic	vocabulary, use knowledge of		
underlying the order of ideas, the	context clues to determine the		
precision of vocabulary used,	meanings of unfamiliar words,		
and the economy of writing.	identify words, phrases, and		
CO 21.7: Improve word choice	sentences that determine		
by using a variety of references.	meaning in expository		
CO 22.8: Use knowledge of	paragraphs and extended texts.		
types of sentences (simple,	* R.3 (R.3.7; R.3.8; R.3.9;		
compound, complex), correct	R.3.10; R.3.11; R.3.12):		
mechanics (comma after	Students will read English		
introductory structures), correct	fluently and identify facts and		
usage (pronoun reference),	evidence in order to interpret		
sentence structure (complete	and analyze text: analyze main		
sentences, properly placed	ideas and supporting		
modifiers), and standard English	details/evidence; summarize		
spelling when writing and	important ideas from a text and		
editing.	represent the relationships		
CO 23.9: Integrate the use of	between or among them,		
organizing techniques that break	support individual		
up strict chronological order in a	interpretations/ conclusions,		
story (starting in the middle of	using details or evidence from a		
the action, then filling in	literary/informational text,		
background information using	analyze and provide evidence		
flashbacks).	from a text to support		
CO 25.4: As a group, develop	understanding of theme and		
and use scoring guides or rubrics	demonstrate fluency as a reader,		
to improve organization and	using different reading rates		
presentation of written and oral	and approaches for different		
projects.	purposes.		
	*R.4 (R.4.2; R.4.9):		
	Students will identify and		

analyze text elements and		
techniques of written English as		
used in various literary genres:		
categorizing written words into		
sense categories, and identify		
and explain how elements of		
language suggest mood/set tone		
in literature.		
*R.5 (R.5.8; R.5.9; R.5.5;		
R.5.6; R.5.7):		
Students will identify and		
analyze purposes, structures,		
and elements of nonfiction		
English texts: identify forms of		
informational and expository		
materials; use knowledge of		
text features to determine		
purpose and meaning of text,		
summarize main ideas and		
supporting details, and		
distinguish cause from effect		
and fact from opinion in texts.		
*R.4.6 Identify culturally		
significant characters and		
events represented in traditional		
literature.		
Writing		
*W.3 (W.3.2; W.3.3; W.3.5;		
W.3.7, W.3.9):		
Students will evaluate and		
revise word choice, sentence		
variety, and organization of		

ideas when writing in English		
for a particular audience and		
purpose: use an agreed-upon		
scoring guide to review		
content/organization of writing;		
identify and use words and		
phrases to make ideas clearer or		
more logical, revise writing to		
improve organization of ideas,		
select and use words to increase		
detail in writing, vary		
expression by employing new		
words and phrases in writing.		
*W.4 (W.4.5; W.4.6):		
Students will understand and		
apply knowledge of Standard		
English grammar, spelling, and		
conventions to improve their		
writing: use knowledge of		
correct spelling, sentence		
structure and usage when		
editing.		
*W.5 (W.5.2; W.5.10):		
Students will use, analyze, and		
produce a variety of media in		
English, including audio,		
television, Internet, and		
emerging technologies: select		
and use appropriate applications		
for a variety of classroom		
projects, and use technology		
resources for problem solving.		

*W	7.2.11 Write a story with		
	ll-developed characters,		
	ing, dialogue, and conflict		
	l resolution that includes		
suf	ficient descriptive detail.		
* V	V.5.7; W.5.13; W.5.8;		
W.:	5.14		
Stu	dents will use, analyze, and		
	duce a variety of media in		
	glish, including audio,		
	evision, Internet, and		
	erging technologies:, create		
pre	sentations using computer		
tecl	hnology, create media		
pro	ductions using effective		
_	nges, texts, music, sound		
	ects, and/or graphics, use		
	eed-upon criteria to evaluate		
the	effectiveness of media		
pre	sentations.		

Grades: 9-12 Proficiency Level: Transitioning Level 5

4th Quarter

Ī	Content ELA	Benchmarks and Outcomes	Assessment/Student Products	Topics in	Communicative Skills
	Standard/Framework			Vocabulary/Gramm	(4 language domains)
				ar	
	LA 3.12: Give oral	Listening	*Research/ cause-effect essay	Vocabulary	Reading
	presentations to different	* S.1 (S.1.13; S.1.15; S.1.19;	*Multimedia project	*review story	*evaluating a website
	audiences for various purposes,		(PowerPoint) to present	elements and literary	*novel study and analysis
	showing appropriate changes in	_	research essay	techniques	(basic story elements,
	* *	S1.23; S.1.24): Students will comprehend and communicate orally, using	(PowerPoint) to present	elements and literary	*novel study and analy

delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.

LA 3.13:

LA 5.16: Distinguish phrases from clauses.

5.17: Recognize the makeup and function of prepositional phrases. LA 5.18: Identify simple, compound, and complex sentences.

RL8.24: Interpret mood and tone, and give supporting evidence in a text.

RL9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.

RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography). 19.16: Write brief research reports with clear focus and supporting detail. 19.17: Write a short explanation

of a process that includes a topic statement, supporting details, and a conclusion.

19.18: Write formal letters to correspondents such as authors, newspapers, businesses, or

English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.

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* S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35):

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.

*S.3 (S.3.9; S.3.31; S.3.32;

s.3.33; S.3.34; S.3.35; S.3.36;

Students will comprehend and

spoken English to participate in

demonstrating comprehension

communicate orally, using

academic settings by

S.3.37; S.3.53):

*reading quizzes/ "brain checks" about novel reading *grammar quizzes

*Novel study journal (selfchosen vocabulary words, journal entries, literary analysis questions about characterization, elements of plot, conflict, theme, literary techniques, literary review and other assignments demonstrating understanding of the novel) *basic research steps/vocabulary (quotations, citing, bibliography, research, source, MLA style format) *using thesaurus to revise writing and gather information (use synonyms, antonyms for word variety in writing)

Grammar

*sentence structure
*complex and
compound sentences
(conjunctions,
dependent and
independent clauses)
*colons and semicolons, commas
*fragments and runon sentences

theme, and literary techniques) *independent reading time * reading strategies for novel study: review of all reading strategies

Writing

*research process
*creating your own
graphic organizer to
gather information
*research strategies:
-proper citing/plagiarism
-paraphrasing
-summarizing/note-taking
-researching information
-organizing a bibliography
-scanning and skimming
for information

Speaking/Listening

*follow complex oral directions (multi-step) *generate relevant questions after listening to information *answer questions about text heard or read *rephrase, explain, revise and expand information to government officials.
CO 19.21: Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.
CO 24.4: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:

- differentiate between primary and secondary source materials;
- differentiate between paraphrasing and using direct quotes in a report;
- organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;
- document information and quotations and use a consistent format for footnotes or endnotes; and
- use standard bibliographic format to document sources. ME 26.4: Analyze the effect on the reader's or viewer's emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects. ME 27.4: Create media

of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners' questions in a literary or informational text that is heard.

Speaking

* S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and adequate words/phrases, employ synonyms for word variety in speaking, demonstrate knowledge of spoken vocabulary, using specific, technical, and/or

check comprehension and to convey knowledge (research project presentation) *make a formal oral presentation about research essay using a multimedia product (PowerPoint) *discuss how multimedia product enhances communication/its effect on viewers/readers *rehearse pronunciation and word choice/grammar for formal presentation how to use/ create a rubric for self-evaluation of writing

p	presentations and written reports	abstract vocabulary or grade-
C	on the same subject and compare	level, academic content, and
t	he differences in effects of each	identify linguistic
r	nedium.	characteristics of English words
N	ME 275: Use criteria to assess	and compare and contrast them
t	he effectiveness of media	with words from the student's
p	presentations.	first language.
Î	LA 1.4: Know and apply rules	*S.2 (S.2.23; S.2.24; S.2.27;
	for formal discussions	S.2.28; S.2.29; S.2.33; S.2.36;
(classroom, parliamentary	S.2.38; S.2.41; S.2.42; S.2.43):
	lebate, town meeting rules).	Students will comprehend and
	LA 2.4: Integrate relevant	communicate orally, using
	nformation gathered from group	spoken English for personal and
	liscussions and interviews for	social purposes: ask/answer
	reports.	basic questions, express own
	A.3.10: Present an organized	opinions, preferences, wishes
	nterpretation of a literary work,	and uncertainty,
	ilm, or dramatic production.	express/respond to
	LA 4.20: Determine the	compliments, gratitude, and
r	meaning of unfamiliar words	apologies, express imagination
	using context clues (contrast,	and creativity, respond during
	cause and effect).	interpersonal discussions and
	LA.4.21: Determine the	interactions, demonstrate
	meaning of unfamiliar words by	awareness of listener's
	using knowledge of common	perspective, communicate
	Greek and Latin roots, suffixes,	intended meanings utilizing
	and prefixes.	English intonation patterns,
	LA 4.22: Determine	construct original oral
r	pronunciations, meanings,	statements, compare aspects or
_	alternate word choices, parts of	features of various cultural
	speech, or etymologies of words	communities, request, clarify,
	ising dictionaries and	and restate information to
	hesauruses.	enhance understanding and
I	LA.5.15: Recognize the basic	rehearse ways of speaking

inoun-verb-noun-noun; noun-linking verb-noun). 5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers). 5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences. 5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English. RL. 8.23: Use knowledge of genre characteristics to analyze a text. RL 8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text. RL 8.28: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text. RL10.4: Identify and analyze the characteristics to analyze the characteristics of various genres are purpose. *S.3 (S.3. 21; S.3.38; S.3.49; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; S.3.49; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; S.3.49; S.3.40; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; S.3.49; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; S.3.49; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; S.3.49; S.3.40; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; S.3.49; S.3.40; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; S.3.49; S.3.41; S.3.42S.3.43;	patterns of English sentences	(such as formal/informal) that
linking verb-noun). 5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers). 5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences. 5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English. RL.8.23: Use knowledge of genre characteristics to analyze a text. RL 8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text. RL 8.28: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text. RL10.4: Identify and analyze the characteristics to various genres *S.3 (S.3. 21; S.3.38; S.3.49; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; Subachts will comprehend and communicate orally, using spoken English to participate in academic settings: compare and contrast information orally, participate in reaching consensus in groups, respond to factual and inferential questions about academic content, summarize a story orally, state a position and support/justify it, participate in classroom discussions and activities, when frequent clarification is given, express original statements in classroom discussions, ask questions to clarify meaning in an academic context, compare grammatical constructions in English and the student's first language, and explain the thinking processes used in academic content areas. *S.4 (S.4.5; S.4.7; S.4.8; S,4.9; S.4.13):	(noun-verb; noun-verb-noun;	are appropriate to audience and
linking verb-noun). 5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers). 5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences. 5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English. RL.8.23: Use knowledge of genre characteristics to analyze a text. RL 8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text. RL 8.28: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text. RL10.4: Identify and analyze the characteristics of various genres	noun-verb-noun-noun; noun-	purpose.
(comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers). 5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences. 5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English. RL.8.23: Use knowledge of genre characteristics to analyze a text. RL 8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text. RL 8.28: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text. RL10.4: Identify and analyze the characteristics of various genres S.3.42S.3.43; S.3.47; S.3.48; S.3.49; S.3.47; S.3.48; S.3.49; S.3.49; S.3.49; S.3.49; S.3.49; S.3.49; S.3.47; S.3.48; S.3.49; S.3	linking verb-noun).	
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		,
(poetry, fiction, nonfiction, short information orally and	(poetry, fiction, nonfiction, short	

story, dramatic literature) as	participate in performances in		
forms chosen by an author to	English that demonstrate		
accomplish a purpose.	appropriate consideration of		
RL11.4: Analyze and evaluate	audience, purpose, and the		
similar themes across a variety of	information to be conveyed: use		
selections, distinguishing theme	teacher-developed assessment		
from topic.	criteria to prepare oral		
All but term 2	presentations, give formal oral		
RL12.4: Locate and analyze	presentations that focus on		
elements of plot and	specified academic content,		
characterization and then use an	using appropriate vocabulary		
understanding of these elements	and syntax, recognizable		
to determine how qualities of the	organization, clear		
central characters influence the	pronunciation, eye contact, and		
resolution of the conflict.	appropriate volume and		
RL 13.19: Identify and use	intonation, rehearse and		
knowledge of common graphic	dramatize stories, plays, and		
features (charts, maps,	poems, using eye contact and		
diagrams).	voice volume appropriate for an		
RL 13.20: Identify and use	identified audience, Participate		
knowledge of common	in creating scoring guides based		
organizational structures (logical	on designated categories and		
order, comparison and contrast,	use them to prepare, assess, and		
cause and effect relationships).	revise oral presentations,		
RL 15.6: Identify and analyze	express an opinion on a literary		
how an author's use of words	text or film in an organized		
creates tone and mood.	way, using supporting details		
CO 19.23: Write multi-	and comprehend and answer		
paragraph compositions that	questions following a		
have clear topic development,	presentation.		
logical organization, effective	Reading		
use of detail, and variety in	*R.1 (R.1.8; R.1.9; R.1.11;		
sentence structure.	R.1.12):		
CO 20.4: Select and use	Students will acquire English		

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appropriate rhetorical techniques	vocabulary and apply
for a variety of purposes, such as	knowledge of correct syntax to
to convince or entertain the	comprehend written text: apply
reader.	knowledge of word analysis to
CO 23.10: Organize information	expand comprehension of
into a coherent essay or report	vocabulary, use knowledge of
with a thesis statement in the	context clues to determine the
introduction, transition sentences	meanings of unfamiliar words,
to link paragraphs, and a	identify words, phrases, and
conclusion.	sentences that determine
CO 19.22: Write and justify a	meaning in expository
personal interpretation of	paragraphs and extended texts.
literary, informational, or	* R.3 (R.3.7; R.3.8; R.3.9;
expository reading that includes	R.3.10; R.3.11; R.3.12):
a topic statement, supporting	Students will read English
details from the literature, and a	fluently and identify facts and
conclusion.	evidence in order to interpret
CO 21.6: Revise writing to	and analyze text: analyze main
improve organization and diction	ideas and supporting
after checking the logic	details/evidence; summarize
0 0	
underlying the order of ideas, the	important ideas from a text and
precision of vocabulary used,	represent the relationships
and the economy of writing.	between or among them,
CO 21.7: Improve word choice	support individual
by using a variety of references.	interpretations/ conclusions,
CO 22.8: Use knowledge of	using details or evidence from a
types of sentences (simple,	literary/informational text,
compound, complex), correct	analyze and provide evidence
mechanics (comma after	from a text to support
introductory structures), correct	understanding of theme and
usage (pronoun reference),	demonstrate fluency as a reader,
sentence structure (complete	using different reading rates
sentences, properly placed	and approaches for different
modifiers), and standard English	purposes.

spelling when writing and	*R.4 (R.4.2; R.4.9):		
editing.	Students will identify and		
CO 23.9: Integrate the use of	analyze text elements and		
organizing techniques that break	techniques of written English as		
up strict chronological order in a	used in various literary genres:		
story (starting in the middle of	categorizing written words into		
the action, then filling in	sense categories, and identify		
background information using	and explain how elements of		
flashbacks).	language suggest mood/set tone		
CO 25.4: As a group, develop	in literature.		
and use scoring guides or rubrics	*R.5 (R.5.8; R.5.9; R.5.5;		
to improve organization and	R.5.6; R.5.7):		
presentation of written and oral	Students will identify and		
projects.	analyze purposes, structures,		
	and elements of nonfiction		
	English texts: identify forms of		
	informational and expository		
	materials; use knowledge of		
	text features to determine		
	purpose and meaning of text,		
	summarize main ideas and		
	supporting details, and		
	distinguish cause from effect		
	and fact from opinion in texts.		
	*R.4.6 Identify culturally		
	significant characters and		
	events represented in traditional		
	literature.		
	Writing		
	*W.3 (W.3.2; W.3.3; W.3.5;		
	W.3.7, W.3.9):		
	Students will evaluate and		
	revise word choice, sentence		
	variety, and organization of		

ideas when writing in English
for a particular audience and
purpose: use an agreed-upon
scoring guide to review
content/organization of writing;
identify and use words and
phrases to make ideas clearer or
more logical, revise writing to
improve organization of ideas,
select and use words to increase
detail in writing, vary
expression by employing new
words and phrases in writing.
*W.4 (W.4.5; W.4.6):
Students will understand and
apply knowledge of Standard
English grammar, spelling, and
conventions to improve their
writing: use knowledge of
correct spelling, sentence
structure and usage when
editing.
*W.5 (W.5.2; W.5.10):
Students will use, analyze, and
produce a variety of media in
English, including audio,
television, Internet, and
emerging technologies: select
and use appropriate applications
for a variety of classroom
projects, and use technology
resources for problem solving.
*W.3.12: Use a variety of
sentence patterns and lengths to

make writing more interesting		
to the reader		
* W.5.5, W.5.7; W.5.8; W.5.13;		
W.5.14: Students will use,		
analyze, and produce a variety		
of media in English, including		
audio, television, Internet, and		
emerging technologies: gather		
and analyze information, using		
multiple media, create		
presentations using computer		
technology, create media		
productions using effective		
images, texts, music, sound		
effects, and/or graphics, use		
agreed-upon criteria to evaluate		
the effectiveness of media		
presentations.		

Grades 9-12 Transitioning/Level 5

Haverhill Public Schools
English Learner Education Program

Grades: 9-12 Proficiency Level: Transitioning Level 5

Content ELA Benchmarks and Outcomes Assessment/ **Topics in Vocabulary/ Communicative Skills** Standard/Framework **Student Products** Grammar (4 language domains) RL 13.18: Identify and use *journal entries Vocabulary Reading Listening knowledge of common textual * S.1 (S.1.13; S.1.15; S.1.19; S1.23; *narrative/reflective *dictionary skills *recognizing fiction and features (paragraphs, topic S.1.24): paragraph *how to use thesaurus nonfiction by Students will comprehend and sentences). *descriptive understanding elements of * strategies for LA 1.4: Know and apply rules for communicate orally, using English paragraph unknown words in text each genre formal discussions (classroom, vocabulary for personal, social, and *fiction and elements of *literary (cognates, context academic purposes by demonstrating parliamentary debate, town clues, word analysis, interpretation short stories understanding of academic content meeting rules). roots/affixes, using * strategies for reading paragraph (i.e. words and frequently used idioms, LA 2.4: Integrate relevant finding themes in a dictionary and fiction: determining meaning from prefixes information gathered from group story and supporting glossary) -predicting/confirming discussions and interviews for and suffixes, and using strategies such it with details form * elements of fiction and adjusting predictions as using textual features and using reports. LA.3.10: Present an organized dictionaries, glossaries, etc. -making inferences with text) and nonfiction (plot, interpretation of a literary work, * S.2 (S.2.22, S.2.32; S.2.34; S.3.33; *reading portfolio supporting details setting, characters, film, or dramatic production. S.2.35): with student artifacts conflict, theme. -summarizing LA 4.20: Determine the meaning Students will comprehend and -finding author's purpose demonstrating literary devices) of unfamiliar words using context communicate orally, using English application of reading -compare and contrast *transitional words for clues (contrast, cause and effect). vocabulary for personal, social, and narratives (sequential -self-monitoring for strategies LA.4.21: Determine the meaning academic purposes by demonstrating *book/story review and time order words) comprehension of unfamiliar words by using understanding of academic content (includes summary of *independent reading time knowledge of common Greek and words and frequently used idioms, story + personal * using graphic organizers Grammar of selections, distinguishing theme determining meaning from prefixes response to setting, *nouns and pronouns to help comprehension and suffixes, and using strategies such from topic. *pronoun referents as using textual features and using plot, characters, etc.) *how to select an RL12.4: Locate and analyze elements of plot and dictionaries, glossaries, etc. *grammar quizzes *simple sentence independent reading book characterization and then use an *S.3 (S.3.9; S.3.31; S.3.32; s.3.33; *graphic organizers structure understanding of these elements to S.3.34; S.3.35; S.3.36; S.3.37; (story map) (subject/predicate) Writing determine how qualities of the S.3.53):

First Quarter

Students will comprehend and *adjectives and *compare and *components of the central characters influence the resolution of the conflict. communicate orally, using spoken comparisons contrast paragraphs paragraph English to participate in academic RL 13.19: Identify and use about characters in *verbs *steps of the writing knowledge of common graphic settings by demonstrating story (group write) process features (charts, maps, diagrams). comprehension of oral multiple-step *personal narrative and CO 19.22: Write and justify a directions, oral word problems on reflective writing personal interpretation of literary, math content, main points of *descriptive writing (from informational, or expository classroom discussions and details that personal experience or reading that includes a topic support a main idea in a literary or from characters/setting in statement, supporting details from informational text that is heard, and story read) the literature, and a conclusion. use of referents, as well as identifying *writing a short story with CO 21.6: Revise writing to facts and organizational structures of improve organization and diction lectures to answer the listeners' elements of plot, after checking the logic underlying questions in a literary or characters, setting, and the order of ideas, the precision of informational text that is heard. conflict vocabulary used, and the economy Speaking *how to use rubrics for * S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; of writing. self-evaluation of writing CO 21.7: Improve word choice by S.1.29; S.1.10): using a variety of references. Students will comprehend and Listening/Speaking CO 22.8: Use knowledge of types communicate orally, using English *oral paraphrase of text of sentences (simple, compound, vocabulary for personal, social, and read complex), correct mechanics academic purposes: express personal * answer questions orally (comma after introductory intent using spoken words/phrases, about text heard/read structures), correct usage (pronoun classify previously learned academic reference), sentence structure content words and phrases into *oral paraphrase of other (complete sentences, properly concept-based categories, participate student's comments in placed modifiers), and standard in limited discussions using class English spelling when writing and appropriate and adequate *participate in oral words/phrases, employ synonyms for editing. academic discussion about CO 23.9: Integrate the use of word variety in speaking, demonstrate text read organizing techniques that break knowledge of spoken vocabulary, *express opinions, likes using specific, technical, and/or up strict chronological order in a and dislikes abstract vocabulary or grade-level, story (starting in the middle of the *follow complex oral

academic content, and identify

action, then filling in background

		<u> </u>	
information using flashbacks).	linguistic characteristics of English		directions (multi-step)
CO 25.4: As a group, develop and	words and compare and contrast them		*rephrase, explain, revise
use scoring guides or rubrics to	with words from the student's first		and expand information to
improve organization and	language.		check comprehension and
presentation of written and oral	*S.2 (S.2.23; S.2.24; S.2.27; S.2.28;		to convey knowledge
projects.	S.2.29; S.2.33; S.2.36; S.2.38; S.2.41;		*recount events using
	S.2.42; S.2.43):		
	Students will comprehend and		sequence words in
	communicate orally, using spoken		connected narrative
	English for personal and social		*define, compare and
	purposes: ask/answer basic questions,		classify objects using
	express own opinions, preferences,		academic language
	wishes and uncertainty,		
	express/respond to compliments,		
	gratitude, and apologies, express		
	imagination and creativity, respond		
	during interpersonal discussions and		
	interactions, demonstrate awareness		
	of listener's perspective,		
	communicate intended meanings		
	utilizing English intonation patterns,		
	construct original oral statements,		
	compare aspects or features of various		
	cultural communities, request, clarify,		
	and restate information to enhance		
	understanding and rehearse ways of		
	speaking (such as formal/informal)		
	that are appropriate to audience and		
	purpose.		
	*S.3 (S.3. 21; S.3.38; S.3.39;S.3.40;		
	S.3.41; S.3.42S.3.43; S.3.47; S.3.48;		
	S.3.49;S.3.51):		
	Students will comprehend and		
	communicate orally, using spoken		

English to participate in academic	
settings: compare and contrast	
information orally, participate in	
reaching consensus in groups,	
respond to factual and inferential	
questions about academic content,	
summarize a story orally, state a	
position and support/justify it,	
participate in classroom discussions	
and activities, when frequent	
clarification is given, express original	
statements in classroom discussions,	
ask questions to clarify meaning in an	
academic context, compare	
grammatical constructions in English	
and the student's first language, and	
explain the thinking processes used in	
academic content areas.	
Reading	
*R.1 (R.1.8; R.1.9; R.1.11; R.1.12):	
Students will acquire English	
vocabulary and apply knowledge of	
correct syntax to comprehend written	
text: apply knowledge of word	
analysis to expand comprehension of	
vocabulary, use knowledge of context	
clues to determine the meanings of	
unfamiliar words, identify words,	
phrases, and sentences that determine	
meaning in expository paragraphs and	
extended texts.	
* R.3 (R.3.7; R.3.8; R.3.9; R.3.10;	
R.3.11; R.3.12):	
Students will read English fluently	

and identify facts and evidence in		
order to interpret and analyze text:		
analyze main ideas and supporting		
details/evidence; summarize		
important ideas from a text and		
represent the relationships between or		
among them, support individual		
interpretations/ conclusions, using		
details or evidence from a		
literary/informational text, analyze		
and provide evidence from a text to		
support understanding of theme and		
demonstrate fluency as a reader, using		
different reading rates and approaches	3	
for different purposes.		
*R.4 (R.4.2; R.4.9):		
Students will identify and analyze		
text elements and techniques of		
written English as used in various		
literary genres: categorizing written		
words into sense categories, and		
identify and explain how elements of		
language suggest mood/set tone in		
literature.		
*R.5 (R.5.8; R.5.9; R.5.5; R.5.6;		
R.5.7):		
Students will identify and analyze		
purposes, structures, and elements of		
nonfiction English texts: identify		
forms of informational and expository	7	
materials; use knowledge of text		
features to determine purpose and		
meaning of text, summarize main		
ideas and supporting details, and		

distinguish cause from effect and fact from opinion in texts.		l
Writing		l
*W.3 (W.3.2; W.3.3; W.3.5; W.3.7,		l
W.3.9):		ı
Students will evaluate and revise		ı
word choice, sentence variety, and		ı
organization of ideas when writing in		ı
English for a particular audience and		ı
purpose: use an agreed-upon scoring		ı
guide to review content/organization		ı
of writing; identify and use words and		ı
phrases to make ideas clearer or more		ı
logical, revise writing to improve		ı
organization of ideas, select and use		ı
words to increase detail in writing,		ı
vary expression by employing new		ı
words and phrases in writing.		ı
*W.4 (W.4.5; W.4.6):		ı
Students will understand and apply		ı
knowledge of Standard English		ı
grammar, spelling, and conventions to		ı
improve their writing: use knowledge		l
of correct spelling, sentence structure		l
and usage when editing.		ı
*W.5 (W.5.2; W.5.10):		ı
Students will use, analyze, and		ı
produce a variety of media in English,		ı
including audio, television, Internet,		l
and emerging technologies: select and		ı
use appropriate applications for a		ı
variety of classroom projects, and use		ı
technology resources for problem		ı
solving.		

*W.2.8 Students will write in English	h
for a variety of purposes with clear	
focus, coherent organization, and	
sufficient detail: multi-paragraph	
composition with clear topic	
development, logical organization,	
and effective use of detail.	
*W.2.3 Write a brief response to a	
literary text or an explanation of an	
informational text, using evidence	
from the text as support.	

Grades: 9-12 Proficiency Level: Transitioning Level 5

Second Quarter

Content ELA Standard/Framework	Benchmarks and Outcomes	Assessment/Stud ent Products	Topics in Vocabulary/ Grammar	Communicative Skills (4 language domains)
LA 3.11: Use appropriate techniques for oral persuasion. LA 3.12 Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect. LA 3.13 5.23 RL8.24: Interpret mood and tone, and give supporting evidence in a text. RL8.26 Recognize organizational structures and use of arguments for and against an issue.	* S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc. * S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35): Students will comprehend and communicate	*journal entries *multi-paragraph essays: - how-to-essay about common chore, task, skill, or hobby - compare and contrast essay about poetry - persuasive essay *literary interpretation	* transition words (cause-effect, persuasive, sequential) *elements of poetry (figurative language, imagery, sound devices, forms of poetry) * elements of nonfiction	Reading * elements of nonfiction (author's tone and purpose, different organization structures, types of nonfiction) * author's purpose in nonfiction (entertain, explain, persuade, inform) * elements of poetry (figurative language, sound devices, imagery, forms of poetry)

RL8.27: Identify evidence used to support an argument.

RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion).

RL 13.21: Recognize use of arguments for and against an issue.

RL 13.22 Identify evidence used to support an argument.

RL 13.23: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.

RL 14.4: Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry:

- sound (alliteration, onomatopoeia, internal rhyme, rhyme scheme);
- figurative language (personification, metaphor, simile, hyperbole);
- graphics (capital letters, line length, word position).

RL 15.5: Identify and analyze imagery and figurative language.

CO 19.20: Write poems using poetic techniques (alliteration, onomatopoeia, rhyme scheme), figurative language (simile, metaphor, personification), and graphic elements (capital letters, line length, word position).

CO 23.11: Organize ideas for writing

orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.

*S.3 (S.3.9; S.3.31; S.3.32; s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53):

Students will comprehend and communicate orally, using spoken English to participate in academic settings by demonstrating comprehension of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners' questions in a literary or informational text that is heard.

Speaking

* S. 1 (S.1.16; S.1.17; S.1.18; S.1.20; S.1.29; S.1.10):

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and

paragraph (i.e, exploring how author used figurative language and sound devices to expand theme in poem) *reading portfolio with student

*reading portfolio with student artifacts demonstrating application of reading strategies *grammar quizzes *graphic organizers (main idea/details, cause-effect,

cause-effect, sequential, etc.) *create a rubric one of the writing assignments *writing a poem with basic figurative language and

sound devices

(author's tone and purpose, different organization structures, types of nonfiction) * useful oral debate phrases *using thesaurus to revise writing and gather information (use synonyms, antonyms for word variety in writing)

Grammar

* verbs (action and linking, regular and irregular past and past participle forms of common verbs) * verb tenses (past, present, future, subjunctive/condi tional, past and present perfect) *strategies for reading nonfiction and poetry:

paraphrasing/summarizing -note-taking

-cause and effect

-fact and opinion

-compare and contrast

-draw conclusions

-main idea and details

-visualizing

-self-monitoring for comprehension

*independent reading time *reading story from newspaper /electronic newspaper and analyzing differences

Writing

*review parts of the paragraph *multi-paragraph essay components (introduction/ body/ conclusion) *compare and contrast essay about poems *how-to essay *transitional words for nonfiction writing *persuasive techniques comparison-and-contrast essays. LA 1.4: Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).

LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports.

LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production.

LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).

LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.

LA 4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.

LA.5.15: Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).

5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and

correct sentence structure (complete

5.21: Employ grammar and usage

sentences, properly placed modifiers).

rhetorically by combining, including,

reordering, and reducing sentences.

adequate words/phrases, employ synonyms for word variety in speaking, demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary or grade-level, academic content, and identify linguistic characteristics of English words and compare and contrast them with words from the student's first language.

*S.2 (S.2.23; S.2.24; S.2.27; S.2.28; S.2.29;

*S.2 (S.2.23; S.2.24; S.2.27; S.2.28; S.2.29; S.2.33; S.2.36; S.2.38; S.2.41; S.2.42; S.2.43):

Students will comprehend and communicate orally, using spoken English for personal and social purposes: ask/answer basic questions, express own opinions, preferences, wishes and uncertainty, express/respond to compliments, gratitude, and apologies, express imagination and creativity, respond during interpersonal discussions and interactions, demonstrate awareness of listener's perspective, communicate intended meanings utilizing English intonation patterns, construct original oral statements, compare aspects or features of various cultural communities, request, clarify, and restate information to enhance understanding and rehearse ways of speaking (such as formal/informal) that are appropriate to audience and purpose. *S.3 (S.3. 21; S.3.38; S.3.39; S.3.40; S.3.41; S.3.42S.3.43; S.3.47; S.3.48; S.3.49;S.3.51): Students will comprehend and communicate orally, using spoken English to participate

(good vs. bad arguments, how to support your opinion, anticipate counterarguments)
*how to use/ create a rubric for self-evaluation of writing
*writing a poem with basic figurative language and sound devices

Speaking/listening

*choral reading of poem *individual recitation of poem with proper intonation, rhythm, etc. *informal oral presentation about essay (persuasive or the howto—maybe with realia/demonstration) * strategies for oral debates * oral structured debate about controversial issue (presenting a personal perspective on an issue orally and giving appropriate detail/arguments to support it) with evaluation 5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.
RL.8.23: Use knowledge of genre characteristics to analyze a text.
RL 8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.
RL 8.28: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.

RL10.4: Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose. RL11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic. RL 13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).

RL 15.6: Identify and analyze how an author's use of words creates tone and mood.

CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.

in academic settings: compare and contrast information orally, participate in reaching consensus in groups, respond to factual and inferential questions about academic content, summarize a story orally, state a position and support/justify it, participate in classroom discussions and activities, when frequent clarification is given, express original statements in classroom discussions, ask questions to clarify meaning in an academic context, compare grammatical constructions in English and the student's first language, and explain the thinking processes used in academic content areas.

* S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13): Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed: use teacher-developed assessment criteria to prepare oral presentations, give formal oral presentations that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation, rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience, Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations, express an

rubric *ask clarification auestions *interpret inferred meaning as expressed by intonation, rhythm and stress (of poetry reading, for example) *follow complex oral directions (multi-step) *generate relevant questions after listening to information *rephrase, explain, revise and expand information to check comprehension and to convey knowledge *define, compare and classify objects using academic language

CO 20.4: Select and use appropriate	opinion on a literary text or film in an	
rhetorical techniques for a variety of	organized way, using supporting details and	
purposes, such as to convince or	comprehend and answer questions	
entertain the reader.	following a presentation.	
CO 23.10: Organize information into a	Reading	
coherent essay or report with a thesis	*R.1 (R.1.8; R.1.9; R.1.11; R.1.12):	
statement in the introduction, transition	Students will acquire English vocabulary	
sentences to link paragraphs, and a	and apply knowledge of correct syntax to	
conclusion.	comprehend written text: apply knowledge	
CO 19.22: Write and justify a personal	of word analysis to expand comprehension	
interpretation of literary, informational,	of vocabulary, use knowledge of context	
or expository reading that includes a	clues to determine the meanings of	
topic statement, supporting details	unfamiliar words, identify words, phrases,	
from the literature, and a conclusion.	and sentences that determine meaning in	
CO 21.6: Revise writing to improve	expository paragraphs and extended texts.	
organization and diction after checking	* R.3 (R.3.7; R.3.8; R.3.9; R.3.10; R.3.11;	
the logic underlying the order of ideas,	R.3.12):	
the precision of vocabulary used, and	Students will read English fluently and	
the economy of writing.	identify facts and evidence in order to	
CO 21.7: Improve word choice by	interpret and analyze text: analyze main	
using a variety of references.	ideas and supporting details/evidence;	
CO 22.8: Use knowledge of types of	summarize important ideas from a text and	
sentences (simple, compound,	represent the relationships between or	
complex), correct mechanics (comma	among them, support individual	
after introductory structures), correct	interpretations/ conclusions, using details or	
usage (pronoun reference), sentence	evidence from a literary/informational text,	
structure (complete sentences, properly	analyze and provide evidence from a text to	
placed modifiers), and standard	support understanding of theme and	
English spelling when writing and	demonstrate fluency as a reader, using	
editing.	different reading rates and approaches for	
CO 23.9: Integrate the use of	different purposes.	
organizing techniques that break up	*R.4 (R.4.2; R.4.9):	
strict chronological order in a story	Students will identify and analyze text	
(starting in the middle of the action,	elements and techniques of written English	

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then filling in background information	as used in various literary genres:			
using flashbacks).	categorizing written words into sense			
CO 25.4: As a group, develop and use	categories, and identify and explain how	ļ		
scoring guides or rubrics to improve	elements of language suggest mood/set tone	ļ		
organization and presentation of	in literature.			
written and oral projects.	*R.5 (R.5.8; R.5.9; R.5.5; R.5.6; R.5.7):			
	Students will identify and analyze purposes,			
	structures, and elements of nonfiction			
	English texts: identify forms of			
	informational and expository materials; use			
	knowledge of text features to determine			
	purpose and meaning of text, summarize			
	main ideas and supporting details, and			
	distinguish cause from effect and fact from			
	opinion in texts.			
	Writing			
	*W.3 (W.3.2; W.3.3; W.3.5; W.3.7, W.3.9):			
	Students will evaluate and revise word			
	choice, sentence variety, and organization			
	of ideas when writing in English for a			
	particular audience and purpose: use an			
	agreed-upon scoring guide to review			
	content/organization of writing; identify and			
	use words and phrases to make ideas clearer			
	or more logical, revise writing to improve	l		
	organization of ideas, select and use words			
	to increase detail in writing, vary expression			
	by employing new words and phrases in			
	writing.			
	*W.4 (W.4.5; W.4.6):			
	Students will understand and apply			
	knowledge of Standard English grammar,			
	spelling, and conventions to improve their	l		
	writing: use knowledge of correct spelling,		 	

sentence structure and usage when editing.	
*W.5 (W.5.2; W.5.10):	
Students will use, analyze, and produce a	
variety of media in English, including	
audio, television, Internet, and emerging	
technologies: select and use appropriate	
applications for a variety of classroom	
projects, and use technology resources for	
problem solving.	
*W.2.13 Write a poem, using poetic	
techniques, figurative speech, and graphic	
elements to contribute to its meaning.	
*W.2.6 Write a short poem that contains	
simple sensory details.	
*W.2.3, W.2.10 Students will write in	
English for a variety of purposes with clear	
focus, coherent organization, and sufficient	
detail: brief response to a literary text or an	
explanation of an informational text, using	
evidence from the text as support, essay that	
includes a topic statement, supporting	
details, and a conclusion.	

Grades: 9-12 Proficiency Level: Transitioning Level 5

Third Quarter

Content ELA	Benchmarks and Outcomes	Assessment/Student Products	Topics in	Communicative Skills
Standard/Framework			Vocabulary/	(4 language domains)
			Grammar	
LA 3.12: Give oral presentations	Listening	*journal entries	Vocabulary	Reading
to different audiences for various	* S.1 (S.1.13; S.1.15; S.1.19;	* grammar quizzes	*elements of drama	*elements and
purposes, showing appropriate	S1.23; S.1.24):	*literary interpretation	(acts,	characteristics of oral
changes in delivery (gestures,	Students will comprehend and	The state of the s	,	

vocabulary, pace, visuals) and using language for dramatic effect.

LA 3.13:

LA 5.17: Recognize the makeup and function of prepositional phrases.

5.24:

RL8.24: Interpret mood and tone, and give supporting evidence in a text.

8.26: Recognize organizational structures and use of arguments for and against an issue.

8.27: Identify evidence used to support an argument.

RL9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.

RL 16.9: Identify conventions in epic tales (extended simile, the quest, the hero's tasks, special weapons or clothing, helpers). RL 16.10: Identify and analyze similarities and differences in mythologies from different cultures (ideas of the afterlife. roles and characteristics of deities, types and purposes of myths).

RL17.5: Identify and analyze elements of setting, plot, and characterization in the plays that communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.

* S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35):

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.

s.3.33; S.3.34; S.3.35; S.3.36; S.3.37; S.3.53): Students will comprehend and

*S.3 (S.3.9; S.3.31; S.3.32;

communicate orally, using spoken English to participate in academic settings by

paragraph (i.e, character's traits, emotions, motivations with text support)

*reading portfolio with student artifacts demonstrating application of reading strategies

*writing a script for a drama/play/skit with basic components

*graphic organizers (main idea/details, cause-effect, sequential, etc.)

*writing a myth, folk tale or tall tale from their native culture

*making a multimedia presentation to present their myth, folktale or tall tale (using music, images and their own writing)

*MCAS prep (open response and long composition practice) dialogue/monologue, stage directions, characterization, set, props and types of drama) *elements and characteristics of oral tradition (themes, moral. heroes/heroines, storytelling

techniques, types of

oral tradition stories

in print) Grammar

*interjections *adverbs *punctuation (quotations in dialogue, commas, periods) *prepositions and

prepositional phrases

tradition (themes, heroes/heroines, moral, storytelling techniques, types of oral tradition stories in print) *elements of drama (acts. dialogue/monologue, stage directions. characterization, set, props and types of drama) * strategies for reading folks and myths:

-cause and effect

-compare and contrast

-making inferences -paraphrasing

-self-monitoring for comprehension

* common English idioms

*MCAS prep (open response and long composition practice)

*independent reading time how to use/ create a rubric for self-evaluation of writing

Writing

*how to use/ create a rubric for self-evaluation of writing * writing a myth, legend,

folktale or tall tale with demonstrating comprehension are read, viewed, written, and/or of oral multiple-step directions, performed: basic elements (imaginary • setting (place, historical oral word problems on math or from native culture) period, time of day); content, main points of * using story map/graphic • plot (exposition, conflict, classroom discussions and organizer to write myth rising action, falling action); and details that support a main idea /folktale /tall tale • characterization (character in a literary or informational *MCAS prep (open motivations, actions, thoughts, text that is heard, and use of response and long development). referents, as well as identifying composition practice) RL 17.6: Identify and analyze facts and organizational Speaking/Listening the similarities and differences in structures of lectures to answer * common English idioms the presentation of setting, the listeners' questions in a character, and plot in texts, literary or informational text *following complex oral plays, and films. that is heard. directions (multi-step) RL 18.4: Develop and present Speaking *rephrase, explain, revise characters through the use of * S. 1 (S.1.16; S.1.17; s.1.18; and expand information to basic acting skills S.1.20; S.1.29; S.1.10): check comprehension and (memorization, sensory recall, Students will comprehend and to convey knowledge concentration, diction, body communicate orally, using *define, compare and alignment, expressive detail), English vocabulary for classify objects using explain the artistic choices made, personal, social, and academic academic language and use a scoring guide with purposes: express personal teacher-developed categories intent using spoken (content, presentation style) to words/phrases, classify create scoring criteria for previously learned academic content words and phrases into assessment. CO 19.19: Write stories or concept-based categories, scripts with well-developed participate in limited discussions using appropriate characters, setting, dialogue, clear conflict and resolution, and and adequate words/phrases, sufficient descriptive detail. employ synonyms for word LA 1.4: Know and apply rules variety in speaking, for formal discussions demonstrate knowledge of (classroom, parliamentary spoken vocabulary, using

debate, town meeting rules).	specific, technical, and/or		
LA 2.4: Integrate relevant	abstract vocabulary or grade-		
information gathered from group	level, academic content, and		
discussions and interviews for	identify linguistic		
reports.	characteristics of English words		
LA.3.10: Present an organized	and compare and contrast them		
interpretation of a literary work,	with words from the student's		
film, or dramatic production.	first language.		
LA 4.20: Determine the	*S.2 (S.2.23; S.2.24; S.2.27;		
meaning of unfamiliar words	S.2.28; S.2.29; S.2.33; S.2.36;		
using context clues (contrast,	S.2.38; S.2.41; S.2.42; S.2.43):		
cause and effect).	Students will comprehend and		
LA.4.21: Determine the	communicate orally, using		
meaning of unfamiliar words by	spoken English for personal and		
using knowledge of common	social purposes: ask/answer		
Greek and Latin roots, suffixes,	basic questions, express own		
and prefixes.	opinions, preferences, wishes		
LA 4.22: Determine	and uncertainty,		
pronunciations, meanings,	express/respond to		
alternate word choices, parts of	compliments, gratitude, and		
speech, or etymologies of words	apologies, express imagination		
using dictionaries and	and creativity, respond during		
thesauruses.	interpersonal discussions and		
LA.5.15: Recognize the basic	interactions, demonstrate		
patterns of English sentences	awareness of listener's		
(noun-verb; noun-verb-noun;	perspective, communicate		
noun-verb-noun-noun; noun-	intended meanings utilizing		
linking verb-noun).	English intonation patterns,		
5.20: Identify correct mechanics	construct original oral		
(comma after introductory	statements, compare aspects or		
structures), correct usage	features of various cultural		
(pronoun reference), and correct	communities, request, clarify,		
sentence structure (complete	and restate information to		
sentences, properly placed	enhance understanding and		

modifiers).	rehearse ways of speaking		
5.21: Employ grammar and	(such as formal/informal) that		
usage rhetorically by combining,	are appropriate to audience and		
including, reordering, and	purpose.		
reducing sentences.	*S.3 (S.3. 21; S.3.38;		
5.22: Describe the origins and	S.3.39;S.3.40; S.3.41;		
meanings of common words, as	S.3.42S.3.43; S.3.47; S.3.48;		
well as of foreign words or	S.3.49;S.3.51):		
phrases used frequently in	Students will comprehend and		
written English.	communicate orally, using		
RL.8.23: Use knowledge of	spoken English to participate in		
genre characteristics to analyze a	academic settings: compare and		
text.	contrast information orally,		
RL 8.25: Interpret a character's	participate in reaching		
traits, emotions, or motivation	consensus in groups, respond to		
and give supporting evidence	factual and inferential questions		
from a text.	about academic content,		
RL 8.28: Distinguish between	summarize a story orally, state		
the concepts of theme in a	a position and support/justify it,		
literary work and author's	participate in classroom		
purpose in an expository text.	discussions and activities, when		
RL10.4: Identify and analyze the	frequent clarification is given,		
characteristics of various genres	express original statements in		
(poetry, fiction, nonfiction, short	classroom discussions, ask		
story, dramatic literature) as	questions to clarify meaning in		
forms chosen by an author to	an academic context, compare		
accomplish a purpose.	grammatical constructions in		
RL11.4: Analyze and evaluate	English and the student's first		
similar themes across a variety of	language, and explain the		
selections, distinguishing theme	thinking processes used in		
from topic.	academic content areas.		
RL12.4: Locate and analyze	*S.4 (S.4.5; S.4.7; S.4.8; S,4, 9;		
elements of plot and	S.4.13):		
characterization and then use an	Students will present		

understanding of these elements	information orally and
to determine how qualities of the	participate in performances in
central characters influence the	English that demonstrate
resolution of the conflict.	appropriate consideration of
RL 13.19: Identify and use	audience, purpose, and the
knowledge of common graphic	information to be conveyed: use
features (charts, maps,	teacher-developed assessment
diagrams).	criteria to prepare oral
RL 13.20: Identify and use	presentations, give formal oral
knowledge of common	presentations that focus on
organizational structures (logical	specified academic content,
order, comparison and contrast,	using appropriate vocabulary
cause and effect relationships).	and syntax, recognizable
RL 15.6: Identify and analyze	organization, clear
how an author's use of words	pronunciation, eye contact, and
creates tone and mood.	appropriate volume and
CO 19.23: Write multi-	intonation, rehearse and
paragraph compositions that	dramatize stories, plays, and
have clear topic development,	poems, using eye contact and
logical organization, effective	voice volume appropriate for an
use of detail, and variety in	** *
	identified audience, Participate
sentence structure.	in creating scoring guides based
CO 20.4: Select and use	on designated categories and
appropriate rhetorical techniques	use them to prepare, assess, and
for a variety of purposes, such as	revise oral presentations,
to convince or entertain the	express an opinion on a literary
reader.	text or film in an organized
CO 23.10: Organize information	way, using supporting details
into a coherent essay or report	and comprehend and answer
with a thesis statement in the	questions following a
introduction, transition sentences	presentation.
to link paragraphs, and a	Reading
conclusion.	*R.1 (R.1.8; R.1.9; R.1.11;
CO 19.22: Write and justify a	R.1.12):

personal interpretation of	Students will acquire English		
literary, informational, or	vocabulary and apply		
expository reading that includes	knowledge of correct syntax to		
a topic statement, supporting	comprehend written text: apply		
details from the literature, and a	knowledge of word analysis to		
conclusion.	expand comprehension of		
CO 21.6: Revise writing to	vocabulary, use knowledge of		
improve organization and diction	context clues to determine the		
after checking the logic	meanings of unfamiliar words,		
underlying the order of ideas, the	identify words, phrases, and		
precision of vocabulary used,	sentences that determine		
and the economy of writing.	meaning in expository		
CO 21.7: Improve word choice	paragraphs and extended texts.		
by using a variety of references.	* R.3 (R.3.7; R.3.8; R.3.9;		
CO 22.8: Use knowledge of	R.3.10; R.3.11; R.3.12):		
types of sentences (simple,	Students will read English		
compound, complex), correct	fluently and identify facts and		
mechanics (comma after	evidence in order to interpret		
introductory structures), correct	and analyze text: analyze main		
usage (pronoun reference),	ideas and supporting		
sentence structure (complete	details/evidence; summarize		
sentences, properly placed	important ideas from a text and		
modifiers), and standard English	represent the relationships		
spelling when writing and	between or among them,		
editing.	support individual		
CO 23.9: Integrate the use of	interpretations/ conclusions,		
organizing techniques that break	using details or evidence from a		
up strict chronological order in a	literary/informational text,		
story (starting in the middle of	analyze and provide evidence		
the action, then filling in	from a text to support		
background information using	understanding of theme and		
flashbacks).	demonstrate fluency as a reader,		
CO 25.4: As a group, develop	using different reading rates		
and use scoring guides or rubrics	and approaches for different		

to improve organization and	purposes.	
presentation of written and oral	*R.4 (R.4.2; R.4.9):	
projects.	Students will identify and	
projects.	analyze text elements and	
	techniques of written English as	
	used in various literary genres:	
	categorizing written words into	
	sense categories, and identify	
	and explain how elements of	
	language suggest mood/set tone	
	in literature.	
	*R.5 (R.5.8; R.5.9; R.5.5;	
	R.5.6; R.5.7):	
	Students will identify and	
	analyze purposes, structures,	
	and elements of nonfiction	
	English texts: identify forms of	
	informational and expository	
	materials; use knowledge of	
	text features to determine	
	purpose and meaning of text,	
	summarize main ideas and	
	supporting details, and	
	distinguish cause from effect	
	and fact from opinion in texts.	
	*R.4.6 Identify culturally	
	significant characters and	
	events represented in traditional	
	literature.	
	Writing	
	*W.3 (W.3.2; W.3.3; W.3.5;	
	W.3.7, W.3.9):	
	Students will evaluate and	ļ
	revise word choice, sentence	

variety, and organization of	
ideas when writing in English	
for a particular audience and	
purpose: use an agreed-upon	
scoring guide to review	
content/organization of writing;	
identify and use words and	
phrases to make ideas clearer or	
more logical, revise writing to	
improve organization of ideas,	
select and use words to increase	
detail in writing, vary	
expression by employing new	
words and phrases in writing.	
*W.4 (W.4.5; W.4.6):	
Students will understand and	
apply knowledge of Standard	
English grammar, spelling, and	
conventions to improve their	
writing: use knowledge of	
correct spelling, sentence	
structure and usage when	
editing.	
*W.5 (W.5.2; W.5.10):	
Students will use, analyze, and	
produce a variety of media in	
English, including audio,	
television, Internet, and	
emerging technologies: select	
and use appropriate applications	
for a variety of classroom	
projects, and use technology	
resources for problem solving.	

*W.2.11 Write a story with		
well-developed characters,		
setting, dialogue, and conflict		
and resolution that includes		
sufficient descriptive detail.		
* W.5.7; W.5.13; W.5.8;		
W.5.14		
Students will use, analyze, and		
produce a variety of media in		
English, including audio,		
television, Internet, and		
emerging technologies:, create		
presentations using computer		
technology, create media		
productions using effective		
images, texts, music, sound		
effects, and/or graphics, use		
agreed-upon criteria to evaluate		
the effectiveness of media		
presentations.		
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Grades: 9-12 Proficiency Level: Transitioning Level 5

m	Communicative Skills (4 language domains)
	Reading
	*evaluating a website
T 7	*noval study and analysis

4th Quarter

Content ELA Standard/Framework	Benchmarks and Outcomes	Assessment/Student Products	Topics in Vocabulary/Gramm	Communicative Skills (4 language domains)
			ar	
LA 3.12: Give oral	Listening	*Research/ cause-effect essay	Vocabulary	Reading
presentations to different	* S.1 (S.1.13; S.1.15; S.1.19;	*Multimedia project	*review story	*evaluating a website
audiences for various purposes,	S1.23; S.1.24):	(PowerPoint) to present	elements and literary	*novel study and analysis
showing appropriate changes in	Students will comprehend and	research essay	techniques	(basic story elements,
	communicate orally, using	J	1	(======================================

delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.

LA 3.13:

LA 5.16: Distinguish phrases from clauses.

5.17: Recognize the makeup and function of prepositional phrases. LA 5.18: Identify simple, compound, and complex sentences.

RL8.24: Interpret mood and tone, and give supporting evidence in a text.

RL9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.

RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography). 19.16: Write brief research reports with clear focus and supporting detail.

19.17: Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.

19.18: Write formal letters to correspondents such as authors, newspapers, businesses, or

English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.

* S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35):

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes by demonstrating understanding of academic content words and frequently used idioms, determining meaning from prefixes and suffixes, and using strategies such as using textual features and using dictionaries, glossaries, etc.

*S.3 (S.3.9; S.3.31; S.3.32;

s.3.3; s.3.34; s.3.35; s.3.36; s.3.37; s.3.53):

Students will comprehend and communicate orally, using spoken English to participate in academic settings by demonstrating comprehension *reading quizzes/ "brain checks" about novel reading

 $*grammar\ quizzes$

*Novel study journal (selfchosen vocabulary words, journal entries, literary analysis questions about characterization, elements of plot, conflict, theme, literary techniques, literary review and other assignments demonstrating understanding of the novel) *basic research steps/vocabulary (quotations, citing, bibliography, research, source, MLA style format) *using thesaurus to revise writing and gather information (use synonyms, antonyms for word variety in writing)

Grammar

*sentence structure
*complex and
compound sentences
(conjunctions,
dependent and
independent clauses)
*colons and semicolons, commas
*fragments and runon sentences

theme, and literary techniques) *independent reading time * reading strategies for novel study: review of all reading strategies

Writing

*research process
*creating your own
graphic organizer to
gather information
*research strategies:
-proper citing/plagiarism
-paraphrasing
-summarizing/note-taking
-researching information
-organizing a bibliography
-scanning and skimming
for information

Speaking/Listening

*follow complex oral directions (multi-step) *generate relevant questions after listening to information *answer questions about text heard or read *rephrase, explain, revise and expand information to government officials.
CO 19.21: Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.
CO 24.4: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:

- differentiate between primary and secondary source materials;
- differentiate between paraphrasing and using direct quotes in a report;
- organize and present research using the grade 7–8 Learning Standards in the Composition Strand as a guide for writing;
- document information and quotations and use a consistent format for footnotes or endnotes; and
- use standard bibliographic format to document sources. ME 26.4: Analyze the effect on the reader's or viewer's emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects.

of oral multiple-step directions, oral word problems on math content, main points of classroom discussions and details that support a main idea in a literary or informational text that is heard, and use of referents, as well as identifying facts and organizational structures of lectures to answer the listeners' questions in a literary or informational text that is heard

Speaking

* S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10): Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes: express personal intent using spoken words/phrases, classify previously learned academic content words and phrases into concept-based categories, participate in limited discussions using appropriate and adequate words/phrases, employ synonyms for word variety in speaking, demonstrate knowledge of

check comprehension and to convey knowledge (research project presentation) *make a formal oral presentation about research essay using a multimedia product (PowerPoint) *discuss how multimedia product enhances communication/its effect on viewers/readers *rehearse pronunciation and word choice/grammar for formal presentation how to use/ create a rubric for self-evaluation of writing

ME 27.4: Create media spoken vocabulary, using specific, technical, and/or	
procentations and written reports specific technical and/or	
on the same subject and compare abstract vocabulary or grade-	
the differences in effects of each level, academic content, and	
medium. identify linguistic	
ME 275: Use criteria to assess characteristics of English words	
the effectiveness of media and compare and contrast them	
presentations. with words from the student's	
LA 1.4: Know and apply rules first language.	
for formal discussions *S.2 (S.2.23; S.2.24; S.2.27;	ļ
(classroom, parliamentary S.2.28; S.2.29; S.2.33; S.2.36;	
debate, town meeting rules). S.2.38; S.2.41; S.2.42; S.2.43):	
LA 2.4: Integrate relevant Students will comprehend and	
information gathered from group communicate orally, using	
discussions and interviews for spoken English for personal and	
reports. social purposes: ask/answer	
LA.3.10: Present an organized basic questions, express own	
interpretation of a literary work, opinions, preferences, wishes	
film, or dramatic production. and uncertainty,	
LA 4.20: Determine the express/respond to	ļ
meaning of unfamiliar words compliments, gratitude, and	
using context clues (contrast, apologies, express imagination	l
cause and effect). and creativity, respond during	
LA.4.21: Determine the interpersonal discussions and	
meaning of unfamiliar words by interactions, demonstrate	l
using knowledge of common awareness of listener's	
Greek and Latin roots, suffixes, perspective, communicate	
and prefixes. intended meanings utilizing	
LA 4.22: Determine English intonation patterns,	
pronunciations, meanings, construct original oral	
alternate word choices, parts of statements, compare aspects or	
speech, or etymologies of words features of various cultural	
using dictionaries and communities, request, clarify,	
thesauruses. and restate information to	

LA.5.15: Recognize the basic	enhance understanding and
patterns of English sentences	rehearse ways of speaking
(noun-verb; noun-verb-noun;	(such as formal/informal) that
noun-verb-noun-noun; noun-	are appropriate to audience and
linking verb-noun).	purpose.
5.20: Identify correct mechanics	*S.3 (S.3. 21; S.3.38;
(comma after introductory	S.3.39;S.3.40; S.3.41;
structures), correct usage	S.3.42S.3.43; S.3.47; S.3.48;
(pronoun reference), and correct	S.3.49;S.3.51):
sentence structure (complete	Students will comprehend and
sentences, properly placed	communicate orally, using
modifiers).	spoken English to participate in
5.21: Employ grammar and	academic settings: compare and
usage rhetorically by combining,	contrast information orally,
including, reordering, and	participate in reaching
reducing sentences.	consensus in groups, respond to
5.22: Describe the origins and	factual and inferential questions
meanings of common words, as	about academic content,
well as of foreign words or	summarize a story orally, state
phrases used frequently in	a position and support/justify it,
written English.	participate in classroom
RL.8.23: Use knowledge of	discussions and activities, when
genre characteristics to analyze a	frequent clarification is given,
text.	express original statements in
RL 8.25: Interpret a character's	classroom discussions, ask
traits, emotions, or motivation	questions to clarify meaning in
and give supporting evidence	an academic context, compare
from a text.	grammatical constructions in
RL 8.28: Distinguish between	English and the student's first
the concepts of theme in a	language, and explain the
literary work and author's	thinking processes used in
purpose in an expository text.	academic content areas.
RL10.4: Identify and analyze the	*S.4 (S.4.5; S.4.7; S.4.8; S,4, 9;
characteristics of various genres	S.4.13):

(poetry, fiction, nonfiction, short	Students will present		
story, dramatic literature) as	information orally and		
forms chosen by an author to	participate in performances in		
accomplish a purpose.	English that demonstrate		
RL11.4: Analyze and evaluate	appropriate consideration of		
similar themes across a variety of	audience, purpose, and the		
selections, distinguishing theme	information to be conveyed: use		
from topic.	teacher-developed assessment		
All but term 2	criteria to prepare oral		
RL12.4: Locate and analyze	presentations, give formal oral		
elements of plot and	presentations that focus on		
characterization and then use an	specified academic content,		
understanding of these elements	using appropriate vocabulary		
to determine how qualities of the	and syntax, recognizable		
central characters influence the	organization, clear		
resolution of the conflict.	pronunciation, eye contact, and		
RL 13.19: Identify and use	appropriate volume and		
knowledge of common graphic	intonation, rehearse and		
features (charts, maps,	dramatize stories, plays, and		
diagrams).	poems, using eye contact and		
RL 13.20: Identify and use	voice volume appropriate for an		
knowledge of common	identified audience, Participate		
organizational structures (logical	in creating scoring guides based		
order, comparison and contrast,	on designated categories and		
cause and effect relationships).	use them to prepare, assess, and		
RL 15.6: Identify and analyze	revise oral presentations,		
how an author's use of words	express an opinion on a literary		
creates tone and mood.	text or film in an organized		
CO 19.23: Write multi-	way, using supporting details		
paragraph compositions that	and comprehend and answer		
have clear topic development,	questions following a		
logical organization, effective	presentation.		
use of detail, and variety in			

Reading
*R.1 (R.1.8; R.1.9; R.1.11;
R.1.12):
Students will acquire English
vocabulary and apply
knowledge of correct syntax to
comprehend written text: apply
knowledge of word analysis to
expand comprehension of
vocabulary, use knowledge of
context clues to determine the
meanings of unfamiliar words,
identify words, phrases, and
sentences that determine
meaning in expository
paragraphs and extended texts.
* R.3 (R.3.7; R.3.8; R.3.9;
R.3.10; R.3.11; R.3.12):
Students will read English
fluently and identify facts and
evidence in order to interpret
and analyze text: analyze main
ideas and supporting
details/evidence; summarize
important ideas from a text and
represent the relationships
between or among them,
support individual
interpretations/ conclusions,
using details or evidence from a
literary/informational text,
analyze and provide evidence
from a text to support
understanding of theme and

sentences, properly placed	demonstrate fluency as a reader,		
modifiers), and standard English	using different reading rates		
spelling when writing and	and approaches for different		
editing.	purposes.		
CO 23.9: Integrate the use of	*R.4 (R.4.2; R.4.9):		
organizing techniques that break	Students will identify and		
up strict chronological order in a	analyze text elements and		
story (starting in the middle of	techniques of written English as		
the action, then filling in	used in various literary genres:		
background information using	categorizing written words into		
flashbacks).	sense categories, and identify		
CO 25.4: As a group, develop	and explain how elements of		
and use scoring guides or rubrics	language suggest mood/set tone		
to improve organization and	in literature.		
presentation of written and oral	*R.5 (R.5.8; R.5.9; R.5.5;		
projects.	R.5.6; R.5.7):		
	Students will identify and		
	analyze purposes, structures,		
	and elements of nonfiction		
	English texts: identify forms of		
	informational and expository		
	materials; use knowledge of		
	text features to determine		
	purpose and meaning of text,		
	summarize main ideas and		
	supporting details, and		
	distinguish cause from effect		
	and fact from opinion in texts.		
	*R.4.6 Identify culturally		
	significant characters and		
	events represented in traditional		
	literature.		

Writing			
*W.3 (V	7.3.2; W.3.3; W.3.5;		
W.3.7, V	V.3.9):		
Students	will evaluate and		
revise w	ord choice, sentence		
variety,	and organization of		
ideas wh	en writing in English		
for a par	ticular audience and		
purpose:	use an agreed-upon		
scoring	guide to review		
content/o	organization of writing;		
identify	and use words and		
phrases	o make ideas clearer or		
more log	cical, revise writing to		
improve	organization of ideas,		
select an	d use words to increase		
detail in	writing, vary		
expressi	on by employing new		
words an	nd phrases in writing.		
*W.4 (V	7.4.5; W.4.6):		
Students	will understand and		
apply kn	owledge of Standard		
English	grammar, spelling, and		
conventi	ons to improve their		
writing:	use knowledge of		
correct s	pelling, sentence		
structure	and usage when		
editing.			
*W.5 (V	7.5.2; W.5.10):		
Students	will use, analyze, and		
produce	a variety of media in		
English,	including audio,		
televisio	n, Internet, and		
emergin	g technologies: select		

and use appropriate applications		
for a variety of classroom		
projects, and use technology		
resources for problem solving.		
*W.3.12: Use a variety of		
sentence patterns and lengths to		
make writing more interesting		
to the reader		
* W.5.5, W.5.7; W.5.8; W.5.13;		
W.5.14: Students will use,		
analyze, and produce a variety		
of media in English, including		
audio, television, Internet, and		
emerging technologies: gather		
and analyze information, using		
multiple media, create		
presentations using computer		
technology, create media		
productions using effective		
images, texts, music, sound		
effects, and/or graphics, use		
agreed-upon criteria to evaluate		
the effectiveness of media		
presentations.		