

ESL/ELD Content Based Curriculum

*Grades 7-8
Intermediate/Levels 3-4*

*Haverhill Public Schools
English Learner Education Program*

Grades: 7-8

Month/Term: 1

Proficiency Level: Intermediate/Levels 3-4

Content Standard/Framework	Benchmarks and Outcomes	Assessment/ Student Products	Topics in Vocabulary/ Grammar	Communicative Skills (4 language domains)
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 common Greek and of selections, distinguishing theme from topic. RL12.4: Locate and analyze elements of plot and	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	*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	Vocabulary *dictionary skills *how to use thesaurus * strategies for unknown words in text (cognates, context clues, word analysis, roots/affixes, using dictionary and glossary) * elements of fiction and nonfiction (plot, setting, characters, conflict, theme, literary devices) *transitional words for narratives (sequential and time order words) Grammar *nouns and pronouns *pronoun referents *simple sentence structure	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 Writing

<p>characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.</p> <p>RL 13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).</p> <p>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.</p> <p>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.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p>	<p>features and using dictionaries, glossaries, etc.</p> <p>*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):</p> <p>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.</p>	<p>characters in story (group write)</p>	<p>(subject/predicate)</p> <p>*adjectives and comparisons</p> <p>*verbs</p>	<p>*components of the paragraph</p> <p>*steps of the writing process</p> <p>*personal narrative and reflective writing</p> <p>*descriptive writing (from personal experience or from characters/setting in story read)</p> <p>*writing a short story with elements of plot, characters, setting, and conflict</p> <p>*how to use rubrics for self-evaluation of writing</p>
<p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>CO 23.9: Integrate the use of organizing techniques that break</p>	<p>Speaking</p> <p>* S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10):</p> <p>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,</p>			<p>Listening/Speaking</p> <p>*oral paraphrase of text read</p> <p>* answer questions orally about text heard/read</p> <p>*oral paraphrase of other student's comments in class</p> <p>*participate in oral academic discussion about text read</p> <p>*express opinions, likes and dislikes</p> <p>*follow complex oral directions (multi-step)</p>

<p>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.</p>	<p>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</p>			<p>*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</p>
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	<p>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.</p> <p>*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):</p> <p>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.</p>			
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	<p>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.</p> <p>* 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</p>			
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	<p>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.</p>			
	<p>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</p>			

	<p>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.</p> <p>*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.</p> <p>*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.</p> <p>*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.</p>			
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	*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.			
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Grades: 7-8

Month/Term: 2

Proficiency Level: Intermediate/Levels 3-4

Content Standard/Framework	Benchmarks and Outcomes	Assessment/Student Products	Topics in Vocabulary/ Grammar	Communicative Skills (4 language domains)
<p>LA 3.11: Use appropriate techniques for oral persuasion.</p> <p>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.</p> <p>LA 3.13 5.23</p> <p>RL8.24: Interpret mood and tone, and give supporting evidence in a text.</p> <p>RL8.26 Recognize organizational structures and use of arguments for and against an issue.</p> <p>RL8.27: Identify evidence used to support an argument.</p> <p>RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic</p>	<p>Listening</p> <p>* S.1 (S.1.13; S.1.15; S.1.19; S.1.23; S.1.24):</p> <p>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.</p> <p>* S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35):</p> <p>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic</p>	<p>*journal entries</p> <p>*multi-paragraph essays:</p> <ul style="list-style-type: none"> - how-to-essay about common chore, task, skill, or hobby - compare and contrast essay about poetry - persuasive essay <p>*literary interpretation paragraph (i.e, exploring how author used figurative language and sound devices to expand theme in poem)</p> <p>*reading portfolio with student artifacts demonstrating application of reading strategies</p> <p>*grammar quizzes</p> <p>*graphic organizers (main idea/details, cause-effect, sequential, etc.)</p>	<p>Vocabulary</p> <p>* transition words (cause-effect, persuasive, sequential)</p> <p>*elements of poetry (figurative language, imagery, sound devices, forms of poetry)</p> <p>* elements of nonfiction (author’s tone and purpose, different organization structures, types of nonfiction)</p> <p>* useful oral debate phrases</p> <p>*using thesaurus to revise writing and</p>	<p>Reading</p> <p>* elements of nonfiction (author’s tone and purpose, different organization structures, types of nonfiction)</p> <p>* author’s purpose in nonfiction (entertain, explain, persuade, inform)</p> <p>* elements of poetry (figurative language, sound devices, imagery, forms of poetry)</p> <p>*strategies for reading nonfiction and poetry:</p> <ul style="list-style-type: none"> - paraphrasing/summarizing -note-taking -cause and effect -fact and opinion

<p>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:</p> <ul style="list-style-type: none"> • sound (alliteration, onomatopoeia, internal rhyme, rhyme scheme); • figurative language (personification, metaphor, simile, hyperbole); • graphics (capital letters, line length, word position). <p>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</p>	<p>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.</p>	<p>*create a rubric one of the writing assignments *writing a poem with basic figurative language and sound devices</p>	<p>gather information (use synonyms, antonyms for word variety in writing)</p> <p>Grammar * verbs (action and linking, regular and irregular past and past participle forms of common verbs) * verb tenses (past, present, future, subjunctive/conditional, past and present perfect)</p>	<p>-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</p> <p>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</p>
<p>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</p>				

<p>writing 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</p>	<p>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.2.33; 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,</p>			<p>*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 how-to—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)</p>
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<p>(comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).</p> <p>5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p> <p>5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</p> <p>RL.8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>RL 8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.</p> <p>RL 8.28: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.</p> <p>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.</p> <p>RL11.4: Analyze and evaluate similar themes across a variety of</p>	<p>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.</p> <p>*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):</p> <p>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</p>			<p>*follow complex oral directions (multi-step)</p> <p>*generate relevant questions after listening to information</p> <p>*rephrase, explain, revise and expand information to check comprehension and to convey knowledge</p> <p>*define, compare and classify objects using academic language</p>
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<p>selections, distinguishing theme from topic.</p> <p>RL 13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).</p> <p>RL 15.6: Identify and analyze how an author’s use of words creates tone and mood.</p> <p>CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p> <p>CO 20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p> <p>CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>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.</p>	<p>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.</p> <p>* S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13):</p> <p>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</p>			
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<p>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.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>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).</p> <p>CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p>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.</p> <hr/> <p>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</p>			
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	<p>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.</p> <p>*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.</p> <p>*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</p>			
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	<p>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.</p>			
	<p>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</p>			

	<p>editing.</p> <p>*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.</p> <p>*W.2.13 Write a poem, using poetic techniques, figurative speech, and graphic elements to contribute to its meaning.</p> <p>*W.2.6 Write a short poem that contains simple sensory details.</p> <p>*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.</p>			
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Grades: 7-8

Proficiency Level: Intermediate Levels 3-4

Month/Term: 3

Content Standard/Framework	Benchmarks and Outcomes	Assessment/Student Products	Topics in Vocabulary/ Grammar	Communicative Skills (4 language domains)
<p>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.</p> <p>LA 3.13:</p> <p>LA 5.17: Recognize the makeup and function of prepositional phrases.</p> <p>5.24:</p> <p>RL8.24: Interpret mood and tone, and give supporting evidence in a text.</p> <p>8.26: Recognize organizational structures and use of arguments for and against an issue.</p> <p>8.27: Identify evidence used to support an argument.</p> <p>RL9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.</p> <p>RL 16.9: Identify conventions in epic tales (extended simile, the quest, the hero's tasks, special weapons or clothing, helpers).</p> <p>RL 16.10: Identify and analyze similarities and differences in mythologies from different cultures</p>	<p>Listening</p> <p>* 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.</p> <p>* 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.</p> <p>*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</p>	<p>*journal entries</p> <p>* grammar quizzes</p> <p>*literary interpretation paragraph (i.e, character's traits, emotions, motivations with text support)</p> <p>*reading portfolio with student artifacts demonstrating application of reading strategies</p> <p>*writing a script for a drama/play/skit with basic components</p> <p>*graphic organizers (main idea/details,</p>	<p>Vocabulary</p> <p>*elements of drama (acts, dialogue/monologue, stage directions, characterization, set, props and types of drama)</p> <p>*elements and characteristics of oral tradition (themes, moral, heroes/heroines, storytelling techniques, types of oral tradition stories in print)</p> <p>Grammar</p> <p>*interjections</p> <p>*adverbs</p> <p>*punctuation (quotations in</p>	<p>Reading</p> <p>*elements and characteristics of oral tradition (themes, heroes/heroines, moral, storytelling techniques, types of oral tradition stories in print)</p> <p>*elements of drama (acts, dialogue/monologue, stage directions, characterization, set, props and types of drama)</p> <p>* strategies for reading folks and myths: -cause and effect -compare and contrast -making inferences -paraphrasing -self-monitoring for comprehension</p> <p>* common English idioms</p> <p>*MCAS prep (open response and long</p>

<p>(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:</p> <ul style="list-style-type: none"> • setting (place, historical period, time of day); • plot (exposition, conflict, rising action, falling action); and • characterization (character motivations, actions, thoughts, development). <p>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</p>	<p>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.</p>	<p>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)</p>	<p>dialogue, commas, periods) *prepositions and prepositional phrases</p>	<p>composition practice) *independent reading time how to use/ create a rubric for self-evaluation of writing</p>
	<p>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;</p>			<p>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)</p> <p>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</p>

<p>formal discussions (classroom, parliamentary debate, town meeting rules).</p> <p>LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production.</p> <p>LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).</p> <p>LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>LA 4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p> <p>LA.5.15: Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).</p> <p>5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).</p> <p>5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p> <p>5.22: Describe the origins and meanings of common words, as well as</p>	<p>S.2.33; S.2.36; S.2.38; S.2.41; S.2.42; S.2.43):</p> <p>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.</p> <p>*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):</p> <p>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</p>			<p>classify objects using academic language</p>
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<p>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. 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).</p>	<p>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 opinion on a literary text or film in an organized way, using supporting details and comprehend and answer questions following a presentation.</p>			
	<p>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</p>			

<p>RL 15.6: Identify and analyze how an author’s use of words creates tone and mood.</p> <p>CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p> <p>CO 20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p> <p>CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>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.</p> <p>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.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence</p>	<p>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 purposes, structures, and elements of nonfiction</p>			
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<p>structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>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).</p> <p>CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p>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.</p> <p>*R.4.6 Identify culturally significant characters and events represented in traditional literature.</p>			
	<p>Writing</p> <p>*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.</p> <p>*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.</p> <p>*W.5 (W.5.2; W.5.10): Students will use, analyze, and produce a</p>			

	<p>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.</p> <p>*W.2.11 Write a story with well-developed characters, setting, dialogue, and conflict and resolution that includes sufficient descriptive detail.</p> <p>* W.5.7; W.5.13; W.5.8; W.5.14</p> <p>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.</p>			
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Grades: 7-8

Month/Term: 4

Proficiency Level: Intermediate/Levels 3-4

Content Standard/Framework	Benchmarks and Outcomes	Assessment/Student 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	<p>Listening</p> <p>* S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24):</p> <p>Students will comprehend and communicate</p>	<p>*Research/ cause-effect essay</p> <p>*Multimedia</p>	<p>Vocabulary</p> <p>*review story elements and</p>	<p>Reading</p> <p>*evaluating a website</p> <p>*novel study and analysis</p>

<p>in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.</p> <p>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.</p>	<p>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.</p>	<p>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, literary techniques, literary review and other assignments demonstrating understanding of the novel)</p>	<p>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</p>	<p>(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</p>
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<p>CO 24.4: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>ME 27.4: Create media presentations and written reports on the same subject and compare the differences in effects of each medium.</p> <p>ME 27..5: Use criteria to assess the effectiveness of media presentations.</p> <p>LA 1.4 : Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting</p>	<p>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.2.33; 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</p>		<p>*fragments and run-on sentences</p>	<p>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</p>
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<p>rules).</p> <p>LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production.</p> <p>LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).</p> <p>LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>LA 4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p> <p>LA.5.15: Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).</p> <p>5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).</p> <p>5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p> <p>5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</p>	<p>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.</p> <p>*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):</p> <p>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.</p> <p>*S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13):</p> <p>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</p>			
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<p>RL.8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>RL 8.25: Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text.</p> <p>RL 8.28: Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.</p> <p>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.</p> <p>RL11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p> <p>All but term 2</p>	<p>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.</p>			
<p>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.</p> <p>RL 13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).</p> <p>RL 13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).</p> <p>RL 15.6: Identify and analyze how an</p>	<p>Reading</p> <p>*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.</p> <p>* 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</p>			

<p>author's use of words creates tone and mood.</p> <p>CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p> <p>CO 20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p> <p>CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>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.</p> <p>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.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence</p>	<p>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.</p> <p>*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.</p> <p>*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.</p> <p>*R.4.6 Identify culturally significant characters and events represented in traditional literature.</p>			
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<p>structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>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).</p> <p>CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p>Writing</p> <p>*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.</p> <p>*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.</p> <p>*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.</p> <p>*W.3.12: Use a variety of sentence patterns and lengths to make writing more interesting to the reader</p> <p>* W.5.5, W.5.7; W.5.8; W.5.13; W.5.14:</p>			
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	<p>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.</p>			
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***Grades 7-8
Transitioning/Levels 4-5***

***Haverhill Public Schools
English Learner Education Program***

Grades: 7-8**Proficiency Level: Transitioning/Levels 4-5****Month/Term: 1**

Content Standard/Framework	Benchmarks and Outcomes	Assessment/ Student Products	Topics in Vocabulary/ Grammar	Communicative Skills (4 language domains)
<p>5.19: Recognize appropriate use of pronoun reference.</p> <p>RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences).</p> <p>LA 1.4 : Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).</p> <p>LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production.</p> <p>LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).</p> <p>LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and of selections, distinguishing</p>	<p>Listening</p> <p>* 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.</p> <p>* 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.</p>	<p>*journal entries</p> <p>*narrative/reflective paragraph</p> <p>*descriptive paragraph</p> <p>*literary interpretation paragraph (i.e. finding themes in a story and supporting it with details form text)</p> <p>*reading portfolio with student artifacts demonstrating application of reading strategies</p> <p>*book/story review (includes summary of story + personal response to setting, plot, characters, etc.)</p> <p>*grammar quizzes</p> <p>*graphic organizers (story map)</p> <p>*compare and contrast paragraphs about characters in story (group write)</p>	<p>Vocabulary</p> <p>*dictionary skills</p> <p>*how to use thesaurus</p> <p>* strategies for unknown words in text (cognates, context clues, word analysis, roots/affixes, using dictionary and glossary)</p> <p>* elements of fiction and nonfiction (plot, setting, characters, conflict, theme, literary devices)</p> <p>*transitional words for narratives (sequential and time order words)</p> <p>Grammar</p> <p>*nouns and pronouns</p>	<p>Reading</p> <p>*recognizing fiction and nonfiction by understanding elements of each genre</p> <p>*fiction and elements of short stories</p> <p>* strategies for reading fiction:</p> <p>-predicting/confirming and adjusting predictions</p> <p>-making inferences with supporting details</p> <p>-summarizing</p> <p>-finding author’s purpose</p> <p>-compare and contrast</p> <p>-self-monitoring for comprehension</p> <p>*independent reading time</p> <p>* using graphic organizers to help comprehension</p> <p>*how to select an independent reading book</p>

<p>theme from topic. 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</p>	<p>*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.</p>		<p>*pronoun referents *simple sentence structure (subject/predicate) *adjectives and comparisons *verbs</p>	<p>Writing *components of the paragraph *steps of the writing process *personal narrative and reflective writing *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</p> <p>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</p>
	<p>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</p>			

<p>mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>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).</p> <p>CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p>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.</p> <p>*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):</p> <p>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</p>			<p>and dislikes</p> <ul style="list-style-type: none"> *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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	<p>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.</p>			
	<p>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</p>			

	<p>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.</p> <p>* 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.</p> <p>*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</p>			
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	<p>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.</p>			
	<p>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,</p>			

	<p>vary expression by employing new words and phrases in writing.</p> <p>*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.</p> <p>*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.</p> <p>*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.</p> <p>*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.</p>			
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Grades: 7-8

Proficiency Level: Intermediate/Levels 3-4

Second Quarter

Content ELA Standard/Framework	Benchmarks and Outcomes	Assessment/Student Products	Topics in Vocabulary/ Grammar	Communicative Skills (4 language domains)
<p>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). RL 13.21: Recognize use of arguments for and against an issue.</p>	<p>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</p>	<p>*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 *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</p>	<p>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, antonyms for word variety in writing)</p>	<p>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 -main idea and details -visualizing</p>

<p>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:</p> <ul style="list-style-type: none"> • sound (alliteration, onomatopoeia, internal rhyme, rhyme scheme); • figurative language (personification, metaphor, simile, hyperbole); • graphics (capital letters, line length, word position). <p>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</p>	<p>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.</p>	<p>devices</p>	<p>Grammar * verbs (action and linking, regular and irregular past and past participle forms of common verbs) * verb tenses (past, present, future, subjunctive/conditional, past and present perfect)</p>	<p>-self-monitoring for comprehension *independent reading time *reading story from newspaper /electronic newspaper and analyzing differences</p> <p>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</p> <p>Speaking/listening</p>
<p>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</p>				

<p>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</p>	<p>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</p>			<p>*choral reading of poem *individual recitation of poem with proper intonation, rhythm, etc. *informal oral presentation about essay (persuasive or the how-to—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</p>
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<p>modifiers).</p> <p>5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p> <p>5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</p> <p>RL.8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>RL 8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.</p> <p>RL 8.28: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.</p> <p>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.</p> <p>RL11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p> <p>RL 13.20: Identify and use knowledge of common organizational structures (logical</p>	<p>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.</p> <p>*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):</p> <p>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</p>			<p>information</p> <p>*rephrase, explain, revise and expand information to check comprehension and to convey knowledge</p> <p>*define, compare and classify objects using academic language</p>
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<p>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. CO 20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader. CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion. 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,</p>	<p>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</p>			
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<p>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), 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.</p>	<p>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.</p>			
	<p>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</p>			

	<p>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.</p> <p>*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.</p> <p>*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</p>			
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	<p>distinguish cause from effect and fact from opinion in texts.</p> <p>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,</p>			
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	<p>television, Internet, and emerging technologies: select and use appropriate applications for a variety of classroom projects, and use technology resources for problem solving.</p> <p>*W.2.13 Write a poem, using poetic techniques, figurative speech, and graphic elements to contribute to its meaning.</p> <p>*W.2.6 Write a short poem that contains simple sensory details.</p> <p>*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.</p>			
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Grades: 7-8**Month/Term: 3****Proficiency Level: Transitioning Level 3-4**

Content ELA Standard/Framework	Benchmarks and Outcomes	Assessment/Student Products	Topics in Vocabulary/ Grammar	Communicative Skills (4 language domains)
<p>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.</p> <p>LA 3.13:</p> <p>LA 5.17: Recognize the makeup and function of prepositional phrases.</p> <p>5.24:</p> <p>RL8.24: Interpret mood and tone, and give supporting evidence in a text.</p> <p>8.26: Recognize organizational structures and use of arguments for and against an issue.</p> <p>8.27: Identify evidence used to support an argument.</p> <p>RL9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.</p> <p>RL 16.9: Identify conventions</p>	<p>Listening</p> <p>* 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.</p> <p>* 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.</p>	<p>*journal entries</p> <p>* grammar quizzes</p> <p>*literary interpretation paragraph (i.e, character’s traits, emotions, motivations with text support)</p> <p>*reading portfolio with student artifacts demonstrating application of reading strategies</p> <p>*writing a script for a drama/play/skit with basic components</p> <p>*graphic organizers (main idea/details, cause-effect, sequential, etc.)</p> <p>*writing a myth, folk tale or tall tale from their native culture</p> <p>*making a multimedia presentation to present their myth, folktale or tall tale (using music, images and their own writing)</p>	<p>Vocabulary</p> <p>*elements of drama (acts, dialogue/monologue, stage directions, characterization, set, props and types of drama)</p> <p>*elements and characteristics of oral tradition (themes, moral, heroes/heroines, storytelling techniques, types of oral tradition stories in print)</p> <p>Grammar</p> <p>*interjections</p> <p>*adverbs</p> <p>*punctuation (quotations in dialogue, commas,</p>	<p>Reading</p> <p>*elements and characteristics of oral tradition (themes, heroes/heroines, moral, storytelling techniques, types of oral tradition stories in print)</p> <p>*elements of drama (acts, dialogue/monologue, stage directions, characterization, set, props and types of drama)</p> <p>* strategies for reading folks and myths: -cause and effect -compare and contrast -making inferences -paraphrasing -self-monitoring for comprehension</p> <p>* common English idioms</p> <p>*MCAS prep (open response and long</p>

<p>in epic tales (extended simile, the quest, the hero's tasks, special weapons or clothing, helpers).</p> <p>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).</p> <p>RL17.5: Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed:</p> <ul style="list-style-type: none"> • setting (place, historical period, time of day); • plot (exposition, conflict, rising action, falling action); <p>and</p> <ul style="list-style-type: none"> • characterization (character motivations, actions, thoughts, development). <p>RL 17.6: Identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films.</p> <p>RL 18.4: Develop and present characters through the use of basic acting skills (memorization, sensory recall,</p>	<p>*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):</p> <p>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.</p>	<p>*MCAS prep (open response and long composition practice)</p>	<p>periods)</p> <p>*prepositions and prepositional phrases</p>	<p>composition practice)</p> <p>*independent reading time</p> <p>how to use/ create a rubric for self-evaluation of writing</p> <p>Writing</p> <p>*how to use/ create a rubric for self-evaluation of writing</p> <p>* writing a myth, legend, folktale or tall tale with basic elements (imaginary or from native culture)</p> <p>* using story map/graphic organizer to write myth /folktale /tall tale</p> <p>*MCAS prep (open response and long composition practice)</p> <p>Speaking/Listening</p> <p>* common English idioms</p> <p>*following complex oral directions (multi-step)</p> <p>*rephrase, explain, revise and expand information to check comprehension and to convey knowledge</p> <p>*define, compare and</p>
	<p>Speaking</p> <p>* S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10):</p> <p>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</p>			

<p>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.</p> <p>CO 19.19: Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.</p> <p>LA 1.4 : Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).</p> <p>LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production.</p> <p>LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).</p> <p>LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin</p>	<p>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.</p> <p>*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):</p> <p>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</p>			<p>classify objects using academic language</p>
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<p>roots, suffixes, and prefixes.</p> <p>LA 4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p> <p>LA.5.15: Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).</p> <p>5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).</p> <p>5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p> <p>5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</p> <p>RL.8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>RL 8.25: Interpret a character's</p>	<p>speaking (such as formal/informal) that are appropriate to audience and purpose.</p> <p>*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):</p> <p>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.</p> <p>*S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13):</p> <p>Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose,</p>			
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<p>traits, emotions, or motivation and give supporting evidence from a text.</p> <p>RL 8.28: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.</p> <p>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.</p> <p>RL11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p> <p>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.</p> <p>RL 13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).</p> <p>RL 13.20: Identify and use knowledge of common organizational structures</p>	<p>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 opinion on a literary text or film in an organized way, using supporting details and comprehend and answer questions following a presentation.</p>			
	<p>Reading</p> <p>*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</p>			

<p>(logical order, comparison and contrast, cause and effect relationships).</p> <p>RL 15.6: Identify and analyze how an author’s use of words creates tone and mood.</p> <p>CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p> <p>CO 20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p> <p>CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>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.</p> <p>CO 21.6: Revise writing to improve organization and diction after checking the logic underlying the order of ideas,</p>	<p>unfamiliar words, identify words, phrases, and sentences that determine meaning in expository paragraphs and extended texts.</p> <p>* R.3 (R.3.7; R.3.8; R.3.9; R.3.10; R.3.11; R.3.12):</p> <p>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.</p> <p>*R.4 (R.4.2; R.4.9):</p> <p>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.</p> <p>*R.5 (R.5.8; R.5.9; R.5.5; R.5.6; R.5.7):</p> <p>Students will identify and analyze</p>			
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<p>the precision of vocabulary used, and the economy of writing.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>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).</p> <p>CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p>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.</p> <p>*R.4.6 Identify culturally significant characters and events represented in traditional literature.</p>			
	<p>Writing</p> <p>*W.3 (W.3.2; W.3.3; W.3.5; W.3.7, W.3.9):</p> <p>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.</p> <p>*W.4 (W.4.5; W.4.6):</p> <p>Students will understand and apply</p>			

	<p>knowledge of Standard English grammar, spelling, and conventions to improve their writing: use knowledge of correct spelling, sentence structure and usage when editing.</p> <p>*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.</p> <p>*W.2.11 Write a story with well-developed characters, setting, dialogue, and conflict and resolution that includes sufficient descriptive detail.</p> <p>* 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.</p>			
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Grades: 7-8**Proficiency Level: Transitioning/ Levels 4-5****Month/Term: 4**

Content Standard/Framework	Benchmarks and Outcomes	Assessment/Student Products	Topics in Vocabulary/Grammar	Communicative Skills (4 language domains)
<p>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.</p> <p>LA 3.13:</p> <p>LA 5.16: Distinguish phrases from clauses.</p> <p>5.17: Recognize the makeup and function of prepositional phrases.</p> <p>LA 5.18: Identify simple, compound, and complex sentences.</p> <p>RL8.24: Interpret mood and tone, and give supporting evidence in a text.</p> <p>RL9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.</p> <p>RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).</p> <p>19.16: Write brief research reports with clear focus and supporting detail.</p>	<p>Listening</p> <p>* 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.</p> <p>* 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.</p> <p>*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</p>	<p>*Research/ cause-effect essay</p> <p>*Multimedia project (PowerPoint) to present research essay</p> <p>*reading quizzes/ “brain checks” about novel reading</p> <p>*grammar quizzes</p> <p>*Novel study journal (self-chosen vocabulary words, journal entries, literary analysis questions about characterization, elements of plot, conflict, theme,</p>	<p>Vocabulary</p> <p>*review story elements and literary techniques</p> <p>*basic research steps/vocabulary (quotations, citing, bibliography, research, source, MLA style format)</p> <p>*using thesaurus to revise writing and gather information (use synonyms, antonyms for word variety in writing)</p> <p>Grammar</p> <p>*sentence</p>	<p>Reading</p> <p>*evaluating a website</p> <p>*novel study and analysis (basic story elements, theme, and literary techniques)</p> <p>*independent reading time</p> <p>* reading strategies for novel study: review of all reading strategies</p> <p>Writing</p> <p>*research process</p> <p>*creating your own graphic organizer to gather information</p> <p>*research strategies: -proper citing/plagiarism -paraphrasing -summarizing/note-taking -researching information -organizing a bibliography -scanning and skimming for information</p>

<p>19.17: Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.</p> <p>19.18: Write formal letters to correspondents such as authors, newspapers, businesses, or government officials.</p> <p>CO 19.21: Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.</p> <p>CO 24.4: Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:</p> <ul style="list-style-type: none"> • 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. <p>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</p>	<p>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.</p> <p>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;</p>	<p>literary techniques, literary review and other assignments demonstrating understanding of the novel)</p>	<p>structure *complex and compound sentences (conjunctions, dependent and independent clauses) *colons and semi-colons, commas *fragments and run-on sentences</p>	<p>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</p>
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<p>journalism, distinguishing techniques used in each to achieve these effects.</p> <p>ME 27.4: Create media presentations and written reports on the same subject and compare the differences in effects of each medium.</p> <p>ME 27..5: Use criteria to assess the effectiveness of media presentations.</p> <p>LA 1.4 : Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).</p> <p>LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production.</p> <p>LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).</p> <p>LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>LA 4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p> <p>LA.5.15: Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).</p> <p>5.20: Identify correct mechanics</p>	<p>S.2.33; S.2.36; S.2.38; S.2.41; S.2.42; S.2.43):</p> <p>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.</p> <p>*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):</p> <p>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</p>			
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<p>(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 (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</p>	<p>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 opinion on a literary text or film in an organized way, using supporting details and comprehend and answer questions following a presentation.</p>			
<p>RL12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the</p>	<p>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</p>			

<p>central characters influence the resolution of the conflict.</p> <p>RL 13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).</p> <p>RL 13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).</p> <p>RL 15.6: Identify and analyze how an author’s use of words creates tone and mood.</p> <p>CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p> <p>CO 20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p> <p>CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>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.</p> <p>CO 21.6: Revise writing to improve organization and diction after checking</p>	<p>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.</p> <p>* R.3 (R.3.7; R.3.8; R.3.9; R.3.10; R.3.11; R.3.12):</p> <p>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.</p> <p>*R.4 (R.4.2; R.4.9):</p> <p>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.</p> <p>*R.5 (R.5.8; R.5.9; R.5.5; R.5.6; R.5.7):</p> <p>Students will identify and analyze purposes, structures, and elements of nonfiction</p>			
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<p>the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>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).</p> <p>CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p>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.</p> <p>*R.4.6 Identify culturally significant characters and events represented in traditional literature.</p>			
	<p>Writing</p> <p>*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.</p> <p>*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.</p> <p>*W.5 (W.5.2; W.5.10): Students will use, analyze, and produce a</p>			

	<p>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.</p> <p>*W.3.12: Use a variety of sentence patterns and lengths to make writing more interesting to the reader</p> <p>* 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.</p>			
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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 Education Staff.			
Content Area Connections: Consistent with ELA grade and proficiency level of the students.			
ELPBO	Topic	Materials	Assessment
<p>Dependent on proficiency Level: S.3 <i>Comprehend and communicate orally in academic settings</i></p> <p>R.1. <i>Acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</i></p> <p>R.2 <i>Reading in English</i></p> <p>R.3 <i>Reading comprehension</i></p> <p>R.4 <i>Informational and expository text</i></p> <p>W.1 – W. 4 <i>Prewriting, writing, revising, editing.</i></p>	<p>Participation in classroom discussion about academic content</p> <p>Reading in the content areas – literature and non-fiction across all genres and communication mediums.</p> <p>Use of prior knowledge to assist in making connections, determining fact patterns, inferring informed outcomes, synthesizing across disciplines and expanding through inquiry based research and dialogue.</p> <p>Mastery of reading comprehension, understanding and interpreting test questions and test-taking strategies.</p> <p>The Writing Process for audience and self as emulated in literacy rich classroom environments.</p>	<p>Student texts and assignments from ELA content classes Avenues, High Point Foundations, texts, practice, and grammar practice English at Your Command Leveled National Geographic readers The Good Readers Kit The Good Writers Kit Molinsky Series, Side by Side, Word by Word Leveled Readers Access Reading Materials Lesley Literacy Model Writer’s Workshop Model Guided Reading Model Process Writing Writing with Colors Model MCAS and MEPA practice tests</p>	<p>Initial IPT for placement. Language Assessment Team Reports submitted to determine progress in English proficiency in all domains and academic growth. Participation in Departmental testing when appropriate. Trade diagnostic tests recorded throughout the year as well as teacher formative and summative evaluations to determine English proficiency level and areas of needed support. Writing Portfolio MEPA, MCAS, MELA-O</p>

Grades: 9 – 12

Proficiency Level: Beginner/Level 1

1st Quarter

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

<p>into conceptual categories (<i>opposites, living things</i>).</p> <p>4.4: Identify base words (<i>look</i>) and their inflectional forms (<i>looks, looked, looking</i>).</p> <p>4.5: Identify the relevant meaning for a word with multiple meanings using its context (<i>saw/saw</i>).</p> <p>4.6: Identify common antonyms and synonyms.</p> <p>4.7: Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (<i>lunchtime, daydream, everyday</i>).</p> <p>4.8: Determine meanings of words by using a beginning dictionary (ELA 4.1 – 4.8)</p> <p>19.5: Write or dictate stories that have a beginning, middle, and end.</p> <p>19.7: Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order (ELA 19.5, 19.7)</p>	<p>Reading: Read and understand previously learned essential vocabulary words. (R.1.1)</p> <p>Writing: Plan ideas for writing in a way that makes sense for an identified purpose and audience. (W.1.1)</p>	<p>others</p> <p><i>Maintain and organize note book</i></p>	<p>Grammar Give information with “I am”, “This is”, “I have” Ask/answer yes or no questions Ask/answer what, who, when, where, why, how questions Singular/plural of nouns Irregular plural nouns Subject pronouns Possessive adjectives Prepositions Affirmative, negative statements To be Simple present tense Present continuous tense</p> <p>Listening/Speaking Oral practice of vocabulary and grammar listed above Greetings and introductions, forms of address</p> <p>Reading/Writing Alphabet and letter names</p>	<p>information</p>
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			<p>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 <i>Dictionary Skills</i> Read for information</p>	
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Grades: 9 – 12

Proficiency Level: Beginner/Level 1

1st Quarter Continued

Content ELA Standard/Framework	ELPBO Benchmarks and Outcomes	Assessments/ Student Products	Topics in Vocabulary Grammar	Communicative Skills (4 language domains)
<p>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)</p>	<p>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)</p>	<p>Role Play Oral reports Describing activities Finish the sentence! Using picture cues Introduction to schematic organization of vocabulary in context.</p>	<p>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.</p>	<p>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</p>

Proficiency Level: Beginner/Level 1

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

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

<p>meaning of unknown compound words (<i>lunchtime, daydream, everyday</i>).</p> <p>4.8: Determine meanings of words by using a beginning dictionary. (ELA 4.5 – 4.8)</p> <p>23.2: Arrange ideas in a way that makes sense. <i>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.</i> (ELA 23.2).</p> <p>19.5: Write or dictate stories that have a beginning, middle, and end.</p>				<p>Inquiring about location</p> <p>Whole group book study</p> <p>Ongoing reading and following instructions.</p>
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Grades: 9 – 12

Month/Term: Third Quarter

Proficiency Level: Beginner/Level 1

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

<p>3.14 Give informal and formal talks to various audiences using appropriate level formality and rhetorical devices.</p> <p>3.15 Analyze features of effective speeches and deliver a speech.</p> <p>4.26 Identify and use correctly new words acquired through the study of their different relationships to other words.</p> <p>5.22 Identify simple complex and compound sentences.</p> <p>5.23 Recognize the functions of verbal; participles, gerunds, and infinitives.</p>	<p>information. (S.3.14)</p> <p>Identify and apply strategies to enhance comprehension of texts. (R.3.6)</p> <p>Write a story that has a beginning, middle, and end. (W.2.4)</p> <p>Demonstrate comprehension of simple sentences, including statements, questions, and commands, when spoken slowly, and with repetitions as needed. (S.3.10)</p> <p>Request help, feedback, and clarification. (S.2.20)</p> <p>Identify main idea(s) or important information in a literary or an informational text. (R.3.1)</p> <p>Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (W.2.2)</p> <p>Demonstrate comprehension of words, phrases, and sentences</p>	<p>Days</p> <p>Change the Sentence!</p> <p>Interaction Dialogues</p> <p>Reading Check-Up</p> <p>Applying for a Job, A Driver's License, A Passport, etc.</p> <p>Comprehension Checklist Inventory</p> <p>Pronunciation Stories</p> <p>Writing About A Past Event: A Party You Enjoyed, An Exciting Trip</p>	<p>and Making Predictions</p> <p>Past Actions & Activities;</p> <p>Describing An Event; and</p> <p>Giving Reasons & Excuses</p>	<p>systematic behavior.</p> <p>Presentations of well organized level-appropriate topics.</p> <p>Manage question and answers to presentation.</p> <p>Read a passage with proper inflection and rhythm.</p>
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	<p>used in social interactions related to everyday topics such as <i>family, social, school</i>). (S.2.2)</p> <p>Retell events in a simple or familiar story using relevant words and phrases. (S.3.16)</p> <p>Apply word analysis to decode printed words, both known and unknown. (R.2.7)</p> <p>Write a letter, with ideas placed in an order that makes sense. (W.2.5)</p>			
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Grades 9-12

Month/Term: 4th Quarter

Proficiency Level: Beginner Level 1

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

<p>18.4 Develop and present characters through the use of basic acting skills.</p> <p>19.3 Write an account that is clear and organized about a personal event.</p> <p>19.9 Write short stories with a beginning, middle and end.</p>	<p>setting of a story that is heard. (S.3.7)</p> <p>Spell familiar words correctly when editing. (W.4.2)</p>	<p>10-Fact Quizzes</p> <p>Graphic organizers</p>	<p>General Review of vocabulary, elements of text, genres, growth of usage, negotiation of language pre and post. Examine early writing and end of year products.</p>	<p>partner, revise, and present a narrative that employs tone and rhythm to convey meaning.</p> <p>Describe reading for the summer and commit to reading two books.</p> <p>Review selected reading lists.</p>
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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 Standard/Framework	ELPBO Benchmarks and Outcomes	Assessments/ Student Products	Topics in Vocabulary Grammar	Communicative Skills (4 language domains)
<p>Using selected words, phrases, and expressions with no major repeated patterns of error, students will</p> <p>1.1 Greet and respond to greetings*</p> <p>1.2 Introduce and respond to introductions*</p> <p>1.3 Ask and answer questions*</p> <p>1.4 Make and respond to requests</p> <p>1.5 Exchange information and knowledge</p> <p>1.6 Express likes and dislikes</p> <p>1.7 Express needs and emotions (FL 1.1 – 1.7)</p> <p>4.1: Identify and sort common words into various classifications (<i>colors, shapes, textures</i>).</p> <p>4.2: Describe common objects and events in general and specific language.</p> <p>Grades 1–2 (Continue to address earlier standards as needed and as they</p>	<p>Listening: Demonstrate comprehension of words that express basic personal needs (such as <i>transportation, housing</i>); personal likes and dislikes; personal information (such as <i>age, address, family</i>); and school-related information (such as <i>teacher’s name, schedule, routines</i>). (S.1.2)</p> <p>Speaking: Express basic personal needs and information (such as <i>health, food, clothing, weather, recreation</i>) and school-related information, using spoken words and phrases. (S.1.4)</p> <p>Reading:</p>	<p>Role play Teacher Observation</p> <p>Student interviews Oral reports Family Trees Answering question dialogues Wh” answers</p> <p>Mini- autobiographies Character map/web</p> <p>Ask/answer questions seeking information.</p>	<p>Personal Information Meeting People Functional Communication Vocabulary Review of School locations and personnel Classroom objects, colors, shapes School and leisure activities, daily personal routines Family, nationalities, countries, languages Daily activity words Rooms of the house Places in town Seasons, weather, clothing, and calendar words Cardinal and ordinal numbers Coins/money</p>	<p>Asking for and reporting information Inquiring about location Giving location Greeting people Answering questions about a text orally or in writing Identify main event of a story read. Writing complete sentences. Steps of the writing process. Writing an introductory paragraph about oneself.</p>

<p>apply to more difficult text.)</p> <p>4.3: Identify and sort common words into conceptual categories (<i>opposites, living things</i>).</p> <p>4.4: Identify base words (<i>look</i>) and their inflectional forms (<i>looks, looked, looking</i>).</p> <p>4.5: Identify the relevant meaning for a word with multiple meanings using its context (<i>saw/saw</i>).</p> <p>4.6: Identify common antonyms and synonyms.</p> <p>4.7: Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (<i>lunchtime, daydream, everyday</i>).</p> <p>4.8: Determine meanings of words by using a beginning dictionary (ELA 4.1 – 4.8)</p> <p>19.5: Write or dictate stories that have a beginning, middle, and end.</p> <p>19.7: Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order (ELA 19.5, 19.7)</p>	<p>Read and understand previously learned essential vocabulary words. (R.1.1)</p> <p>Writing: Plan ideas for writing in a way that makes sense for an identified purpose and audience. (W.1.1)</p>		<p>Grammar</p> <p>Give information with “I am”, “This is”, “I have”</p> <p>Ask/answer yes or no questions</p> <p>Ask/answer what, who, when, where, why, how questions</p> <p>Singular/plural of nouns</p> <p>Irregular plural nouns</p> <p>Subject pronouns</p> <p>Possessive adjectives</p> <p>Prepositions</p> <p>Affirmative, negative statements</p> <p>To be</p> <p>Simple present tense</p> <p>Present continuous tense</p> <p>Listening/Speaking</p> <p>Oral practice of vocabulary and grammar listed above</p> <p>Greetings and introductions, forms of address</p> <p>Learn and sing songs</p> <p>Give/carry out commands</p> <p>Give personal information</p> <p>Express likes and dislikes</p>	
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			Ask/answer information questions Reading/Writing Review Alphabet and letter names Phonics: short vowels; consonant sounds that differ from students' first languages	
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Grades: 9 – 12

Month/Term: 2nd Quarter

Proficiency Level: Early Intermediate/Level 2

Content ELA Standard/Framework	ELPBO Benchmarks and Outcomes	Assessments/ Student Products	Topics in Vocabulary and 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) 1.5 Identify and practice techniques for speakers. 2.5 Summarize information in an organized way. 2.6 Recognize differences in	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	Role Play Oral reports Describing activities Finish the sentence! Using picture cues Identify objects and actions in pictures and words. Clarify meanings of words, using beginning and bilingual dictionaries. Simple reading	Listening/Speaking Oral practice of vocabulary and grammar listed above Greetings and introductions, forms of address Learn and sing songs Give/carry out commands Give personal information Express likes and	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

<p>responses to group discussions. 2.2 Understand some ideas and familiar details* 2.3 Obtain information and knowledge* 7.4 Demonstrate and understanding of various features of written English 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. 1.4 Make and respond to requests (FL 1.4)</p>	<p>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)</p>	<p>comprehension (filling in blanks, multiple choice). Write sentences and develop paragraphs using vocabulary and grammar listed above. Begin to use written language to express students' own reality. Maintain and organize notebook</p>	<p>dislikes Reading/Writing Review Alphabet and letter names Phonics: short vowels; consonant sounds that differ from students' first languages Punctuation: period, comma, question mark, exclamation mark. Expressing Ability and Obligation; Describing Future Plans & Intentions; and Making Predictions Past Actions & Activities; Describing an event.</p>	<p>cognates to guess meanings of words Simple paragraphs using learned grammar and using topic vocabulary. Writing about your current activities and the activities of friends</p>
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Grades: 9 – 12

Month/Term: 3rd Quarter

Proficiency Level: Early Intermediate/Level 2

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

<p>familiar details* (FL 2.2)</p> <p>3.4 Describe people, places, and things* (FL 3.4)</p> <p>2.2 Understand some ideas and familiar details*</p> <p>2.3 Obtain information and knowledge* (FL 2.2, 2.3)</p> <p>19.7: Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order</p> <p>19.5: Write or dictate stories that have a beginning, middle, and end.</p> <p>3.15 Analyze features of effective speeches and deliver a speech.</p> <p>4.26 Identify and use correctly new words acquired through the study of their different relationships to other words.</p> <p>5.22 Identify simple complex and compound sentences.</p> <p>5.23 Recognize the functions of verbal; participles, gerunds, and infinitives.</p>	<p>related to everyday topics such as <i>family, social, school</i>). (S.2.2)</p> <p>Speaking: List//Describe people, places, and things, using some detail. (S.2.6)</p> <p>Reading: Read and understand high-frequency and familiar words and phrases. (R.2.2)</p> <p>Writing: Write directions, instructions, or explanations with multiple sentences that provide information in logical order. (W 2.2). Write a story that has a beginning, middle, and end. (W 2.3).</p>	<p>Oral report</p> <p>True-False Reading Checkup</p> <p>Story map with basic elements of a story</p> <p>Writing A Controlled Descriptive Paragraph</p> <p>Character map</p> <p>Writing About Daily Activities or Hobbies</p> <p>Writing about a photograph or art work.</p> <p>Demonstrate comprehension of simple sentences, including statements, questions, and commands, when spoken slowly, and with repetitions as needed.</p>	<p>Describing Activities/Event</p> <p>Read world map; identify and locate countries.</p> <p>Grammar “If” clauses <i>Possessive pronouns</i> <i>Reflexive pronouns</i> <i>Adverbs</i> <i>Must /should</i> Comparative and superlative adjectives Comparative adverbs Too + adjective Past and Future: can/could/be able to Future Continuous verb tense Present Perfect verb tense <i>Compound and complex sentences</i></p>	<p>actions</p> <p>Responding correctly to questions about activities</p> <p>Identify basic story elements of a story read</p> <p>Identify the main event of a story read</p> <p>Writing about a place in your community</p> <p>Describing people, places and things with some detail.</p> <p>Writing about your family</p> <p>Writing about how the weather has impacted a current event.</p>
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Grades: 9 – 12

Month/Term: 4th Quarter

Proficiency Level: Early Intermediate/Level 2

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

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

Content Standard/Framework	Benchmarks and Outcomes	Assessment/ Student Products	Topics in Vocabulary/ Grammar	Communicative Skills (4 language domains)
<p>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 common Greek and of selections, distinguishing theme from topic.</p>	<p>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;</p>	<p>*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)</p>	<p>Vocabulary *dictionary skills *how to use thesaurus * strategies for unknown words in text (cognates, context clues, word analysis, roots/affixes, using dictionary and glossary) * elements of fiction and nonfiction (plot, setting, characters, conflict, theme, literary devices) *transitional words for narratives (sequential and time order words) Grammar *nouns and pronouns *pronoun referents *simple sentence structure (subject/predicate) *adjectives and</p>	<p>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 Writing *components of the paragraph *steps of the writing process *personal narrative and reflective</p>

<p>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.</p> <p>RL 13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).</p> <p>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.</p> <p>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.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures),</p>	<p>S.3.34; S.3.35; S.3.36; S.3.37; S.3.53):</p> <p>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.</p>	<p>*compare and contrast paragraphs about characters in story (group write)</p>	<p>comparisons *verbs</p>	<p>writing *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</p> <p>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</p>
	<p>Speaking * S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10):</p> <p>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</p>			

<p>correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>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).</p> <p>CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p>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.</p> <p>*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):</p> <p>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.</p>			
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	<p>*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):</p> <p>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.</p>			
	<p>Reading</p> <p>*R.1 (R.1.8; R.1.9; R.1.11; R.1.12):</p> <p>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</p>			

	<p>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</p>			
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	<p>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.</p>			
	<p>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</p>			

	<p>editing.</p> <p>*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.</p> <p>*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.</p> <p>*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.</p>			
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Grades: 9-12

Second Quarter

Proficiency Level: Intermediate/Levels 3-4

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

<p>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.</p> <p>LA 3.13 5.23</p> <p>RL8.24: Interpret mood and tone, and give supporting evidence in a text.</p> <p>RL8.26 Recognize organizational structures and use of arguments for and against an issue.</p> <p>RL8.27: Identify evidence used to support an argument.</p> <p>RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion).</p> <p>RL 13.21: Recognize use of arguments for and against an issue.</p> <p>RL 13.22 Identify evidence used to support an argument.</p> <p>RL 13.23: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.</p> <p>RL 14.4: Respond to and analyze the effects of sound, form, figurative language, and graphics</p>	<p>S1.23; S.1.24):</p> <p>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.</p> <p>* S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35):</p> <p>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.</p> <p>*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):</p> <p>Students will comprehend and communicate orally, using</p>	<p>*multi-paragraph essays:</p> <ul style="list-style-type: none"> - how-to-essay about common chore, task, skill, or hobby - compare and contrast essay about poetry - persuasive essay <p>*literary interpretation paragraph (i.e, exploring how author used figurative language and sound devices to expand theme in poem)</p> <p>*reading portfolio with student artifacts demonstrating application of reading strategies</p> <p>*grammar quizzes</p> <p>*graphic organizers (main idea/details, cause-effect, sequential, etc.)</p> <p>*create a rubric one of the writing assignments</p> <p>*writing a poem with basic figurative language and sound devices</p>	<p>* transition words (cause-effect, persuasive, sequential)</p> <p>*elements of poetry (figurative language, imagery, sound devices, forms of poetry)</p> <p>* elements of nonfiction (author's tone and purpose, different organization structures, types of nonfiction)</p> <p>* useful oral debate phrases</p> <p>*using thesaurus to revise writing and gather information (use synonyms, antonyms for word variety in writing)</p> <p>Grammar</p> <ul style="list-style-type: none"> * verbs (action and linking, regular and irregular past and past participle forms of common verbs) * verb tenses (past, 	<p>* elements of nonfiction (author's tone and purpose, different organization structures, types of nonfiction)</p> <p>* author's purpose in nonfiction (entertain, explain, persuade, inform)</p> <p>* elements of poetry (figurative language, sound devices, imagery, forms of poetry)</p> <p>*strategies for reading nonfiction and poetry:</p> <ul style="list-style-type: none"> - 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
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<p>in order to uncover meaning in poetry:</p> <ul style="list-style-type: none"> • sound (alliteration, onomatopoeia, internal rhyme, rhyme scheme); • figurative language (personification, metaphor, simile, hyperbole); • graphics (capital letters, line length, word position). <p>RL 15.5: Identify and analyze imagery and figurative language.</p> <p>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).</p> <p>CO 23.11: Organize ideas for writing comparison-and-contrast essays.</p> <p>LA 1.4 : Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).</p> <p>LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production.</p> <p>LA 4.20: Determine the</p>	<p>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.</p>		<p>present, future, subjunctive/conditional, past and present perfect)</p>	<p>Writing</p> <ul style="list-style-type: none"> *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 <p>Speaking/listening</p> <ul style="list-style-type: none"> *choral reading of poem *individual recitation of poem with proper intonation, rhythm, etc. *informal oral presentation about essay (persuasive or the how-to—maybe with
<p>Speaking</p> <ul style="list-style-type: none"> * S. 1 (S.1.16; S.1.17; S.1.18; S.1.20; S.1.29; S.1.10): <p>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,</p>				

<p>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</p>	<p>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,</p>			<p>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</p>
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<p>written English.</p> <p>RL.8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>RL 8.25: Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text.</p> <p>RL 8.28: Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.</p> <p>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.</p> <p>RL11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p> <p>RL 13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).</p> <p>RL 15.6: Identify and analyze how an author’s use of words creates tone and mood.</p> <p>CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective</p>	<p>and restate information to enhance understanding and rehearse ways of speaking (such as formal/informal) that are appropriate to audience and purpose.</p> <p>*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):</p> <p>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.</p> <p>* S.4 (S.4.5; S.4.7; S.4.8; S.4,</p>			
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<p>use of detail, and variety in sentence structure.</p> <p>CO 20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p> <p>CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>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.</p> <p>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.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference),</p>	<p>9; S.4.13):</p> <p>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 opinion on a literary text or film in an organized way, using supporting details and comprehend and answer questions following a presentation.</p> <p>Reading</p>			
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<p>sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>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).</p> <p>CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p>*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.</p> <p>* 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,</p>			
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	<p>using different reading rates and approaches for different purposes.</p> <p>*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.</p> <p>*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.</p>			
	<p>Writing</p> <p>*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</p>			

	<p>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.</p> <p>*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.</p> <p>*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.</p> <p>*W.2.13 Write a poem, using poetic techniques, figurative speech, and graphic elements to</p>			
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	<p>contribute to its meaning.</p> <p>*W.2.6 Write a short poem that contains simple sensory details.</p> <p>*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.</p>			
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Grades: 9-12

Third Quarter

Proficiency Level: Intermediate/Levels 3-4

Content ELA Standard/Framework	Benchmarks and Outcomes	Assessment/Student Products	Topics in Vocabulary/ Grammar	Communicative Skills (4 language domains)
<p>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.</p> <p>LA 3.13:</p> <p>LA 5.17: Recognize the makeup and function of prepositional phrases.</p>	<p>Listening</p> <p>* S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24):</p> <p>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</p>	<p>*journal entries</p> <p>* grammar quizzes</p> <p>*literary interpretation paragraph (i.e, character’s traits, emotions, motivations with text support)</p> <p>*reading portfolio with student artifacts demonstrating application of reading strategies</p>	<p>Vocabulary</p> <p>*elements of drama (acts, dialogue/monologue, stage directions, characterization, set, props and types of drama)</p> <p>*elements and characteristics of oral</p>	<p>Reading</p> <p>*elements and characteristics of oral tradition (themes, heroes/heroines, moral, storytelling techniques, types of oral tradition stories in print)</p> <p>*elements of drama (acts, dialogue/monologue, stage</p>

<p>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 are read, viewed, written, and/or performed:</p> <ul style="list-style-type: none"> • setting (place, historical period, time of day); • plot (exposition, conflict, rising action, falling action); and • characterization (character 	<p>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</p>	<p>*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)</p>	<p>tradition (themes, moral, heroes/heroines, storytelling techniques, types of oral tradition stories in print)</p> <p>Grammar *interjections *adverbs *punctuation (quotations in dialogue, commas, periods) *prepositions and prepositional phrases</p>	<p>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</p> <p>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</p>
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<p>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 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</p>	<p>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.</p>			<p>*MCAS prep (open response and long composition practice)</p> <p>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 classify objects using academic language</p>
	<p>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</p>			

<p>interpretation of a literary work, film, or dramatic production.</p> <p>LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).</p> <p>LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>LA 4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p> <p>LA.5.15: Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).</p> <p>5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).</p> <p>5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p> <p>5.22: Describe the origins and</p>	<p>and compare and contrast them with words from the student's first language.</p> <p>*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.</p> <p>*S.3 (S.3. 21; S.3.38;</p>			
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<p>meanings of common words, as well as of foreign words or phrases used frequently in written English.</p> <p>RL.8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>RL 8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.</p> <p>RL 8.28: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.</p> <p>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.</p> <p>RL11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p> <p>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.</p> <p>RL 13.19: Identify and use knowledge of common graphic</p>	<p>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):</p> <p>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.</p> <p>*S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13):</p> <p>Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the</p>			
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<p>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 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. CO 20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader. CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p>	<p>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 opinion on a literary text or film in an organized way, using supporting details and comprehend and answer questions following a presentation.</p>			
<p>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</p>	<p>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</p>			

<p>conclusion.</p> <p>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.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>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).</p> <p>CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p>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.</p> <p>* R.3 (R.3.7; R.3.8; R.3.9; R.3.10; R.3.11; R.3.12):</p> <p>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.</p> <p>*R.4 (R.4.2; R.4.9):</p> <p>Students will identify and</p>			
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	<p>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.</p> <p>*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.</p> <p>*R.4.6 Identify culturally significant characters and events represented in traditional literature.</p>			
	<p>Writing</p> <p>*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</p>			

	<p>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.</p> <p>*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.</p> <p>*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.</p>			
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	<p>*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.</p>			
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Grades: 9-12

4th Quarter

Proficiency Level: Transitioning Level 5

Content ELA Standard/Framework	Benchmarks and Outcomes	Assessment/Student 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	Listening * S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24): Students will comprehend and communicate orally, using	*Research/ cause-effect essay *Multimedia project (PowerPoint) to present research essay	Vocabulary *review story elements and literary techniques	Reading *evaluating a website *novel study and analysis (basic story elements,

<p>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</p>	<p>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</p>	<p>*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, literary techniques, literary review and other assignments demonstrating understanding of the novel)</p>	<p>*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 *fragments and run-on sentences</p>	<p>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</p>
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<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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</p>	<p>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.</p> <p>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</p>			<p>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>
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<p>presentations and written reports on the same subject and compare the differences in effects of each medium.</p> <p>ME 27..5: Use criteria to assess the effectiveness of media presentations.</p> <p>LA 1.4 : Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).</p> <p>LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production.</p> <p>LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).</p> <p>LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>LA 4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p> <p>LA.5.15: Recognize the basic</p>	<p>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.</p> <p>*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</p>			
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<p>patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).</p> <p>5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).</p> <p>5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p> <p>5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</p> <p>RL.8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>RL 8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.</p> <p>RL 8.28: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.</p> <p>RL10.4: Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short</p>	<p>(such as formal/informal) that are appropriate to audience and purpose.</p> <p>*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):</p> <p>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.</p> <p>*S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13):</p> <p>Students will present information orally and</p>			
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<p>story, dramatic literature) as forms chosen by an author to accomplish a purpose.</p> <p>RL11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p> <p>All but term 2</p> <p>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.</p> <p>RL 13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).</p> <p>RL 13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).</p> <p>RL 15.6: Identify and analyze how an author’s use of words creates tone and mood.</p> <p>CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p> <p>CO 20.4: Select and use</p>	<p>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 opinion on a literary text or film in an organized way, using supporting details and comprehend and answer questions following a presentation.</p> <p>Reading *R.1 (R.1.8; R.1.9; R.1.11; R.1.12): Students will acquire English</p>			
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<p>appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p> <p>CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>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.</p> <p>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.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English</p>	<p>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.</p> <p>* 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.</p>			
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<p>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.</p>	<p>*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.</p>			
	<p>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</p>			

	<p>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.</p> <p>*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.</p> <p>*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.</p> <p>*W.3.12: Use a variety of sentence patterns and lengths to</p>			
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	<p>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.</p>			
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***Grades 9-12
Transitioning/Level 5***

***Haverhill Public Schools
English Learner Education Program***

Grades: 9-12

Proficiency Level: Transitioning Level 5

First Quarter

Content ELA Standard/Framework	Benchmarks and Outcomes	Assessment/ Student Products	Topics in Vocabulary/ Grammar	Communicative Skills (4 language domains)
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 common Greek and of selections, distinguishing theme from topic. RL12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the	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):	*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)	Vocabulary *dictionary skills *how to use thesaurus * strategies for unknown words in text (cognates, context clues, word analysis, roots/affixes, using dictionary and glossary) * elements of fiction and nonfiction (plot, setting, characters, conflict, theme, literary devices) *transitional words for narratives (sequential and time order words) Grammar *nouns and pronouns *pronoun referents *simple sentence structure (subject/predicate)	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 Writing

<p>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), 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</p>	<p>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.</p> <p>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</p>	<p>*compare and contrast paragraphs about characters in story (group write)</p>	<p>*adjectives and comparisons *verbs</p>	<p>*components of the paragraph *steps of the writing process *personal narrative and reflective writing *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</p> <p>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</p>
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<p>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.</p>	<p>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 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</p>			<p>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</p>
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	<p>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.</p>			
	<p>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</p>			

	<p>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.</p> <p>*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.</p> <p>*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</p>			
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	<p>distinguish cause from effect and fact from opinion in texts.</p> <p>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.</p> <p>*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.</p> <p>*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.</p>			
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	<p>*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.</p> <p>*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.</p>			
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Grades: 9-12

Proficiency Level: Transitioning Level 5

Second Quarter

Content ELA Standard/Framework	Benchmarks and Outcomes	Assessment/Student Products	Topics in Vocabulary/ Grammar	Communicative Skills (4 language domains)
<p>LA 3.11: Use appropriate techniques for oral persuasion.</p> <p>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.</p> <p>LA 3.13 5.23</p> <p>RL8.24: Interpret mood and tone, and give supporting evidence in a text.</p> <p>RL8.26 Recognize organizational structures and use of arguments for and against an issue.</p>	<p>Listening</p> <p>* 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.</p> <p>* S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35): Students will comprehend and communicate</p>	<p>*journal entries</p> <p>*multi-paragraph essays: - how-to-essay about common chore, task, skill, or hobby - compare and contrast essay about poetry - persuasive essay</p> <p>*literary interpretation</p>	<p>Vocabulary</p> <p>* transition words (cause-effect, persuasive, sequential)</p> <p>*elements of poetry (figurative language, imagery, sound devices, forms of poetry)</p> <p>* elements of nonfiction</p>	<p>Reading</p> <p>* elements of nonfiction (author’s tone and purpose, different organization structures, types of nonfiction)</p> <p>* author’s purpose in nonfiction (entertain, explain, persuade, inform)</p> <p>* elements of poetry (figurative language, sound devices, imagery, forms of poetry)</p>

<p>RL8.27: Identify evidence used to support an argument.</p> <p>RL 13.18: Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, introduction, conclusion).</p> <p>RL 13.21: Recognize use of arguments for and against an issue.</p> <p>RL 13.22 Identify evidence used to support an argument.</p> <p>RL 13.23: Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.</p> <p>RL 14.4: Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry:</p> <ul style="list-style-type: none"> • sound (alliteration, onomatopoeia, internal rhyme, rhyme scheme); • figurative language (personification, metaphor, simile, hyperbole); • graphics (capital letters, line length, word position). <p>RL 15.5: Identify and analyze imagery and figurative language.</p> <p>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).</p> <p>CO 23.11: Organize ideas for writing</p>	<p>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.</p> <p>*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):</p> <p>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.</p>	<p>paragraph (i.e., exploring how author used figurative language and sound devices to expand theme in poem)</p> <p>*reading portfolio with student artifacts demonstrating application of reading strategies</p> <p>*grammar quizzes</p> <p>*graphic organizers (main idea/details, cause-effect, sequential, etc.)</p> <p>*create a rubric one of the writing assignments</p> <p>*writing a poem with basic figurative language and sound devices</p>	<p>(author’s tone and purpose, different organization structures, types of nonfiction)</p> <p>* useful oral debate phrases</p> <p>*using thesaurus to revise writing and gather information (use synonyms, antonyms for word variety in writing)</p> <p>Grammar</p> <p>* verbs (action and linking, regular and irregular past and past participle forms of common verbs)</p> <p>* verb tenses (past, present, future, subjunctive/conditional, past and present perfect)</p>	<p>*strategies for reading nonfiction and poetry:</p> <ul style="list-style-type: none"> - paraphrasing/summarizing -note-taking -cause and effect -fact and opinion -compare and contrast -draw conclusions -main idea and details -visualizing -self-monitoring for comprehension <p>*independent reading time</p> <p>*reading story from newspaper /electronic newspaper and analyzing differences</p> <p>Writing</p> <ul style="list-style-type: none"> *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
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<p>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 sentences, properly placed modifiers). 5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p>	<p>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 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</p>			<p>(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</p> <p>Speaking/listening *choral reading of poem *individual recitation of poem with proper intonation, rhythm, etc. *informal oral presentation about essay (persuasive or the how-to—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</p>
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<p>5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</p> <p>RL.8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>RL 8.25: Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text.</p> <p>RL 8.28: Distinguish between the concepts of theme in a literary work and author’s purpose in an expository text.</p> <p>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.</p> <p>RL11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p> <p>RL 13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).</p> <p>RL 15.6: Identify and analyze how an author’s use of words creates tone and mood.</p> <p>CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p>	<p>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.</p> <p>* 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</p>			<p>rubric</p> <ul style="list-style-type: none"> *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
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<p>CO 20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p> <p>CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>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.</p> <p>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.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>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,</p>	<p>opinion on a literary text or film in an organized way, using supporting details and comprehend and answer questions following a presentation.</p> <p>Reading</p> <p>*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.</p> <p>* 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.</p> <p>*R.4 (R.4.2; R.4.9): Students will identify and analyze text elements and techniques of written English</p>			
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<p>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.</p>	<p>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.</p>			
	<p>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,</p>			

	<p>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.</p>			
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Grades: 9-12

Third Quarter

Proficiency Level: Transitioning Level 5

Content ELA Standard/Framework	Benchmarks and Outcomes	Assessment/Student 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,	Listening * S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24): Students will comprehend and	*journal entries * grammar quizzes *literary interpretation	Vocabulary *elements of drama (acts,	Reading *elements and characteristics of oral

<p>vocabulary, pace, visuals) and using language for dramatic effect.</p> <p>LA 3.13:</p> <p>LA 5.17: Recognize the makeup and function of prepositional phrases.</p> <p>5.24:</p> <p>RL8.24: Interpret mood and tone, and give supporting evidence in a text.</p> <p>8.26: Recognize organizational structures and use of arguments for and against an issue.</p> <p>8.27: Identify evidence used to support an argument.</p> <p>RL9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.</p> <p>RL 16.9: Identify conventions in epic tales (extended simile, the quest, the hero's tasks, special weapons or clothing, helpers).</p> <p>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).</p> <p>RL17.5: Identify and analyze elements of setting, plot, and characterization in the plays that</p>	<p>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.</p> <p>* S.2 (S.2.22, S.2.32; S.2.34; S.3.33; S.2.35):</p> <p>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.</p> <p>*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):</p> <p>Students will comprehend and communicate orally, using spoken English to participate in academic settings by</p>	<p>paragraph (i.e, character's traits, emotions, motivations with text support)</p> <p>*reading portfolio with student artifacts demonstrating application of reading strategies</p> <p>*writing a script for a drama/play/skit with basic components</p> <p>*graphic organizers (main idea/details, cause-effect, sequential, etc.)</p> <p>*writing a myth, folk tale or tall tale from their native culture</p> <p>*making a multimedia presentation to present their myth, folktale or tall tale (using music, images and their own writing)</p> <p>*MCAS prep (open response and long composition practice)</p>	<p>dialogue/monologue, stage directions, characterization, set, props and types of drama)</p> <p>*elements and characteristics of oral tradition (themes, moral, heroes/heroines, storytelling techniques, types of oral tradition stories in print)</p> <p>Grammar</p> <p>*interjections</p> <p>*adverbs</p> <p>*punctuation (quotations in dialogue, commas, periods)</p> <p>*prepositions and prepositional phrases</p>	<p>tradition (themes, heroes/heroines, moral, storytelling techniques, types of oral tradition stories in print)</p> <p>*elements of drama (acts, dialogue/monologue, stage directions, characterization, set, props and types of drama)</p> <p>* strategies for reading folks and myths:</p> <p>-cause and effect</p> <p>-compare and contrast</p> <p>-making inferences</p> <p>-paraphrasing</p> <p>-self-monitoring for comprehension</p> <p>* common English idioms</p> <p>*MCAS prep (open response and long composition practice)</p> <p>*independent reading time</p> <p>how to use/ create a rubric for self-evaluation of writing</p> <p>Writing</p> <p>*how to use/ create a rubric for self-evaluation of writing</p> <p>* writing a myth, legend,</p>
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<p>are read, viewed, written, and/or performed:</p> <ul style="list-style-type: none"> • setting (place, historical period, time of day); • plot (exposition, conflict, rising action, falling action); and • characterization (character motivations, actions, thoughts, development). <p>RL 17.6: Identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films.</p> <p>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.</p> <p>CO 19.19: Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.</p> <p>LA 1.4 : Know and apply rules for formal discussions (classroom, parliamentary</p>	<p>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.</p>			<p>folktale or tall tale with basic elements (imaginary or from native culture)</p> <ul style="list-style-type: none"> * using story map/graphic organizer to write myth /folktale /tall tale *MCAS prep (open response and long composition practice) <p>Speaking/Listening</p> <ul style="list-style-type: none"> * 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 classify objects using academic language
<p>Speaking</p> <ul style="list-style-type: none"> * S. 1 (S.1.16; S.1.17; s.1.18; S.1.20; S.1.29; S.1.10): <p>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</p>				

<p>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</p>	<p>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</p>			
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<p>modifiers).</p> <p>5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p> <p>5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</p> <p>RL.8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>RL 8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.</p> <p>RL 8.28: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.</p> <p>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.</p> <p>RL11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p> <p>RL12.4: Locate and analyze elements of plot and characterization and then use an</p>	<p>rehearse ways of speaking (such as formal/informal) that are appropriate to audience and purpose.</p> <p>*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):</p> <p>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.</p> <p>*S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13):</p> <p>Students will present</p>			
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<p>understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.</p> <p>RL 13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).</p> <p>RL 13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).</p> <p>RL 15.6: Identify and analyze how an author’s use of words creates tone and mood.</p> <p>CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p> <p>CO 20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p> <p>CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>CO 19.22: Write and justify a</p>	<p>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 opinion on a literary text or film in an organized way, using supporting details and comprehend and answer questions following a presentation.</p> <p>Reading *R.1 (R.1.8; R.1.9; R.1.11; R.1.12):</p>			
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<p>personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.</p> <p>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.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>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).</p> <p>CO 25.4: As a group, develop and use scoring guides or rubrics</p>	<p>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.</p> <p>* R.3 (R.3.7; R.3.8; R.3.9; R.3.10; R.3.11; R.3.12):</p> <p>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</p>			
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<p>to improve organization and presentation of written and oral projects.</p>	<p>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.</p>			
	<p>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</p>			

	<p>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.</p> <p>*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.</p> <p>*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.</p>			
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	<p>*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</p> <p>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.</p>			
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Grades: 9-12

4th Quarter

Proficiency Level: Transitioning Level 5

Content ELA Standard/Framework	Benchmarks and Outcomes	Assessment/Student 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	<p>Listening * S.1 (S.1.13; S.1.15; S.1.19; S1.23; S.1.24): Students will comprehend and communicate orally, using</p>	<p>*Research/ cause-effect essay *Multimedia project (PowerPoint) to present research essay</p>	<p>Vocabulary *review story elements and literary techniques</p>	<p>Reading *evaluating a website *novel study and analysis (basic story elements,</p>

<p>delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.</p> <p>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</p>	<p>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</p>	<p>*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, literary techniques, literary review and other assignments demonstrating understanding of the novel)</p>	<p>*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)</p> <p>Grammar *sentence structure *complex and compound sentences (conjunctions, dependent and independent clauses) *colons and semi-colons, commas *fragments and run-on sentences</p>	<p>theme, and literary techniques) *independent reading time * reading strategies for novel study: review of all reading strategies</p> <p>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</p> <p>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</p>
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<p>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:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<p>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.</p>			<p>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>
	<p>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</p>			

<p>ME 27.4: Create media presentations and written reports on the same subject and compare the differences in effects of each medium.</p> <p>ME 27..5: Use criteria to assess the effectiveness of media presentations.</p> <p>LA 1.4 : Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).</p> <p>LA 2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>LA.3.10: Present an organized interpretation of a literary work, film, or dramatic production.</p> <p>LA 4.20: Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).</p> <p>LA.4.21: Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p> <p>LA 4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p>	<p>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.</p> <p>*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):</p> <p>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</p>			
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<p>LA.5.15: Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).</p> <p>5.20: Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).</p> <p>5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p> <p>5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</p> <p>RL.8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>RL 8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.</p> <p>RL 8.28: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.</p> <p>RL10.4: Identify and analyze the characteristics of various genres</p>	<p>enhance understanding and rehearse ways of speaking (such as formal/informal) that are appropriate to audience and purpose.</p> <p>*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):</p> <p>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.</p> <p>*S.4 (S.4.5; S.4.7; S.4.8; S,4, 9; S.4.13):</p>			
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<p>(poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.</p> <p>RL11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p> <p>All but term 2</p> <p>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.</p> <p>RL 13.19: Identify and use knowledge of common graphic features (charts, maps, diagrams).</p> <p>RL 13.20: Identify and use knowledge of common organizational structures (logical order, comparison and contrast, cause and effect relationships).</p> <p>RL 15.6: Identify and analyze how an author’s use of words creates tone and mood.</p> <p>CO 19.23: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in</p>	<p>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 opinion on a literary text or film in an organized way, using supporting details and comprehend and answer questions following a presentation.</p>			
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<p>sentence structure.</p> <p>CO 20.4: Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p> <p>CO 23.10: Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p> <p>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.</p> <p>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.</p> <p>CO 21.7: Improve word choice by using a variety of references.</p> <p>CO 22.8: Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete</p>	<p>Reading</p> <p>*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.</p> <p>* 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</p>			
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<p>sentences, properly placed modifiers), and standard English spelling when writing and editing.</p> <p>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).</p> <p>CO 25.4: As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	<p>demonstrate fluency as a reader, using different reading rates and approaches for different purposes.</p> <p>*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.</p> <p>*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.</p> <p>*R.4.6 Identify culturally significant characters and events represented in traditional literature.</p>			
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	<p>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.</p> <p>*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.</p> <p>*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</p>			
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	<p>and use appropriate applications for a variety of classroom projects, and use technology resources for problem solving.</p> <p>*W.3.12: Use a variety of sentence patterns and lengths to make writing more interesting to the reader</p> <p>* 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.</p>			
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