Somerville High School

ELL Department Curriculum Document

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Introduction

The English Language Learner (ELL) Program at Somerville High School builds upon the linguistic, cultural, and world knowledge that students possess, and we value the diversity that our students bring to our school. As educators of culturally and linguistically diverse students, our goal is to ensure that our students learn English in order to fully participate in the school community and the community at large. English as Second Language (ESL) or English Language Development (ELD) includes teaching and learning in the four domains of language (Listening, Speaking, Reading, and Writing), developing English vocabulary and grammar, reading works of literature and academic texts in all genres, developing research, critical thinking, and problem solving skills, writing for a variety of audiences and purposes, and focusing on academic language and literacy so that students will be successful in all content area courses. The Somerville High School ELL Department offers programming for students at all levels of English language development (WIDA, 2012), including special programming for students with interrupted or limited formal education (SIFE/SLIFE) and courses designed to support students who are transitioning out of the English Learner Program to English Language Arts classes taught by the English Department.

The Somerville High School ELL Department Curriculum is aligned to the *Massachusetts Curriculum Framework for ELA and Literacy* (2011)as well as the WIDA English Language Development Standards (2012). This document includes a detailed curriculum map for each of the four levels of ESL (A1, A2, B, and C) offered at Somerville High School. The four levels of ESL correspond to WIDA levels 1, 2, 3, and 4. Students at WIDA Level 5 transition to English Language Arts classes with Academic Literacy for support. The curricula for ESL A1, A2, B, and C are aligned so that students in each level study the same genres of reading and writing in a given quarter (see Curriculum Overview, next page). The genres align to the Massachusetts Curriculum Framework for ELA and Literacy (2011) and are also reflected in WIDA’s Can Do Descriptors, Key Uses Edition (WIDA, 2016).

Curriculum Overview

Focus Genres for Reading and Writing by Quarter with Content Connections and Focus Language Goals

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **ESL A1** | **ESL A2** | **ESL B** | **ESL C** |
| **Quarter 1**  Focus Language Goal:  **Recount** by sequencing and describing events to produce a clear and coherent personal or fictionalized narrative. | **Reading:** Narrative/Recount  **Writing:** Narrative/Recount | **Reading:** Narrative/Recount  **Writing:** Narrative/Recount | **Reading:** Narrative/Recount  **Writing:** Narrative/Recount | **Reading:** Narrative/Recount  **Writing:** Narrative/Recount |
| **Quarter 2**  Focus Language Goal:  **Argue** by stating and justifying an opinion/claim about a character or theme in a narrative. | **Reading:** Narrative/Recount  **Writing:** Literary Analysis/Literature Argument | **Reading:** Narrative/Recount  **Writing:** Literary Analysis/Literature Argument | **Reading:** Narrative/Recount  **Writing:** Literary Analysis/Literature Argument | **Reading:** Narrative/Recount  **Writing:** Literary Analysis/Literature Argument |
| **Quarter 3**  Focus Language Goal:  **Argue** by stating and justifying an opinion/claim about a substantive topic. | **Reading:** Argument  **Writing:** Argument | **Reading:** Argument  **Writing:** Argument | **Reading:** Argument  **Writing:** Argument | **Reading:** Argument  **Writing:** Argument |
| **Quarter 4**  Focus Language Goal:  **Argue** by stating and justifying an opinion/claim about a substantive topic. | **Reading:** Informational/  Explanatory  **Writing:** Argument | **Reading:** Informational/  Explanatory  **Writing:** Argument | **Reading:** Informational/  Explanatory  **Writing:** Argument | **Reading:** Informational/  Explanatory  **Writing:** Argument |

|  |  |
| --- | --- |
|  | Language of Language Arts |
|  | Language of History/Science/Math |

Major Language Goals for ESL Courses at Somerville High School

|  |  |
| --- | --- |
| **Upon completing ESL A1, students will be able to:**   * Demonstrate comprehension of basic classroom routines and instructions. * Follow verbal directions using basic action verbs. * Ask and answer simple questions. * Orally present information about personal and course topics. * Decode words with regular phonics/spelling patterns. * Recognize high frequency sight words encountered in course texts. * Read simple texts to identify literary elements or main ideas and supporting details. * Write complete present tense sentences with emerging complexity about course topics. * Write a short narrative, expository, or argument paragraph with supports. | **Upon completing ESL A2, students will be able to:**   * Participate in basic interpersonal and classroom conversations. * Demonstrate comprehension by following classroom routines and instructions. * Ask for clarification. * Ask and answer simple questions about a variety of social and academic topics. * Process a recount by sequencing events in time order (listening/reading). * Use a variety of strategies to comprehend instructional level texts. * Read instructional level texts to identify literary elements, argument elements, or main ideas and supporting details. * Orally present information about personal and academic topics. * Retell events in time order (speaking/writing). * Write a short narrative, expository, or argument paragraph. * Write a three-paragraph argument essay with supports. |
| **Upon completing ESL B, students will be able to:**   * Follow oral directions for content-related tasks and assignments given orally. * Participate in classroom discussions about personal and academic topics with supports. * Orally present information about academic topics using a formal register. * Paraphrase and summarize instructional level narrative, expository, and argument texts. * Read instructional level texts to identify literary elements, argument elements, or main ideas and supporting details. * Ask and answer simple and complex questions about a variety of social and academic topics. * Recount information by sequencing events orally and in writing. * Express and defend an opinion orally and in writing. * Write well-developed paragraphs on a variety of personal and academic topics. * Write a multi-paragraph argument essay, incorporating information from a text read in class. | **Upon completing ESL C, students will be able to:**   * Follow oral directions for content-related tasks and assignments given orally. * Participate in classroom discussions about personal and academic topics with a formal register. * Orally present academic information drawn from a variety of sources using a formal register. * Recount information for a variety of academic purposes orally and in writing. * Paraphrase and summarize grade level academic texts from a variety of genres. * Read grade level academic texts to identify literary elements, argument elements, or main ideas and supporting details. * Express and defend an opinion orally and in writing using information drawn from a variety of sources. * Write multi-paragraph argument and literary analysis essays, incorporating information from a text read in class. |

Sequence of Grammar Instruction for ESL Courses at Somerville High School

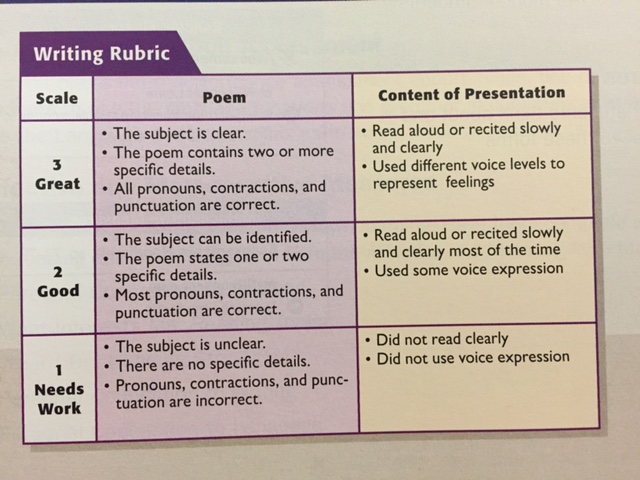
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| **ESL A1 - Grammar Topics:**   * To be and to have * Intro to Simple present vs. Present progressive * Imperatives and commands * Plural nouns * “There is/there are” * Wh- words * Subject pronouns * Questions (yes/no) * Intro to prepositions of location and time * Adverbs of time (first, second, next, then) * Intro to Parts of speech (nouns, verbs, adjectives) * Intro to comparative and superlative | **ESL A2 - Grammar Topics:**   * Simple present (regular and irregular) * Simple present vs. present progressive * Intro to Simple past (regular and irregular) * Intro to Simple future * Intro to Modals * Irregular plural nouns * Object pronouns * Possessive adjectives * Questions (Wh- questions, positive and negative) * Parts of speech (nouns, verbs, adjectives) * Prepositions of location and time * Intro to sentence structure (SVO) * Comparative and superlative * Articles |
| **ESL B - Grammar Topics:**   * Simple past and past progressive (regular and irregular, questions) * Simple past and past progressive (negative, questions) * Intro to present perfect * Intro to Gerunds and Infinitives * Simple future * Modals * Intro to 1st and 2nd Conditionals * Sentence structure (SVO) * Fragments vs. Complete sentences * Complex sentences (sentence combining) * Run-on sentences * Comparative and superlative * Count nouns vs. noun count nouns | **ESL C - Grammar Topics:**   * Phrases vs. Clauses (dependent vs. independent) * Compound vs. complex sentences * Correcting run-ons and comma splices * Overview of tense and aspect system * Perfect and past perfect aspects * Passive vs. Active Voice * Modals * 3rd Conditionals * Adjective clauses * Adverb clauses |

**ESL A1, Unit 1: “All About Me”**

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| --- | --- |
| **QUARTER 1 Essential Question: Genre Strategy**  Who am I? Narrative Visualization, Recount | |
| **WIDA and Common Core Connections**  **WIDA English Language Proficiency Standard 1:**English language learners communicate for **Social** and **Instructional** purposes within the school setting.  **WIDA English Language Proficiency Standard 2***:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.  **MA Common Core Reading, grades 9-10, Standard 2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  **MA Common Core Writing grades 9-10, Standard 3**: Write narratives to develop real or imagined experiences or event using effective technique, well-chosen details, and well-structured event sequences. | |
| **Unit Language Objectives**  *Consider the language targets for this unit. What types of language will students be able to understand and produce at the word level, sentence level, and discourse level?*   * SWBAT match words and phrases to visual supports, e.g. illustrations and graphic organizers. * SWBAT answer YES/NO questions by speaking with words or phrases to clarify. * SWBAT recognize where sentences start and end. * SWBAT use capital letters to start and punctuation to end sentences. * SWBAT use time-ordered words-- first, then, next, last-- in context. * SWBAT use present tense verb To Be with subject pronouns. * SWBAT write and speak in complete sentences. * SWBAT ask and answer Yes/No questions with verb To Do. | **Unit Content Objectives**  *What will students know and be able to do as a result of this unit?*   * SWBAT retell the order of events or plot of a narrative. * SWBAT recognize and cite evidence from the text. * SWBAT determine the central theme or main idea of a narrative. * SWBAT visualize mental images from words and phrases in a text.   . |
| **Resources**  **(Culturally-appropriate)**   * The Edge Fundamentals, Unit 1 * High Point, Lakeside School & Unit 1 School Days * Oxford Picture Dictionary for Content Areas, 2nd Edition- Vocabulary School, Family * Families, non fiction, about families from different cultures * Hill of Fire (Mexico) * Picture Stories: Language & Literacy for Beginners * Very Easy True Stories : A Picture-Based First Reader | **Technology Components to Support**  **Blending Learning/Distance Learning**   * Google Classroom Platform * Basic Computer Skills-- Login and Passwords, Mouse Skills, Opening, Saving, and Closing documents MS Word * ESL Games Plus related to Unit Grammar Points * Quizlet for Unit Vocabulary Review and Quizzes |
| **Description of Teaching and Learning Activities**  **English Language Development**:   * Listening: audio stories, read alouds, listen for information related to school, school locations, schedule and personal information about family and culture * Speaking: using greetings, group work and partner dialogues, asking for and giving information about school and yourself * Reading: previewing text; asking questions with Do; visualizing, retelling or recounting sequence of narratives * Writing: writing greetings, complete sentences with verb To Be, writing dialogues, using time ordered words (first, next, then, last)   **Grammar Points:** simple present verbs To Be and action verbs; questions with Do; subject pronouns, complete sentences with punctuation (period, exclamation point, question mark).  **Vocabulary:** WH- words, word categories (greetings, family, school), concept clusters, synonyms and antonyms  **Content Connections:**  Geography- Reading Maps, ELA | |
| **Assessments**  **Formative Assessments:**  Vocabulary quizzes, individual and partner poster presentations, reading journals with Q1 independent reading skills (preview text, clarify vocabulary, visualize and draw pictures)  **Summative Assessments:** Survival dialogues, weekly schedule, friendly letter or postcard, hobby interview. | **Opportunities for Differentiation for Special Populations**   * Interrupted Schooling: Use concrete examples including realia and pictures or images to anchor understanding of vocabulary words and concepts. * Literate in L1: Build background knowledge and use same language partners to link words, skills, and concepts to past learning. |
| **Major Unit Assessment I (Curriculum-Based Projects)**  Descriptive Poem about Yourself or Someone You Know with illustration or photo. *Attach Rubrics, MPIs* | |
| **Major Unit Assessment II (Common Writing Assessment )**  Quarter 1 department wide final assessment is a narrative recount with scaffolds using days of the week. *Attach Rubrics, MPIs* | |

**ESL A1 Unit 1 Rubric for Major Unit Assessment: Descriptive Poem**

The Edge Fundamentals, Teacher’s Edition, p. T79



**STRAND OF MPIs, ESL A1 UNIT 1- READING**

**GRADES: 9-12**

**ELD STANDARD: The Language of Language Arts EXAMPLE TOPIC: Visualization for Reading Comprehension, Genre: Narrative Fiction/ Nonfiction**

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**CONNECTION:** [MA Common Core Standards ELA-Literacy.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students read several narratives that examine the question: Who am I? Through a visualization strategy, students create drawings and form mental images of events in the narrative and use these to retell the events in order.

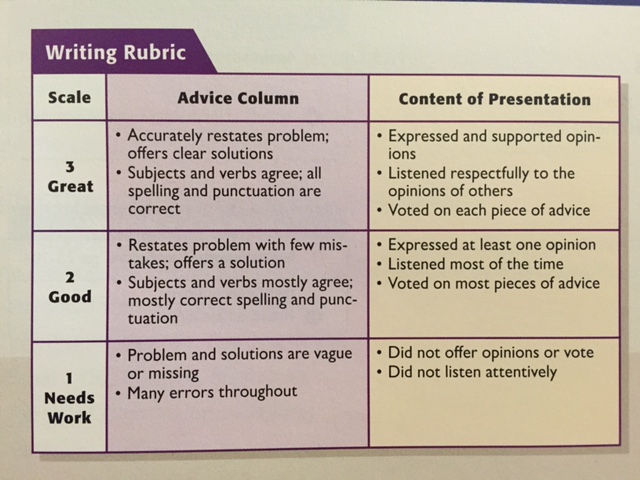
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| **COGNITIVE FUNCTION:** Students at all levels of English proficiency apply reading comprehension strategies to understand narratives. | | | | | | |
| **DOMAIN: Reading** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Identify order events of by matching pictures to time ordered words with L1 peer supports. | Match pictures to written phrases or sentences in the order of events with L1 peer supports. | Retell order of events in sentences matched to visual images. | Retell order of events in an illustrated paragraph using time ordered words. | Summarize the order of events in paragraph form with time ordered words. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of language proficiency interact with grade level words and expressions, such as*text, narrative, visualize, describe, draw, copy, read, story, poem, interview, first, next, then, last.* | | | | | | |

**ESL A1, Unit 2: “Widsom of the Ages”**

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| **QUARTER 2 Essential Question: Genre Strategy**  What makes us wise? Literary Analysis Ask & Answer WH Questions | |
| **WIDA and Common Core Connections**  **WIDA English Language Proficiency Standard 1:**English language learners communicate for **Social** and **Instructional** purposes within the school setting. **English Language Proficiency Standard 2***:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.  **MA Common Core Reading Standards Grades 9-10:**  **Standard 1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Standard 3:** Analyze how complex characters, e.g. those with conflicting motivations, develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  **MA Common Core Writing, grades 9-10, Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task.**MA Common Core Writing, grades 9-10, Standard 5:** Develop and strengthen writing as needed by planning, revising, or trying a new approach, focusing on addressing what is most significant for the specific purpose or audience. | |
| **Unit Language Objectives**  *Consider the language targets for this unit. What types of language will students be able to understand and produce at the word level, sentence level, and discourse level?*   * SWBAT ask questions using the words who, what, when, where, why. * SWBAT answer YES/NO and WH questions by speaking with words, phrases, or sentences to clarify. * SWBAT use simple present action verbs and present progressive verbs with object pronouns. * SWBAT describe characters using adjectives in simple sentences. * SWBAT summarize the plot by ordering events using words, phrases, and/or sentences with visual supports, e.g. graphic organizers. * SWBAT brainstorm ideas, words and phrases using graphic organizers to launch writing process. * SWBAT implement the writing process of drafting and revising with collaborative peer or small group editing. * SWBAT give positive feedback to peers during writing process. * SWBAT request clarification and make suggestions to peers during the writing process. * SWBAT publish final writing work in Google Docs or Google Slides. | **Unit Content Objectives**  *What will students know and be able to do as a result of this unit?*   * SWBAT retell and analyze plot in a narrative. * SWBAT identify character traits and analyze characters. * SWBAT recognize and cite evidence from the text. * SWBAT determine the central theme of a narrative. * SWBAT recognize genres including narrative fiction, poetry, and narrative nonfiction. |
| **Resources**  **(Culturally-appropriate)**   * The Edge ‘Fundamentals” Unit 2 * High Point Unit 2 Set the Table & Unit 4 Numbers Count * Picture Stories: Language & Literacy for Beginners * Oxford Picture Dictionary for Content Areas, 2nd Edition- Vocabulary School * A Year Without Rain (China) * Juan Bobo, folk tales from Puerto Rico * The Snow Child, folk tale from Russia | **Technology Components to Support**  **Blending Learning/Distance Learning**   * Google Classroom Platform * Basic Computer Skills-- Login and Passwords, Mouse Skills, Opening, Saving, and Closing documents MS Word * ESL Games Plus related to Unit Grammar Points * Quizlet for Unit Vocabulary Review and Quizzes |
| **Description of Teaching and Learning Activities**  **English Language Development:**   * Listening: audio stories, read alouds, listen for information related to food, numbers, literary elements * Speaking: presentations of recipes, ask and answer WH questions, peer bingo- #s in our life; tell and retell stories * Reading: reading for literary elements, reading for details to describe character, setting or plot; read and follow recipe * Writing: labeling foods, writing recipes, literary character analysis, writing WH questions and summaries in reading journals   **Grammar Points**: simple present action verbs; object pronouns, helping verbs (present progressive), proper nouns, adverbs of time (first, second, third, etc.), adjectives (shapes, colors, sizes), yes/no questions with verb Do  **Vocabulary:** word categories (food, shapes, sizes, ordinal and cardinal numbers), literary elements (character, character traits, setting, plot), compound words, suffixes –ly, -able  **Content Connections:** Science, Math, ELA | |
| **Assessments**  **Formative Assessments:** Vocabulary quizzes, individual and partner poster presentations, reading journals with literary elements (character, setting, plot).  **Summative Assessments:** Recipe project using measurements, Summary retells using literary elements and plot (beginning, middle, and end). | **Opportunities for Differentiation for Special Populations**   * Interrupted schooling: Break down skill acquisition into smaller steps. Help students identify where a sentence ends by recognizing periods. Highlight and count sentences in a paragraph. * Literate in L1: Focus on fluency, listening for pauses and identifying where periods or commas naturally are placed. Compare English sentence structure to L1 sentence structure. |
| **Major Unit Assessment I (Curriculum-Based Projects)**  Write and Illustrate an Advice Column: For this project, students think about a problem and use their experiences to give someone advice.  *Attach Rubrics, MPIs* | |
| **Major Unit Assessment II (Common Writing Assessment )**  Quarter 2 department wide final assessment is a literary analysis (writing about elements of a story) with scaffolds.  *Attach Rubrics, MPIs* | |

**ESL A1 Unit 2 Rubric for Major Unit Assessment: Advice Column**

The Edge Fundamentals, Teacher’s Edition, p. T157



**STRAND OF MPIs, ESL A1 UNIT 2- READING**

**GRADES: 9-12**

**ELD STANDARD: The Language of Language Arts EXAMPLE TOPIC: Ask & Answer WH Questions for Reading Comprehension, Genre: Literary Analysis**

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**CONNECTION: MA Common Core Reading Standard 3, Grades 9-10**  Analyze how complex characters, e.g. those with conflicting motivations, develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

* **EXAMPLE CONTEXT FOR LANGUAGE USE:** Students read folk tales and narratives that examine the question: What makes us wise? By asking and answering WH questions, students retell the plot, identify setting and characters, and analyze character traits.

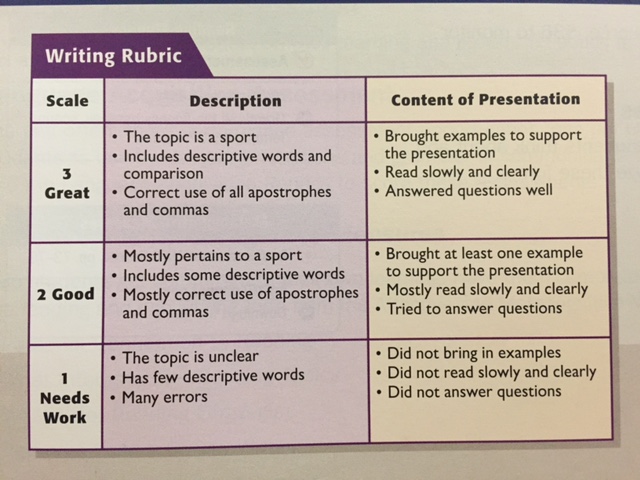
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| --- | --- | --- | --- | --- | --- | --- |
| **COGNITIVE FUNCTION:** Students at all levels of English proficiency apply this reading comprehension strategy to understand narratives. | | | | | | |
| **DOMAIN: Reading** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Identify characters, traits, setting, and plot by matching pictures to with L1 peer supports and sentence frames. | Match pictures to written phrases or sentences stems to describe characters, traits, setting, and plot with L1 peer supports. | Describe characters, traits, setting, and plot by retell details and events in sentences matched to visual images. | Describe characters, traits, setting, and plot by retelling details and events in an illustrated paragraph using time ordered words. | Describe characters, traits, setting, and plot in paragraph form with time ordered words. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of language proficiency interact with grade level words and expressions, such as*text, folk tale, narrative, ask, answer, who, what, when, where, why, character, trait, setting, and plot.* | | | | | | |

**ESL A1, Unit 3: “Global Village”**

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| --- | --- |
| **QUARTER 3 Essential Question: Genre Strategy**  What us the same? What makes us different? Argument/Informational Find Main Idea, Details | |
| **WIDA and Common Core Connections**  **WIDA English Language Proficiency Standard 1:**English language learners communicate for **Social** and **Instructional** purposes within the school setting. **English Language Proficiency Standard 2***:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.  **MA Common Core Writing Standard 1, grades 9-10** ([CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/)) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **MA Common Core Writing, grades 9-10, Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task.**MA Common Core Writing, grades 9-10, Standard 5:** Develop and strengthen writing as needed by planning, revising, or trying a new approach, focusing on addressing what is most significant for the specific purpose or audience.  **MA Common Core Reading Standards Grades 9-10:** [CCSS.ELA-Literacy.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [CCSS.ELA-Literacy.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | |
| **Unit Language Objectives**  *Consider the language targets for this unit. What types of language will students be able to understand and produce at the word level, sentence level, and discourse level?*   * SWBAT make comparisons using a Venn Diagram or other graphic organizer supports. * SWBAT use comparative and possessive adjectives. * SWBAT summarize the main idea and key details in a text by using words, phrases, and/or sentences with visual supports such as graphic organizers. * SWBAT brainstorm ideas, words and phrases using graphic organizers to launch writing process. * SWBAT implement the writing process of drafting and revising with collaborative peer or small group editing. * SWBAT give positive feedback to peers during writing process. * SWBAT request clarification and make suggestions to peers during the writing process. * SWBAT publish final writing work in Google Docs or Google Slides. | **Unit Content Objectives**  *What will students know and be able to do as a result of this unit?*   * SWBAT identify informational text features and details. * SWBAT recognize and cite evidence from the text. * SWBAT determine the central theme or main idea of a narrative. * SWBAT produce a paragraph with a topic sentence and three details. |
| **Resources**  **(Culturally-appropriate)**   * The Edge ‘Fundamentals” Unit 3 * High Point Unit 3 On the Job, Unit 5 City Sites, & Unit 6 Welcome Home * Oxford Picture Dictionary for Content Areas, 2nd Edition- Vocabulary School * Picture Stories: Language & Literacy for Beginners * More than a Meal * What is it? * Blue Moon Valley * Places in My Community | **Technology Components to Support**   * Google Classroom Platform * Basic Computer Skills-- Login and Passwords, Mouse Skills, Opening, Saving, and Closing documents MS Word * ESL Games Plus related to Unit Grammar Points * Quizlet for Unit Vocabulary Review and Quizzes |
| **Description of Teaching and Learning Activities**  **English Language Development:**   * Listening: audio stories, read alouds, listening for information related to jobs, communities, comparisons * Speaking: asking for and giving information about jobs and yourself, likes and dislikes, hobbies and activities * Reading: using nonfiction, informational text features; finding main idea and details; reading graphs and charts * Writing: describing people and places, labeling job, city/country, weather, clothing related words; writing paragraphs with argument and reasons for a claim.   **Grammar Points:** Simple present verb To Have; prepositions of location, there is/there are, intro to simple past (-ed), comparative adjectives, possessive adjectives and nouns  **Vocabulary:** Word categories (family, city/country, jobs, activities/hobbies), prepositions of location, suffixes –er, -y; prefixes re-, un-; compound words  **Content Connections:** Science, Social Studies, ELA | |
| **Assessments**  **Formative Assessments:**  Vocabulary quizzes, Dream House poster presentations, reading journals with non fiction text features  **Summative Assessments:**  Photo essay main idea and details; Comparison and contrast Paragraph with Venn Diagram Graphic Organizer | **Opportunities for Differentiation for Special Populations**   * Interrupted Schooling: Use examples to anchor understanding. For example, use index cards to put together and pull apart word parts, base words, prefixes and suffixes. * Literate in L1: Link understanding of structure of English words to examining structure of words parts in their L1. |
| **Major Unit Assessment I (Curric**ulum-Based Projects)  Description of a sport, game or activity that the student likes and/or is popular in their country. Include nonfiction text features including a photo with a caption and a map.  *Attach Rubrics, MPIs* | |
| **Major Unit Assessment II (Common Writing Assessment )**   * **Q3 department wide assessment:** Argument Writing- Do you prefer to live in the city or country? With scaffolds translated questions and sentence frames for use of “because.”   *Attach Rubrics, MPIs* | |

**ESL A1 Unit 3 Rubric for Major Unit Assessment: Sports Description**

The Edge Fundamentals, Teacher’s Edition, p. T239.



**Strand of MPIs for ESL A1 Unit 3 & 4**

**GRADE: 9-12**

**ELD STANDARD:** The Language of Language Arts **EXAMPLE TOPIC:** Comprehension Strategies – Identifying Main Idea & Details

**GENRE:** Informational

**CONNECTION:** MA Common Core Reading Standards for Informational Texts, Grades 9-10: Standard 2 – Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students read informational essays and narratives around the themes “Global Village” in Unit 3 and “Survival” in Unit 4.

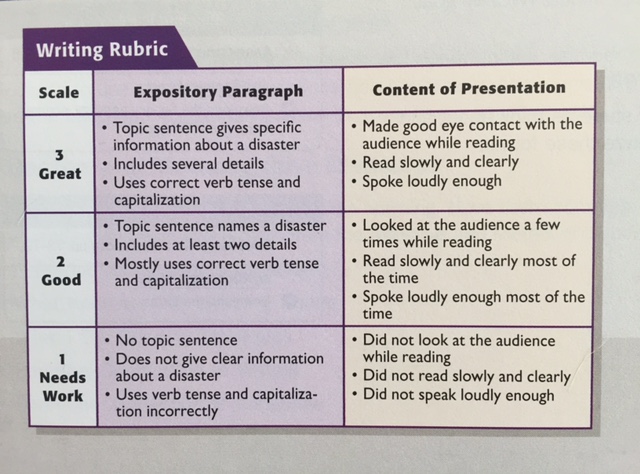
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| --- | --- | --- | --- | --- | --- | --- |
| **COGNITIVE FUNCTION:** Students at all levels of English proficiency apply reading comprehension strategies to understanding informational essays. | | | | | | |
| **DOMAIN:** Reading | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Match the main ideas with their supporting details using sensory (read aloud, visuals) and interactive (peer) support. | Identify details that support the main idea in one of the essays using sensory (read aloud, visuals) and interactive (peer) support. | Identify the main idea and supporting details of one of the essays using sensory (read aloud, visuals) and interactive (peer) support. | Restate the main idea and supporting details of one of the essays using a graphic organizer (main idea & detail diagram) and sentence frames. | Summarize the main idea and supporting details of one of the essays. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of language proficiency interact with grade level words and expressions, such as*topic,**main idea, details, paragraph, support, evidence, same, and different.* | | | | | | |

**ESL A1, Unit 4: “Survival”**

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| **QUARTER 4 Essential Question: Genre Strategies**  What does it take to survive? Argument/Informational Make Predictions, Summarize | |
| **WIDA and Common Core Connections**  **WIDA English Language Proficiency Standard 1:**English language learners communicate for **Social** and **Instructional** purposes within the school setting. **English Language Proficiency Standard 2***:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.  **MA Common Core Writing Standard 1 Grades 9-10** ([CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/)) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **MA Common Core Writing, grades 9-10, Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task.**MA Common Core Writing, grades 9-10, Standard 5:** Develop and strengthen writing as needed by planning, revising, or trying a new approach, focusing on addressing what is most significant for the specific purpose or audience.  **MA Common Core Reading Standards 1-3 & 7 Grades 9-10:** [CCSS.ELA-Literacy.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **MA Common Core, Grades 9-10, Standard 7**Analyze various accounts of a subject told in different mediums, e.g. a person’s life story in both print and multimedia, determining which details are emphasized in each account. | |
| **Unit Language Objectives**  *Consider the language targets for this unit. What types of language will students be able to understand and produce at the word level, sentence level, and discourse level?*   * SWBAT make predictions. * SWBAT summarize the main idea and key details in a text by using words, phrases, and/or sentences with visual supports, e.g. graphic organizers. * SWBAT use past tense verbs with –ed endings as well as was/were and has/had. * SWBAT brainstorm ideas, words and phrases using graphic organizers to launch writing process. * SWBAT implement the writing process of drafting and revising with collaborative peer or small group editing. * SWBAT give positive feedback to peers during writing process. * SWBAT request clarification and make suggestions to peers during the writing process. * SWBAT publish final writing work in Google Docs or Google Slides. | **Unit Content Objectives**  *What will students know and be able to do as a result of this unit?*   * SWBAT identify informational text features and details. * SWBAT recognize and cite evidence from the text. * SWBAT determine the central theme or main idea of a narrative. * SWBAT contrast details in texts and media. * SWBAT produce a paragraph with a topic sentence and three details. |
| **Resources**   * The Edge ‘Fundamentals” Unit 4 * High Point Unit 7 Pack Your Bags & Unit 4 Numbers Count/Survey * Oxford Picture Dictionary for Content Areas, 2nd Edition- Vocabulary School * Picture Stories: Language & Literacy for Beginners * Explore! Nonfiction * Flying Home, * Rio (movie) * Crops * Lucky Number * “A Big Tip” Unit 14, Very Easy True Stories | **Technology Components to Support**  **Blending Learning/Distance Learning**   * Google Classroom Platform * Basic Computer Skills-- Login and Passwords, Mouse Skills, Opening, Saving, and Closing documents MS Word, Power Point * ESL Games Plus related to Unit Grammar Points * Quizlet for Unit Vocabulary Review and Quizzes |
| **Description of Teaching and Learning Activities**  **English Language Development:**   * Listening: audio stories, read alouds, listening for information related to environment, surveys and data, community gardens and agriculture, school services and resources * Speaking: asking for and giving information and data about survey topics of interest; interviewing people in the high school; connecting your life to readings, presenting to the class * Reading: using nonfiction, informational text features; finding main idea and details; reading maps, graphs and charts * Writing: describing experiences in simple past tense, labeling environmental words; writing paragraphs with argument and reasons for a claim, connecting writing to your life, editing and proofreading   **Grammar Points:** Intro to irregular past tense Was/Were, Has/Had; simple past tense action verbs (-ed), adverbs of time  **Vocabulary:** Travel, environment, surveys and data, multiple meaning words, adverbs of time  **Content Connections:** Math, Geography, Science, ELA | |
| **Assessments**  **Formative Assessments:**  Vocabulary quizzes, poster presentations, reading journal non-fiction text features, main ideas and details  **Summative Assessments:** Brochure presentation with argument paragraph, survey paragraph summary and presentation, welcome booklet for newcomers. | **Opportunities for Differentiation for Special Populations**   * Interrupted Schooling: Use visual examples. For dictionary work and alphabetical order, give students a copy of the alphabet to refer to as they look up words. * Literate in L1: Instruct students to look for words they know or use cognates to understand dictionary entries, as well as synonyms or illustrations when available. Make different types of dictionaries available, including bilingual, student, and picture dictionaries, so students can choose which are most helpful or cross reference words in various ones. |
| **Major Unit Assessment I (Curriculum-Based Projects)**  Expository Paragraph about a disaster in nature using a topics sentence and supporting facts, examples, and details. Include a photo or illustration with a caption.  *Attach Rubrics, MPIs* | |
| **Major Unit Assessment II (Common Writing Assessment )**  **Q4 department wide final assessment:**  Reading informational text, writing component.  *Attach Rubrics, MPIs* | |

**ESL A1 Unit 4 Rubric for Major Unit Assessment: Expository Paragraph**

The Edge Fundamentals, Teacher’s Edition, p. T323.



**Strand of MPIs for ESL A1 Unit 3 & 4**

**GRADE: 9-12**

**ELD STANDARD:** The Language of Language Arts **EXAMPLE TOPIC:** Comprehension Strategies – Identifying Main Idea & Details

**GENRE:** Informational

**CONNECTION:** MA Common Core Reading Standards for Informational Texts, Grades 9-10: Standard 2 – Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students read informational essays and narratives around the themes “Global Village” in Unit 3 and “Survival” in Unit 4.

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| **COGNITIVE FUNCTION:** Students at all levels of English proficiency apply reading comprehension strategies to understanding informational essays. | | | | | | |
| **DOMAIN:** Reading | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Match the main ideas with their supporting details using sensory (read aloud, visuals) and interactive (peer) support. | Identify details that support the main idea in one of the essays using sensory (read aloud, visuals) and interactive (peer) support. | Identify the main idea and supporting details of one of the essays using sensory (read aloud, visuals) and interactive (peer) support. | Restate the main idea and supporting details of one of the essays using a graphic organizer (main idea & detail diagram) and sentence frames. | Summarize the main idea and supporting details of one of the essays. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of language proficiency interact with grade level words and expressions, such as*topic,**main idea, details, paragraph, support, evidence, same, and different.* | | | | | | |

**ESL A2, Unit 1: Narrative**

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| **Essential Questions**   * How do we tell what we have seen or read? * Who am I within my community? * How do we work as a team? | |
| **WIDA and Common Core Connections**   * WIDA: Standard #2 (The Language of English Language Arts) * MA Curriculum Frameworks for English Language Arts and Literacy, Grades 9-12 * **Reading** Standards for Literature: #1, 2, 3, 4, 5, 6 * **Writing** Standards: #3, 4, 5, 6, 9, 10 * **Speaking & Listening** Standards: #1, 4, 5, 6 * **Language** Standards: #1, 2, 4, 5, 6 | |
| **Unit Language Objectives**  *Consider the language targets for this unit. What types of language will students be able to understand and produce at the word level, sentence level, and discourse level?*     * SWBAT use adjectives and the past tense of *to be* to describe a character’s emotion at a point in the narrative. * SWBAT use a variety of action verbs to tell Subject-Verb-Object (SVO) sentences in the present and past tenses, including irregular verbs * SWBAT use word knowledge related to parts of speech to decode and write * SWBAT ask and answer wh*-* questions with both the present and past tenses about “right there” information in a reading * Students will be able to retell the main events of a narrative (orally and in writing) using the past tense. * Students will be able to use target vocabulary words in an authentic context (orally and in writing). | **Unit Content Objectives**  *What will students know and be able to do as a result of this unit?*   * SWBAT to use evidence from the text to infer the emotions of characters from plot events * SWBAT identify the principal people, places, times, and actions during reading nonfiction narratives. * SWBAT retell main actions in order after reading a nonfiction narrative * Students will be able to use their knowledge of storytelling and story elements to create their own short stories (personal narrative or fictionalized narrative). * Students will evaluate and determine central themes during and after reading a nonfiction narrative |
| **Resources**  **(Culturally-appropriate)**   * Selected nonfiction narratives/ Picture Based First Readers (Heyer); Primates (selections by Ottaviani and Wicks); Historical Recount (Columbus, Bolivar, de Champlain); Come on, Rain! (Hesse); Voices in the Park (Browne); Eight Days: A Story of Haiti (Danticat) Side by Side: The story of Dolores Huerta and Cesar Chavez (Brown, M. ); Si, se puede! = Yes, we can! (Cohn) Cesar Chavez: Fighting for Farmworkers (Braun); current events (Newsela) * Additional dialogues, nonfiction, and writing models from Grammar in Context, Great Writing Foundations, Great Writing Level 1 | **Technology Components to Support**  **Blending Learning/Distance Learning**   * Texts and assignments distributed through Google Classroom * Vocabulary practice using Quizlet * Short answer and multiple choice exercises turned in via Google Forms * Levelled readings and quizzes on Newsela * Presentations shared and edited using Google Slides * Final writing project revised, edited, and published in Google Docs |
| **Description of Teaching and Learning Activities**   * Error analysis of common grammar errors to facilitate rule writing. * Read selected short narrative texts (read aloud; partner read; independent reading). * Lessons on identifying who, what, where, and when during reading. * Writing a Diamante poem after reading a nonfiction narrative * Read longer narrative text (Cesar Chavez graphic novel) with graphic organizer for understanding and retelling * Vocabulary instruction related to vowel sounds * Grammar lessons: *wh-* questions with the past tense, simple past tense of regular verbs, simple past tense of irregular verbs (esp. *be* and *have*), subjects and predicates, parts of speech * Use uncoached narratives to teach writing mini lessons as needed (possible topics: including who, what, when, and where information in a topic sentence, adding relevant, interesting details, using a graphic organizer to plan instead of write, checking for verb tense consistency, partner editing for spelling) * Process writing project: plan, write, revise, edit, and publish a narrative related to a sports event or work responsibilities. | |
| **Assessments**  **(Formative & Summative)**   * Informal: retell stories (orally and in writing); identify principal participants in nonfiction narrative * Quizzes: Vocabulary and grammar topics * Uncoached narrative writing pre-assessment * Post assessment | **Opportunities for Differentiation for Special Populations**   * Students are flexibly grouped for reading, grammar, writing and vocabulary work. * Texts available at students’ instructional reading levels. * Pre-, during- and post-reading activities to support comprehension of complex texts. * Scaffolding of major writing project with clear steps, tasks, and timelines. |
| **Major Unit Assessments (Curriculum-Based Projects)**   * **Reading Assessment -** Diamante Poem: Students complete a Diamante Poem after reading a nonfiction narrative that expresses the vocabulary relevant to central people, ideas, actions, and themes of the text * **Writing Assessment -** Writing Project: Students produce fictionalized or personal narratives through a process approach to writing.   *See attached rubrics and MPIs.* | |
| **Major Unit Assessment II (Common Writing Assessment )**   * Students complete an in-class writing assessment in which they are instructed to compose a short narrative about a recent event.   *See attached rubric and MPI.* | |

**ESL A2, Unit 2: Literary Analysis**

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| **Essential Questions**   * What can we learn from reading literature? * How does a character’s actions show his or her traits? * What is “empathy” and how do we use it? | |
| **WIDA and Common Core Connections**   * WIDA: Standards #2 (The Language of English Language Arts) & 5 (The Language of Social Studies) * MA Curriculum Frameworks for English Language Arts and Literacy, Grades 9-12 * **Reading** Standards for Literature: #1, 2, 3, 4, 5, 7 * **Writing** Standards: #1, 4, 5, 6, 9, 10 * **Speaking & Listening** Standards: #1, 4, 5, 6 * **Language** Standards: #1, 2, 4, 5, 6 | |
| **Unit Language Objectives**  *Consider the language targets for this unit. What types of language will students be able to understand and produce at the word level, sentence level, and discourse level?*     * SWBAT retell the main events of a novel (orally and in writing) using the past tense. * SWBAT write a summary of a chapter of a novel. * SWBAT use adjectives to describe the main character(s) of a novel (orally and in writing). * SWBAT cite evidence from the text (characters’ actions) to identify character traits (orally and in writing), using sentences frames such as: “I think (character name) is \_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_.” * SWBAT express personal connections to a text (orally and in writing), using sentence frames such as “This reminds me of….” * SWBAT write a multi-paragraph essay about a character in the novel, using textual evidence to support their claims. * SWBAT explain vocabulary meaning using synonyms and antonyms * SWBAT use possessive “s” and possessive adjectives to tell about characters and their possessions * SWBAT use object pronouns to tell the action in a narrative | **Unit Content Objectives**  *What will students know and be able to do as a result of this unit?*   * SWBAT identify the major elements of a novel (i.e. setting, characters, plot: exposition, conflict, rising action, climax, & resolution). * SWBAT use evidence from the text to infer character traits for the main characters of a novel. * SWBAT discover and discuss personal connections to a novel. * SWBAT cite textual evidence to support their claims about a text. * SWBAT use a variety of strategies to support their comprehension of a difficult text. * SWBAT formulate an argument about a character in a novel, and use evidence from the text to support their claims. |
| **Resources**  **(Culturally-appropriate)**   * *Rip Van Winkle* by Washington Irving * *The Prince and The Pauper* by Mark Twain (available at two different reading levels) * *Lilly and her Purple Plastic Purse* by Kevin Henkes (model text for character sketch) * Various short stories from *English, Yes!*  (*The Gift of the Magi, A Lesson From Two Little Girls, Perseus)* | **Technology Components to Support**  **Blending Learning/Distance Learning**   * Documents, assignments, and video links distributed through Google Classroom * Audio version of text made available on Google Classroom for repeated listening opportunities * Formative and summative assessments completed online through Google Forms and other internet-based assessment tools * Group presentation materials distributed through Google Classroom; Group presentation created, revised, and edited in Google Slides |
| **Description of Teaching and Learning Activities**   * Lessons on narrative structure, character development/identifying character traits, setting, and elements of plot * Lessons on text marking, making connections while reading, asking questions, making predictions, visualizing, making inferences, and writing a summary. * Identify setting, elements of plot, and character traits for main characters of the novel. * Ongoing direct vocabulary instruction of Tier 2 words selected from text. * Writing assessment: plan and write a literary argument essay about one character in the novel. | |
| **Assessments**  **(Formative & Summative)**   * Informal: retell chapters (orally and in writing); identify literary elements and character traits (orally and in writing) * Journal entries: Students answer open-ended questions about the text (analysis, reactions, personal connections) in paragraph form. * Quizzes: Narrative elements; vocabulary and grammar topics | **Opportunities for Differentiation for Special Populations**   * Students are flexibly grouped for reading, discussions, and vocabulary work. * Texts available at students’ instructional reading levels. * Pre-, during- and post-reading activities to support comprehension of complex texts. * Scaffolding of group project with clear steps, tasks, and timelines. |
| **Major Unit Assessment I (Curriculum-Based Project)**   * **Writing Assignment –** Students write an argument asserting the character traits of Rip Van Winkle using reasons from the story to support their evidence. | |
| **Major Unit Assessment II (Common Writing Assessment )**   * Students complete an in-class writing assessment in which they are instructed to write an essay that analyzes a character from the novel in the style of an MCAS long composition.   *See attached rubric and MPI.* | |

**ESL A2, Unit 3: Argument**

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| **Essential Questions**   * How do I express my opinions when writing and speaking? * How do I use reasons, supports, and examples to support an argument in writing? * How do I use language to evaluate when writing and speaking? | |
| **WIDA and Common Core Connections**   * WIDA: Standards #2 (The Language of English Language Arts) & 5 (The Language of Social Studies) * MA Curriculum Frameworks for English Language Arts and Literacy, Grades 9-12 * **Reading** Standards for Informational Text: #1, 2, 3, 5, 6, 7, 8 * **Writing** Standards: #1, 4, 5, 6, 9, 10 * **Speaking & Listening** Standards: #1, 2, 3, 4, 6 * **Language** Standards: #1, 2, 3, 4, 6 | |
| **Unit Language Objectives**  *Consider the language targets for this unit. What types of language will students be able to understand and produce at the word level, sentence level, and discourse level?*     * SWBAT identify thesis statements during reading of argument texts * SWBAT identify reasons during reading of argument texts * SWBAT write arguments including thesis statements, reasons, supports and examples following the format “X is the best Y” using a model * SWBAT classify vocabulary based on its topic * SWBAT use commas and “and” to list ideas * SWBAT recognize aspects of arguments during the reading of complex argument texts * SWBAT use comparative and superlative adjectives to compare two options | **Unit Content Objectives**  *What will students know and be able to do as a result of this unit?*   * SWBAT group supports for an argument into “buckets,” groups, or categories * SWBAT write thesis statements that show evaluation * SWBAT support an argument with reasons and examples that are factual in nature yet derived from life experience (as opposed to research) |

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| **Resources**  **(Culturally-appropriate)**   * Short argument texts on current and relevant topics from a variety of sources * Barrington Irving’s Dream to Fly, The Fearless Fiennes, *Newsela* | **Technology Components to Support**  **Blending Learning/Distance Learning**   * Documents, assignments, and video links distributed through Google Classroom * Tier 2 vocabulary projects revised, edited, and published in Google Docs before class presentation |
| **Description of Teaching and Learning Activities**   * Surveys: Students interview classmates to gather information about opinions and reasons. * Read short argument texts (read aloud; partner read) to identify organizational features as well as thesis statement, reasons, and support. * Ongoing direct vocabulary instruction of Tier 2 words selected from texts followed by independent and group practice (*Barrington Irving*: career, determine, equipment, license, limit, neighborhood, solve, organization; *Fiennes*: charity, extreme, get rid of, raise, reach, records, surgery, explorer, exploration) * Participate in brainstorming and similar idea generation activities * Use uncoached arguments to teach writing mini lessons as needed (possible topics: categorize ideas based on commonalities, eliminate reasons that lack sufficient support or examples, give a specific example from your life experience or reading, organize writing in the order of the topic sentence, use a dictionary to define terms and use definitions as basis for supports) | |
| **Assessments**  **(Formative & Summative)**   * Informal: identify thesis statement, reasons, and support in an argument text (orally and in writing); identify organizational features of argument texts (orally and in writing) * Writing: Students write argument paragraphs about the topic “X is a good Y” * Quizzes: vocabulary and grammar topics | **Opportunities for Differentiation for Special Populations**   * Students are flexibly grouped for reading, discussions, and vocabulary work. * Texts available at students’ instructional reading levels. * Pre-, during- and post-reading interactive activities to support comprehension of complex texts. * Writing instruction that features modeling, guided practice, and attention to text organization as well as form and content. * Scaffolding of major writing assignment with clear steps, tasks, and timelines. |
| **Major Unit Assessments (Curriculum-Based Projects)**   * **Reading Assessment –** Students take quizzes related to text dependent questions regarding claims, reasons, supports, and examples. * **Writing Assessment -** Writing Project: Students produce an evaluation argument essay about a restaurant.   *See attached rubrics and MPIs.* | |
| **Major Unit Assessment II (Common Writing Assessment )**   * Students complete an in-class writing assessment in which they are instructed to write an argument essay in response to the following prompt: *Some people prefer to live in the country (in a village). Some people prefer to live in a city. Which place would you prefer to live in? Use specific reasons and details to support your answer.*   *See attached rubric and MPI.* | |

**ESL A2, Unit 4: Informational Reading & Argument**

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| **Essential Questions**   * How do readers learn information during reading? * How do I persuade someone to agree with my opinion? * How do I use evidence and reasons to support an argument in writing? | | |
| **WIDA and Common Core Connections**   * WIDA: Standards #2 (The Language of English Language Arts) & 5 (The Language of Social Studies) * MA Curriculum Frameworks for English Language Arts and Literacy, Grades 9-12 * **Reading** Standards for Informational Text: #1, 2, 3, 4, 5, 6, 7, 8 * **Writing** Standards: #1, 2, 4, 5, 6, 7, 8, 9, 10 * **Speaking & Listening** Standards: #1, 2, 3, 4, 6 * **Language** Standards: #1, 2, 3, 4, 6 | | |
| **Unit Language Objectives**  *Consider the language targets for this unit. What types of language will students be able to understand and produce at the word level, sentence level, and discourse level?*     * SWBAT use a Tier 2 vocabulary word using a model and applying to unique contexts * SWBAT listen to classmates’ sentences of the above and retell them. * SWBAT identify word parts that are familiar * SWBAT classify difficult words as content-specific or general academic during reading of informational texts * SWBAT read informational texts and identify elements of text organization and structure. * SWBAT identify supporting sentences in reading and incorporating them into writing. * SWBAT express detailed information and examples in support of an argument in writing. * SWBAT use modals to tell what the school should change * SWBAT write compound sentences with and, so, and but * SWBAT write complex sentences with *because* * SWBAT give advice about social topics (job interviews, losing weight, healthy food, boyfriends/girlfriends) | | **Unit Content Objectives**  *What will students know and be able to do as a result of this unit?*   * SWBAT identify the major elements or features of an informational text. * SWBAT activate prior knowledge before reading an informational text. * SWBAT connect to prior knowledge during reading of an informational text * SWBAT identify the main ideas and details during the reading of an informational text * SWBAT refer back to the text to check accuracy of details * SWBAT write an argument essay using an informational text to support the argument. * SWBAT write an argument with a hook and a call to action * SWBAT to paraphrase text from a source * SWBAT to cite text form a source with footnotes or endnotes |
| **Resources**  **(Culturally-appropriate)**   * Short informational texts on a variety of topics: *Tihar: Festival of Lights,* *Live a Little: Eat Potatoes!, For the Love of Chocolate, Coffee: The World’s Most Popular Drink, Celebrating a Fifteenth Birthday* * Informational MCAS selections from a variety of grades * Magazine article: Immigrants and Stress * Newsela articles on a variety of topics for argument and current events * Advice columns (Ask Amy) | | **Technology Components to Support**  **Blending Learning/Distance Learning**   * Documents, assignments, and video clips distributed through Google Classroom * Interactive vocabulary review using Quizlet and Google Classroom * Final writing project revised, edited, and published in Google Docs |
| **Description of Teaching and Learning Activities**   * Interactive activities to activate background knowledge about unit topics (foods, drinks, celebrations) * Read short informational texts (read aloud; partner read) * Informal writing about informational topics: animals, celebrations, foods, drinks, jobs * Ongoing direct vocabulary instruction of Tier 2 words selected from texts. * Reading instruction: Lessons on informational text structure and organizational/text features, using text features to support comprehension, text marking to document thinking, reading comprehension strategies for informational text * Writing instruction: introducing examples * Writing assessments: plan and write informational essay from personal experience * Write short advice letters to friends * Interactive activities related to reducing stress * Read magazine article “Immigrants and Stress” * Vocabulary instruction from “Immigrants and Stress” (crowded, connect, adapt, avoid, manage, decrease) | | |
| **Assessments**  **(Formative & Summative)**   * Reading: retell main ideas and details after reading * Writing: Students write short information texts. * Speaking: students retell after reading and use vocabulary in unique contexts * Listening: students listen to classmates ideas and show understanding by stating agreement or disagreement and rebuttal * Quizzes: vocabulary and grammar topics * Reading: draw conclusions after reading * Writing: Write letters with advice (social and academic language) * Speaking: use vocabulary in unique contexts | **Opportunities for Differentiation for Special Populations**   * Students are flexibly grouped for reading, discussions, and vocabulary work. * Texts available at students’ instructional reading levels. * Pre-, during- and post-reading interactive activities to support comprehension of complex texts. * Writing instruction that features modeling, guided practice, and attention to text organization as well as form and content. * Scaffolding of major assessment (writing project) with clear steps, tasks, and timelines. | |
| **Major Unit Assessments (Curriculum-Based Projects)**   * **Reading Assessment -** Reading Project: Students looks for 5 W and H information during a reading about a Japanese holiday. They present the information to small groups * **Writing Assessment** – Writing Project: Student writes about a food, drink, or celebration of special significance in the home culture or community. * **Writing Assessment** – Writing Project: Student writes about a letter suggesting a certain opportunity for immigrant students to reduce stress be added to the school day/calendar * **Multiple Domains** – Project: Create advertisement for a specific class at Somerville High School (what can be learned, how it is useful, what careers it helps students explore)   *See attached rubric and MPI.* | | |
| **Major Unit Assessment II (Common Writing Assessment )**   * Students complete an in-class writing assessment in which they are asked to make recommendations for what to build in a new park based on survey results.   *See attached rubric and MPI.* | | |

**ESL B, Unit 1: Narrative**

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| **Essential Questions**   * Why do people tell stories? * What can we learn from reading stories? * What can people learn from reading our stories? | |
| **WIDA and Common Core Connections**   * WIDA: Standard #2 (The Language of English Language Arts) * MA Curriculum Frameworks for English Language Arts and Literacy, Grades 9-12 * **Reading** Standards for Literature: #1, 2, 3, 4, 5, 6 * **Writing** Standards: #3, 4, 5, 6, 9, 10 * **Speaking & Listening** Standards: #1, 4, 5, 6 * **Language** Standards: #1, 2, 4, 5, 6 | |
| **Unit Language Objectives**  *Consider the language targets for this unit. What types of language will students be able to understand and produce at the word level, sentence level, and discourse level?*     * Students will be able to retell the main events of a story (orally and in writing) using the past tense. * Students will be able to use adjectives to describe the main character(s) of a story (orally and in writing). * Students will be able to cite evidence from the text to identify character traits (orally and in writing), using sentences frames such as: “I think (character name) is \_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_.” * Students will be able to express personal connections to a text (orally and in writing), using sentence frames such as “This reminds me of….” * Students will be able to express opinions about a text (orally and in writing). * Students will be able to listen to and read a speech to identify the author’s message about stories and stereotypes. * Students will be able to write a paragraph about a text, using textual evidence to support their claims. * Students will be able to tell a story (orally and in writing) with a beginning, middle, and end using the past tense. * Students will be able to write dialogue between two characters using standard dialogue punctuation. * Students will be able to use descriptive language in writing to describe characters and/or setting. * Students will be able to use target vocabulary words in an authentic context (orally and in writing). | **Unit Content Objectives**  *What will students know and be able to do as a result of this unit?*   * Students will be able to identify the major elements of a story (i.e. setting, characters, plot-conflict & resolution, theme). * Students will be able to use evidence from the text to infer character traits for the main characters of a story. * Students will be able to discover and discuss personal connections to stories. * Students will be able to cite textual evidence to support their claims about a text. * Students will be able to use their knowledge of storytelling and story elements to create their own short stories (personal narrative or fictionalized narrative). |
| **Resources**  **(Culturally-appropriate)**   * Selected fictionalized narratives/short stories (examples include excerpts from *Seedfolks by* Paul Fleischman; “I Hate English” by Ellen Levine; “Home Movie” by Jennifer De Leon; excerpts from *Every Living Thing* by Cynthia Rylant; “Your Move” by Eve Bunting; “Something to Remember Me By” by Susan V. Bosak; “The Whispering Cloth: A Refugee’s Story” by Pegi Deitz Shea; “Ginger for the Heart” by Paul Yee; excerpts from *The Book of Unknown Americans* by Cristina Henriquez; excerpts from *The Circuit: Stories from the Life of a Migrant Child* by Francisco Jimenez) * Selected personal narratives/memoirs (examples include “Talking in the New Land” by Edite Cunha; excerpt from *The Distance Between Us* by Reyna Grande; “The Keeping Quilt” by Patricia Polacco; * Selected poems by Gary Soto and Jorge Argueta * TED Talk: “The Danger of a Single Story” by Chimamanda Adichie   https://www.ted.com/talks/chimamanda\_adichie\_the\_danger\_of\_a\_single\_story?language=en | **Technology Components to Support**  **Blending Learning/Distance Learning**   * Texts and assignments distributed through Google Classroom * Group presentation texts and materials distributed through Google Classroom; Group presentation created, revised, and edited in Google Slides * Final writing project revised, edited, and published in Google Docs |
| **Description of Teaching and Learning Activities**   * Listen to and read an excerpt from Chimamanda Adichie’s “The Danger of a Single Story.” Jigsaw reading. Identify and discuss author’s message about stories and stereotypes. * Read selected short narrative texts (read aloud; partner read; literature circles; independent reading). * Lessons on narrative structure, character development/identifying character traits, setting, identifying theme, elements of plot, author’s craft/literary devices. * Lessons on text marking, making connections while reading, asking questions, making predictions, visualizing, making inferences. * Identify setting, elements of plot, character traits, and theme of narratives. * Discuss questions, personal connections to texts, and theme in pair, small group, and whole class format. * Ongoing direct vocabulary instruction (methodology: Kate Kinsella) of Tier 2 words selected from texts. * Language lessons: past tense forms, dialogue punctuation, sentences (subject/predicate; subj/verb agreement; compound sentences; run-ons and fragments), time/order words * Process writing project: plan, write, revise, edit, and publish a fictional short story or personal narrative. * Group project & presentation: read and analyze a short narrative text; present summary and analysis to the class. | |
| **Assessments**  **(Formative & Summative)**   * Informal: retell stories (orally and in writing); identify story elements and character traits (orally and in writing) * Open Response Paragraphs: Students answer open-ended questions about a text in paragraph form. * Quizzes: Narrative elements; vocabulary and grammar topics | **Opportunities for Differentiation for Special Populations**   * Students are flexibly grouped for reading, discussions, and vocabulary work. * Texts available at students’ instructional reading levels. * Pre-, during- and post-reading activities to support comprehension of complex texts. * Scaffolding of major writing project with clear steps, tasks, and timelines. |
| **Major Unit Assessments (Curriculum-Based Projects)**   * **Reading Assessment -** Group Project/Presentation: In groups, students read a story and complete a written summary of major story elements and character traits for the main character(s). Students prepare a presentation about the story, and present this information to their peers. * **Writing Assessment -** Writing Project: Students produce fictionalized or personal narratives through a process approach to writing.   *See attached rubrics and MPIs.* | |
| **Major Unit Assessment II (Common Writing Assessment )**   * Students complete an in-class writing assessment in which they are instructed to compose a short narrative about a recent event.   *See attached rubric and MPI.* | |

**Short Story Writing Assignment – Rubric**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Final Grade: \_\_\_\_\_\_ / 100 points

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| --- | --- | --- | --- | --- |
| **Story Elements:** | | **A**  **Meets/Exceeds** | **B**  **Approaches** | **C-D**  **Needs Improvement** |
| **Characters** | 15 points | Story has at least two interesting and well-developed characters. | Story has at least one interesting and well-developed character. | Characters may not be very interesting or well-developed. |
| **Setting** | 5 points | Setting is described in detail. Setting is important to the plot. | Setting is described but not in detail. | Setting may not be described in detail. Setting may not affect the plot. |
| **Plot** | 15 points | Plot is interesting. There is a problem and a resolution. The main characters are part of the plot from beginning to end. | There is a problem and a resolution, but the problem may not be very interesting or complex. The main characters are part of the plot from beginning to end. | Story may not contain an interesting problem or a resolution. The main characters may not be part of the story from beginning to end. |
| **Lesson / Message** | 5 points | The story contains a message, lesson, theme or big idea that is significant and meaningful to the readers. | The story contains a message, lesson, theme or big idea but it may not be meaningful or significant to the readers. | The story may not contain a clear message, lesson, theme or big idea. |
| **Language:** | | **A**  **Meets/Exceeds** | **B**  **Approaches** | **C-D**  **Needs Improvement** |
| **Time/Order Words** | 5 points | Story contains several examples of time markers or sequence words. | Story contains some examples of time markers or sequence words. | Story contains very few or no examples of time markers or sequence words. |
| **Past Tense** | 10 points | Story is written in past tense and contains very few or no errors. | Story is written in past tense but contains some errors. | Past tense contains many errors or story is not written in past tense. |
| **Dialogue** | 10 points | Story contains at least two examples of dialogue between characters. Punctuation is correct. | Story contains at least one dialogue between characters. Punctuation is mostly correct. | Story may not contain explicit dialogue or punctuation may not be correct. |
| **Language:** | | **A**  **Meets/Exceeds** | **B**  **Approaches** | **C-D**  **Needs Improvement** |
| **Interesting/ Descriptive** | 5 points | Language is very interesting. Contains action verbs and descriptive words. | Language is interesting. Contains some action verbs and descriptive words. | Language is not very interesting. Does not contain many action verbs or descriptive words. |
| **Vocabulary** | 10 points | The story contains at least 10 vocabulary words from the unit. | The story contains at least 7 vocabulary words from the unit. | The story contains 0-6 vocabulary words from the unit. |
| **Presentation:** | | **A**  **Meets/Exceeds** | **B**  **Approaches** | **C-D**  **Needs Improvement** |
| **Neat and Professional** | 10 points | Story is on time.  Story is typed and looks neat and professional. | Story is one day late.  Story is typed and looks neat and professional. | Story is not typed.  Story is more than one day late.  Story may not look neat and professional. |
| **Document Process** | 10 points | All parts of the process are submitted with the story (story ideas, story elements, story outline, peer feedback, first draft, peer editing form, etc). | One or two parts of the process may be missing or incomplete. | Some parts of the process may be missing or incomplete. |
| **Comments:** | |  | | |

**Strand of MPIs for SHS ELL Department, Level B: Narrative Unit**

**GRADE: 9-12**

**ELD STANDARD:** The Language of Language Arts **EXAMPLE TOPIC:** Writing Narrative or Recount

**CONNECTION:** *MA Curriculum Framework for ELA and Literacy, March 2011 - Writing Standards, Grades 9-10: Standard 3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students write expressive personal or fictionalized narratives that recount important experiences.

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| **COGNITIVE FUNCTION:** Students at all levels of English proficiency CREATE a narrative that recounts personal history and evaluates its significance. | | | | | | |
| **DOMAIN:** Writing | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
|  | Compose a narrative that tells what happened by documenting a series of events using a graphic organizer, sequence word bank, and native language/peer support. | Compose a narrative that tells what happened by documenting a series of events and evaluating their significance using a graphic organizer, sequence word bank, and peer support. | Compose a narrative that tells what happened by documenting a series of events and evaluating their significance using a graphic organizer and peer support. |  |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of language proficiency interact with grade level words and expressions, such as *express(ive), memoir, sequence, point of view, transition, first-person, third-person, character, theme, event, experience, dialogue.* | | | | | | |

**Strand of MPIs for SHS ELL Department, Level B: Narrative Unit**

**GRADE: 9-12**

**ELD STANDARD:** The Language of Language Arts **EXAMPLE TOPIC:** Reading Personal Narrative or Short Story

**CONNECTION:** *MA Curriculum Framework for ELA and Literacy, March 2011 - Reading Standards for Literature, Grades 9-10: Standards 2 & 3 – Determine a theme or central idea and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.*

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students work in groups to read and analyze a personal narrative or short story, and present their findings to the class.

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| **COGNITIVE FUNCTION:** Students at all levels of English proficiency APPLY knowledge of narrative elements and structure to the reading of a new personal narrative or story. | | | | | | |
| **DOMAIN:** Reading | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
|  | Retell the major events of a narrative, and identify and analyze the elements of a narrative using graphic organizers and native language/peer support. | Retell the major events of a narrative, and identify and analyze the elements of a narrative using graphic organizers and peer support. | Retell the major events of a narrative, identify and analyze the elements of a narrative, and evaluate a narrative using graphic organizers and peer support. |  |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of language proficiency interact with grade level words and expressions, such as *express(ive), memoir, sequence, point of view, transition, first-person, third-person, character, character traits, message, theme, event, experience, setting, plot, conflict, resolution.* | | | | | | |

**ESL B, Unit 2: Literary Analysis**

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| **Essential Questions**   * What can we learn from reading literature? * How do people respond to adversity? * How do we treat people who seem to be different from us? * Can a person be entirely “good” or “bad?” * How does literature reflect the human experience? | |
| **WIDA and Common Core Connections**   * WIDA: Standards #2 (The Language of English Language Arts) & 5 (The Language of Social Studies) * MA Curriculum Frameworks for English Language Arts and Literacy, Grades 9-12 * **Reading** Standards for Literature: #1, 2, 3, 4, 5, 7 * **Writing** Standards: #1, 4, 5, 6, 9, 10 * **Speaking & Listening** Standards: #1, 4, 5, 6 * **Language** Standards: #1, 2, 4, 5, 6 | |
| **Unit Language Objectives**  *Consider the language targets for this unit. What types of language will students be able to understand and produce at the word level, sentence level, and discourse level?*     * Students will be able to retell the main events of a novel (orally and in writing) using the past tense. * Students will be able to write a summary of a chapter of a novel. * Students will be able to use adjectives to describe the main character(s) of a novel (orally and in writing). * Students will be able to cite evidence from the text to identify character traits (orally and in writing), using sentences frames such as: “I think (character name) is \_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_.” * Students will be able to express personal connections to a text (orally and in writing), using sentence frames such as “This reminds me of….” * Students will be able to express opinions about a text (orally and in writing). * Students will be able to use future tense to express predictions while reading a novel. * Students will be able to write a multi-paragraph essay about a character in the novel, using textual evidence to support their claims. * Students will be able to use target vocabulary words in an authentic context (orally and in writing). * Students will be able to talk and write about personal experiences that relate to themes of the novel, such as being excluded. * Students will be able to explain (orally) and gather information (by listening) about how single mothers are viewed treated in a variety of countries and cultures. * Students will be able to write notes about questions and ideas while reading. * Students will be able to explain one theme of the novel (orally), and identify connections to a present-day situation in our school or community. | **Unit Content Objectives**  *What will students know and be able to do as a result of this unit?*   * Students will be able to identify the major elements of a novel (i.e. setting, characters, plot-conflict & resolution, theme). * Students will be able to use evidence from the text to infer character traits for the main characters of a novel. * Students will be able to discover and discuss personal connections to a novel. * Students will be able to cite textual evidence to support their claims about a text. * Students will be able to make their thinking visible by text marking when they read. * Students will be able to use a variety of strategies to support their comprehension of a difficult text. * Students will be able to formulate an argument about a character in a novel, and use evidence from the text to support their claims. * Students will be able to identify similarities and differences between life in Massachusetts in the 1600s to present-day life in Massachusetts. * Students will be able to analyze the author’s message about one theme of the novel and apply this message to a current context. |
| **Resources**  **(Culturally-appropriate)**   * *The Scarlet Letter* by Nathaniel Hawthorne (available at two different reading levels) * Teacher-created informational text about Puritan life * Video excerpts from *The Scarlet Letter* (PBS, 2003) with English language subtitles * Video summary of *The Scarlet Letter* (Sparknotes) http://www.sparknotes.com/sparknotes/video/scarlet | **Technology Components to Support**  **Blending Learning/Distance Learning**   * Documents, assignments, and video links distributed through Google Classroom * Audio version of text made available on Google Classroom for repeated listening opportunities * Formative and summative assessments completed online through Google Forms and other internet-based assessment tools * Group presentation materials distributed through Google Classroom; Group presentation created, revised, and edited in Google Slides |
| **Description of Teaching and Learning Activities**   * Simulation and class discussion about experiences of excluding and being excluded. * Cross-cultural discussion: small group and whole class discussions about how single parents are viewed and treated in the various countries and cultures represented in our class. * Read about Puritan life and compare to present-day life in MA. * Read *The Scarlet Letter* (read aloud; partner read; literature circles; independent reading; watch video dramatization of selected chapters). * Lessons on narrative structure, character development/identifying character traits, setting, identifying theme, elements of plot, author’s craft/literary devices. * Lessons on text marking, making connections while reading, asking questions, making predictions, visualizing, making inferences, and writing a summary. * Identify setting, elements of plot, character traits for main characters, and themes of the novel. * Discuss questions, personal connections to texts, and themes in pair, small group, and whole class format. * Compare a scene from the novel with an artist’s representation of the scene (painting, “The Scarlet Letter” by T. H. Matteson). * Read excerpts from original text; discuss strategies that can be used to make sense of a challenging text. * Ongoing direct vocabulary instruction of Tier 2 words selected from text. * Language lessons: past tense forms, simple future, modals, suffixes –ly, -ily, -ness, -less, -ful. * Jigsaw activity: summary and analysis of the ending for each of the four main characters. * Writing assessment: plan and write a literary argument essay about one character in the novel. * Group project & presentation: analyze a theme of the novel and apply it to a present-day context; present analysis and connections to the class. | |
| **Assessments**  **(Formative & Summative)**   * Informal: retell chapters (orally and in writing); identify story elements and character traits (orally and in writing) * Write summaries of chapters * Journal entries: Students answer open-ended questions about the text (analysis, reactions, personal connections) in paragraph form. * Text marking: Students record their thinking (questions, connections, predictions) while they read. * Quizzes: Narrative elements; vocabulary and grammar topics | **Opportunities for Differentiation for Special Populations**   * Students are flexibly grouped for reading, discussions, and vocabulary work. * Texts available at students’ instructional reading levels. * Pre-, during- and post-reading activities to support comprehension of complex texts. * Scaffolding of group project with clear steps, tasks, and timelines. |
| **Major Unit Assessment I (Curriculum-Based Project)**   * **Speaking Assessment -** Group Project/Presentation: In groups, students select a theme from *The Scarlet Letter*. Students prepare a presentation about how this theme is developed in the story, making connections to a current issue in our school or community.   *See attached rubric and MPI.* | |
| **Major Unit Assessment II (Common Writing Assessment )**   * Students complete an in-class writing assessment in which they are instructed to write an essay that analyzes a character from the novel in the style of an MCAS long composition.   *See attached rubric and MPI.* | |

**Strand of MPIs for SHS ELL Department: Literary Analysis Unit**

**GRADE: 9-12**

**ELD STANDARD:** The Language of Language Arts **EXAMPLE TOPIC:** Writing a Literary Argument Essay

**CONNECTION:** *MA Curriculum Framework for ELA and Literacy, March 2011 - Reading Standards for Literature, Grades 9-10: Standards 2 & 3 – Determine a theme or central idea and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Writing Standards, Grades 9-10: Standard 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students write an argument essay about a work of literature read in class.

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| **COGNITIVE FUNCTION:** Students at all levels of English proficiency FORMULATE and SUPPORT an argument using evidence. | | | | | | |
| **DOMAIN:** Writing | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Defend an argument using textual evidence with sentence starters, a paragraph frame, native language support, and word banks.  Essay length: 1 paragraph | Defend an argument using textual evidence with an essay frame, native language and peer support, and word bank.  Essay length: 3 paragraphs | Defend an argument using textual evidence and evaluate its significance with native language/peer support and graphic organizers.  Essay length: 3-5 paragraphs | Defend an argument using textual evidence, and evaluate its significance with peer support and self-created word bank.  Essay length: 5 paragraphs | Defend an argument using textual evidence, and evaluate its significance with peer support.  Essay length: 5 paragraphs |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of language proficiency interact with grade level words and expressions, such as *argument, thesis, evidence, finally, in conclusion, to summarize, therefore, as a result, and specific content vocabulary for literary devices (foreshadowing, metaphors, similes, personification, hyperbole, allegory, tone/mood, symbolism, rhythm, irony, diction, characterization, character, character traits, setting, climax, conflict, resolution)* | | | | | | |

**Strand of MPIs for SHS ELL Department, Level B: Literary Analysis Unit**

**GRADE: 9-12**

**ELD STANDARD:** The Language of Language Arts **EXAMPLE TOPIC:** Group Presentation on a Theme

**CONNECTION:** *MA Curriculum Framework for ELA and Literacy, March 2011 - Reading Standards for Literature, Grades 9-10: Standards 2 & 3 – Determine a theme or central idea and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Speaking and Listening Standards, Grades 9-10: Standards 4 & 5 – Present information, findings, and supportive evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and add to interest.*

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students prepare an oral presentation about one theme of *The Scarlet Letter*, making connections to current contexts.

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| **COGNITIVE FUNCTION:** Students at all levels of English proficiency ANALYZE a theme of a novel and APPLY learning to a present-day context. | | | | | | |
| **DOMAIN:** Speaking | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
|  | Explain one theme theme of a novel and identify modern day connections to the author’s message using presentation frame, pictures, native language support, and peer support. | Explain one theme of a novel and identify modern day connections to the author’s message using a presentation frame, pictures, and peer support. | Explain one theme of a novel and identify modern day connections to the author’s message using a presentation frame and peer support. |  |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of language proficiency interact with grade level words and expressions, such as *argument, thesis, evidence, finally, in conclusion, to summarize, therefore, as a result, and specific content vocabulary for literary devices (foreshadowing, metaphors, similes, personification, hyperbole, allegory, tone/mood, symbolism, rhythm, irony, diction, characterization, character, character traits, setting, climax, conflict, resolution)* | | | | | | |

**ESL B, Unit 3: Argument**

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| **Essential Questions**   * How do I express my opinions when writing and speaking? * How do I use evidence to support an argument in writing? * How do I structure a written argument in English? * How do I use language to persuade others when writing and speaking? | |
| **WIDA and Common Core Connections**   * WIDA: Standards #2 (The Language of English Language Arts) & 5 (The Language of Social Studies) * MA Curriculum Frameworks for English Language Arts and Literacy, Grades 9-12 * **Reading** Standards for Informational Text: #1, 2, 3, 4, 5, 6, 7, 8 * **Writing** Standards: #1, 4, 5, 6, 9, 10 * **Speaking & Listening** Standards: #1, 2, 3, 4, 6 * **Language** Standards: #1, 2, 3, 4, 6 | |
| **Unit Language Objectives**  *Consider the language targets for this unit. What types of language will students be able to understand and produce at the word level, sentence level, and discourse level?*     * Students will be able to clearly express an opinion about a topic in writing and speaking. * Students will be able to state reasons to support an opinion in writing and speaking. * Students will be able to express detailed information and examples in support of an argument in writing and speaking. * Students will be able to gather information about others’ opinions by listening. * Students will be able to listen for and respond to reasons and support in a class debate. * Students will be able to refer to others’ ideas in speaking and writing, using statements such as “I agree with… because…” * Students will be able to read argument (persuasive) texts to identify opinions, reasons, and support. * Students will be able to read argument (persuasive) texts to identify elements of text organization and structure. * Students will be able to write an argument paragraph to clearly express an opinion with reasons and support. * Students will be able to use transition words in writing to support comprehensibility and cohesion. * Students will be able to write a multi-paragraph argument (persuasive) essay with a clear opinion, reasons, and support. * Students will be able to use target vocabulary words in an authentic context (orally and in writing). | **Unit Content Objectives**  *What will students know and be able to do as a result of this unit?*   * Students will be able to identify the major elements of an argument (persuasive) text. * Students will be able to analyze the author’s opinion, reasons, and support in an argument (persuasive) text. * Students will be able to express and defend opinions about a range of topics. * Students will be able to consider opposing viewpoints and evaluate the strength of the arguments and supporting evidence. * Students will be able to watch a debate and evaluate the strengths and weaknesses of both content and delivery. * Students will be able to participate in a class debate, defending a position with clear reasons and evidence. * Students will be able to write an argument letter to school administration requesting a change in policy. |
| **Resources**  **(Culturally-appropriate)**   * Short argument texts on current and relevant topics from a variety of sources (teacher-created texts, excerpts from *Writers at Work*, and articles from *Scholastic Action* magazine and *Newsela*)available at different reading levels * Video clips of student debates:   <https://www.youtube.com/watch?v=Vv1S9QPblv0>  https://www.youtube.com/watch?v=A6zuLlii2jQ | **Technology Components to Support**  **Blending Learning/Distance Learning**   * Documents, assignments, and video links distributed through Google Classroom * Final writing project revised, edited, and published in Google Docs |
| **Description of Teaching and Learning Activities**   * Read short argument texts (read aloud; partner read) to identify organizational features as well as opinion, reasons, and support. * Ongoing direct vocabulary instruction of Tier 2 words selected from texts. * Surveys: Students interview classmates to gather information about opinions and reasons. * Watch sample debates. Take notes on content and format. * Small group and whole class discussions about class debates: rules, format preparation. * Class debates: Students form groups to prepare for and participate in informal debates on a series of current topics. * Lessons on argument structure and organizational features, selecting reasons and evidence, language of persuasion, using transition words in writing. * Writing: students write a series of argument paragraphs about topics debated in class following the model practiced in class. * Language lessons: sentences structure (including fragments and run-ons), modals, 1st and 2nd conditionals, sentence combining (complex sentences), present perfect, comparative and superlatives; prefixes re–, dis-, mis-, un-, in-, im-, il-, ir-. * Writing assessment: plan and write an argument essay in the form of a letter to the Headmaster requesting a change for the school. * Group project: prepare for and participate in a final, formal class debate. | |
| **Assessments**  **(Formative & Summative)**   * Informal: identify opinion, reasons, and support in an argument text (orally and in writing); identify organizational features of argument texts (orally and in writing) * Express opinions and reasons in class debates; record information about others’ opinions and reasons during class debates * Writing: Students write argument paragraphs about topics debated in class. * Quizzes: vocabulary and grammar topics | **Opportunities for Differentiation for Special Populations**   * Students are flexibly grouped for reading, discussions, and vocabulary work. * Texts available at students’ instructional reading levels. * Pre-, during- and post-reading interactive activities to support comprehension of complex texts. * Writing instruction that features modeling, guided practice, and attention to text organization as well as form and content. * Scaffolding of major assessments (class debate and writing assignment) with clear steps, tasks, and timelines. |
| **Major Unit Assessments (Curriculum-Based Projects)**   * **Speaking Assessment –** Class Debate: In groups, students prepare for and participate in a formal debate on a topic chosen by the class. * **Writing Assessment -** Writing Project: Students produce an argument essay in the form of a letter to school administration through a process approach to writing.   *See attached rubrics and MPIs.* | |
| **Major Unit Assessment II (Common Writing Assessment )**   * Students complete an in-class writing assessment in which they are instructed to write an argument essay in response to the following prompt: *Some people prefer to live in the country (in a village). Some people prefer to live in a city. Which place would you prefer to live in? Use specific reasons and details to support your answer.*   *See attached rubric and MPI.* | |

**Strand of MPIs for SHS ELL Department: Argument Unit**

**GRADE: 9-12 \_\_\_\_\_\_\_**

**ELD STANDARD: Language of Language Arts EXAMPLE TOPIC: Class Debate**

**CONNECTION:** *MA Curriculum Framework for ELA and Literacy, March 2011 – Speaking & Listening Standards, Grades 9-10: Standard 1 -* Initiate and participate effectively in a range of collaborative discussions, building on others’ ideas and expressing their own clearly and persuasively; *Standard 3* - Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence; *Standard 4* - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students participate in a class debate about a given topic (current issue).

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| **COGNITIVE FUNCTION:** Students at all levels of English proficiency FORMULATE and SUPPORT an argument using evidence. | | | | | | |
| **DOMAIN: Speaking** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
|  | Defend an argument using 3 pieces of evidence using a text summary, native language and peer support, and a graphic organizer. | Defend an argument using 3 pieces of evidence using native language/peer support and a graphic organizer. | Defend an argument using 3 pieces of evidence using peer support and a graphic organizer. |  |
| **TOPIC-RELATED LANGUAGE:** debate, proposition, opposition, evidence, opinion, reasons, support; ordinal numbers, transition words and phrases (finally, in conclusion, to summarize, therefore) | | | | | | |

**Strand of MPIs for SHS ELL Department: Argument Unit**

**GRADE: 9-12 \_\_\_\_\_\_\_**

**ELD STANDARD: Language of Language Arts EXAMPLE TOPIC: Argument Essay**

**CONNECTION:** *MA Curriculum Framework for ELA and Literacy, March 2011 - Writing Standards, Grades 9-10: Standard 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students write an argument essay about a given topic (current issue) using a graphic organizer.

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| **COGNITIVE FUNCTION:** Students at all levels of English proficiency FORMULATE and SUPPORT an argument using evidence. | | | | | | |
| **DOMAIN: Writing** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Defend an argument using 3 pieces of evidence using sentence starters, paragraph frame, native language support and word banks.  Essay length: 1 paragraph | Defend an argument using 3 pieces of evidence using essay frame, native language and peer support, and word bank.  Essay length: 3 paragraphs | Defend an argument using 3 pieces of evidence using native language/peer support and graphic organizers, and word bank.  Essay length: 3-5 paragraphs | Defend an argument using 3 pieces of evidence using peer support, graphic organizers, and self-created word bank.  Essay length: 5 paragraphs | Defend an argument using 3 pieces of evidence using peer support  Essay length: 5 paragraphs |
| **TOPIC-RELATED LANGUAGE:** argument, thesis, evidence, opinion, reasons, support; ordinal numbers, transition words and phrases (finally, in conclusion, to summarize, therefore); evaluative vocabulary, specific content vocabulary for essay topic (if applicable) | | | | | | |

**Argument Essay – Rubric**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Final Grade: \_\_\_\_\_\_ / 50 points

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| **Content:** | | | **A** | **B** | **C-D** |
| **Argument**  **and**  **Evidence** | | 15  points | The essay makes a clear argument and gives three reasons to support it. The reasons are well-developed and include examples to support the argument. | The essay makes an argument and gives three reasons to support it. The reasons and examples may not be very detailed or convincing. | The essay makes an argument but does not include clear reasons or examples to support it. |
| **Thesis Statement** | | 5  points | The thesis statement makes a clear argument and gives three reasons to support it.  The thesis statement is the last sentence of the introduction. | The thesis statement makes an argument but may not give three reasons to support it.  The thesis statement may not be the last sentence of the introduction. | The thesis statement makes an argument but does not include reasons or examples to support it. The thesis statement is not the last sentence of the introduction. |
| **Language:** | | | **A** | **B** | **C-D** |
| **Essay**  **Format** | 5  Points | | The essay has three paragraphs and follows the structure learned in class. | The essay has three paragraphs and follows the structure learned in class, but one or two elements may be missing or incomplete. | The essay may not contain three complete paragraphs or may not follow the structure learned in class. |
| **Paragraph Structure** | 5  Points | | All paragraphs have a topic sentence and a conclusion sentence. Sentences are written in a logical order. There are several examples of transition words in each paragraph. | Almost all paragraphs have a topic sentence and a conclusion sentence. Sentences are mostly written in a logical order.  There are few examples of transition words in each paragraph. | Paragraphs may not have a topic sentence or a conclusion sentence. Sentences may not be written in a logical order.  There may not be examples of transition words in each paragraph. |
| **Sentence Structure** | 5  points | | There are no examples of run-on sentences. | There are a few examples of run-on sentences. | There are several examples of run-on sentences. |
| **Vocabulary** | 5  points | | The essay contains at least 10 vocabulary words or words with suffixes. | The essay contains at least 8 vocabulary words or words with suffixes. | The essay contains at least 0-7 vocabulary words or words with suffixes. |
| **Presentation:** | | | **A** | **B** | **C-D** |
| **Neat**  **and Professional** | | 5  points | Essay is on time. Essay is typed and looks neat and professional. | Essay is one day late.  Essay is typed and looks neat and professional. | Essay is more than one day late.  Essay may not look neat and professional. |
| **Document Process** | | 5  points | All parts of the process are submitted with the essay (ideas; planning - opinion & reasons; outline; drafts, revisions, peer/self- editing form). | One or two parts of the process may be missing or incomplete. | Some parts of the process may be missing or incomplete. |
| **Bonus:** | | | Write your essay in the form of a letter to Mr. Oteri. You can earn **up to five extra credit points**. You must include all parts of the letter format that we learned in class to receive full credit. | | |

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| **Comments:** |  |

**ESL B, Unit 4: Informational Reading & Argument Writing**

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| **Essential Questions**   * How do people deal with adversity? * How do people respond when they are faced with difficult situations? * What character or personality traits can help us to confront and overcome difficult life experiences? * How do I use evidence to support an argument in writing? | | |
| **WIDA and Common Core Connections**   * WIDA: Standards #2 (The Language of English Language Arts) & 5 (The Language of Social Studies) * MA Curriculum Frameworks for English Language Arts and Literacy, Grades 9-12 * **Reading** Standards for Informational Text: #1, 2, 3, 4, 5, 6, 7, 8 * **Writing** Standards: #1, 2, 4, 5, 6, 7, 8, 9, 10 * **Speaking & Listening** Standards: #1, 2, 3, 4, 6 * **Language** Standards: #1, 2, 3, 4, 6 | | |
| **Unit Language Objectives**  *Consider the language targets for this unit. What types of language will students be able to understand and produce at the word level, sentence level, and discourse level?*     * Students will be able to sequence historical events using a timeline. * Students will be able to retell the main events of a historical text. * Students will be able to write a summary of a short informational text. * Students will be able to use text marking to make thinking visible while reading. * Students will be able to ask and answer questions using the past tense (speaking and writing). * Students will be able to express questions, ideas, and opinions in a class discussion. * Students will be able to listen and respond to questions and ideas in a class discussion. * Students will be able to listen for and record specific information while watching a video. * to refer to others’ ideas in speaking and writing, using statements such as “I agree with… because…” * Students will be able to read informational and biographical texts to identify character or personality traits. * Students will be able to read informational texts and identify elements of text organization and structure. * Students will be able to express detailed information and examples in support of an argument in writing. * Students will be able to use transition words in writing to support comprehensibility and cohesion. * Students will be able to write a multi-paragraph argument essay with a clear opinion, reasons, and support, including textual evidence. * Students will be able to use target vocabulary words in an authentic context (orally and in writing). | | **Unit Content Objectives**  *What will students know and be able to do as a result of this unit?*   * Students will be able to identify the major elements or features of an informational text. * Students will be able to recall and retell basic events of World War II and the Holocaust. * Students will be able to communicate a basic understanding of segregation in the United States. * Students will be able to participate in class discussions, presenting ideas and questions as well as responding to others’ ideas and questions. * Students will be able to use information from texts and videos to identify personality or character traits for Anne Frank and Jackie Robinson. * Students will be able to write an argument essay using an informational text to support the argument. |
| **Resources**  **(Culturally-appropriate)**   * Short informational texts on unit topics (the Holocaust; Anne Frank; the Civil Rights Movement; Jackie Robinson) from a variety of sources (teacher-created texts, Internet resources, excerpts from *High Point Level B*, and feature articles from *Scholastic Action* magazine)available at different reading levels * Short video clips related to informational texts * Movies: *Anne Frank: The Whole Story* (TV Mini-Series; Milk & Honey Pictures, 2001) and *42* (Warner Bros.; 2013) | | **Technology Components to Support**  **Blending Learning/Distance Learning**   * Documents, assignments, and video clips distributed through Google Classroom * Interactive vocabulary review using Quizlet and Google Classroom * Research conducted online for final writing project * Final writing project revised, edited, and published in Google Docs |
| **Description of Teaching and Learning Activities**   * Interactive activities to activate background knowledge about unit topics (World War II, the Holocaust; segregation, baseball) * Read short informational texts (read aloud; partner read; group jigsaw) to learn about historical context. * Retell main events from historical text using timelines to support comprehension. * Read short informational texts to gather information about character traits. * Watch movies; listen for information about historical context and character traits. * Participate in small group and whole class discussions about historical events and character traits. * Ongoing direct vocabulary instruction of Tier 2 words selected from texts. * Reading instruction: Lessons on informational text structure and organizational/text features, using text features to support comprehension, text marking to document thinking, reading comprehension strategies for informational text, identifying character traits. * Writing instruction: Lessons on summarizing nonfiction text, argument structure (review), incorporating direct quotes and paraphrasing into writing. * Language lessons: past tense (including negative and question forms), sentence combining (complex sentences), gerunds and infinitives * Writing assessments: plan and write argument essays using information gathered from text and multi-media sources. | | |
| **Assessments**  **(Formative & Summative)**   * Informal: retell main events of historical texts (orally and in writing); identify organizational features of informational texts (orally and in writing) * Reading: text mark while reading to make thinking visible (i.e. ask and answer questions; make connections, etc.) * Express opinions and questions in class discussions; record information about others’ opinions and questions during class discussions * Writing: Students write summaries of informational texts read in class. * Quizzes: vocabulary and grammar topics | **Opportunities for Differentiation for Special Populations**   * Students are flexibly grouped for reading, discussions, and vocabulary work. * Texts available at students’ instructional reading levels. * Pre-, during- and post-reading interactive activities to support comprehension of complex texts. * Writing instruction that features modeling, guided practice, and attention to text organization as well as form and content. * Scaffolding of major assessment (writing project) with clear steps, tasks, and timelines. | |
| **Major Unit Assessments (Curriculum-Based Projects)**   * **Writing Assessment -** Writing Project: Students produce an argument essay based on an informational text read in class. (Topic: Anne Frank)   *See attached rubric and MPI.* | | |
| **Major Unit Assessment II (Common Writing Assessment )**   * Students complete an in-class writing assessment in which they are instructed to write an argument essay based on an informational text. (Topic: Jackie Robinson)   *See attached rubric and MPI.* | | |

**Strand of MPIs for SHS ELL Department: Informational Reading & Argument Unit**

**GRADE: 9-12 \_\_\_\_\_\_\_**

**ELD STANDARD: Language of Social Studies EXAMPLE TOPIC: Argument Essay**

**CONNECTION:** *MA Curriculum Framework for ELA and Literacy, March 2011 - Writing Standards, Grades 9-10: Standard 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students write an argument essay based on an informational text read in class using a graphic organizer.

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| **COGNITIVE FUNCTION:** Students at all levels of English proficiency FORMULATE and SUPPORT an argument using evidence. | | | | | | |
| **DOMAIN: Writing** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
|  | Defend an argument using 3 pieces of evidence using essay frame, native language and peer support, and word bank.  Essay length: 3 paragraphs | Defend an argument using 3 pieces of evidence using native language/peer support and graphic organizers, and word bank.  Essay length: 3-5 paragraphs | Defend an argument using 3 pieces of evidence using peer support, graphic organizers, and self-created word bank.  Essay length: 5 paragraphs |  |
| **TOPIC-RELATED LANGUAGE:** argument, thesis, evidence, opinion, reasons, support; ordinal numbers, transition words and phrases (finally, in conclusion, to summarize, therefore); character traits, adversity, overcome, resilient | | | | | | |

**Anne Frank Essay – Rubric**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Final Grade: \_\_\_\_\_\_ / 100 points

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| **Content:** | | | **A** | **B** | **C-D** |
| **Evidence**  **and**  **Explanation of Character Traits** | | 20  points | The essay identifies **three different character traits** for Anne Frank. There are at least **2-3 examples from the text of each character trait** for evidence. There is an **explanation** of how each character trait helped Anne to be resilient. | The essay identifies three different character traits for Anne Frank. There are 2-3 examples from the text of each character trait for evidence. There may not be an explanation of how each character trait helped Anne to be resilient. | The essay may not identify three different character traits. There may only be 1 example of each character trait for evidence. There may not be an explanation of how each character trait helped Anne to be resilient. |
| **Thesis Statement** | | 10  points | The thesis statement answers the question and lists all three character traits. The thesis statement is the last sentence of the introduction. | The thesis statement answers the question but may not list all three character traits, or the thesis statement lists all three character traits but does not answer the question. The thesis statement is the last sentence of the introduction. | The thesis statement may not answer the question or list the character traits.  The thesis statement may be missing or is not the last sentence of the introduction. |
| **Language:** | | | **A** | **B** | **C-D** |
| **Essay**  **Format** | 10  Points | | The essay has **five paragraphs** and follows the **structure** learned in class. | The essay has five paragraphs and follows the structure learned in class, but one or two elements may be missing or incomplete. | The essay may not contain five complete paragraphs or may not follow the structure learned in class. |
| **Paragraph Structure** | 10  Points | | All paragraphs have a **topic sentence** and a **conclusion sentence**. Sentences are written in a logical order. There are several examples of **transition words** in each paragraph. | Almost all paragraphs have a topic sentence and a conclusion sentence. Sentences are mostly written in a logical order.  There are few examples of transition words in each paragraph. | Paragraphs may not have a topic sentence or a conclusion sentence. Sentences may not be written in a logical order.  There may not be examples of transition words in each paragraph. |
| **Grammar** | 10  Points | | The essay is written **consistently** in present **or** past tense. Almost all **verbs** are conjugated correctly. | The essay is mostly consistent in present or past tense. Most verbs are conjugated correctly. | The essay switches from present to past tense. There may be several errors in verb conjugations. |
| **Vocabulary** | 10  points | | The essay contains at least **10 vocabulary words** from the unit. | The essay contains at least **7 vocabulary words** from the unit. | The essay contains **0-5 vocabulary words** from the unit. |
| **Sentence Structure** | 10  points | | There are no examples of **run-on sentences**. | There are a few examples of run-on sentences. | There are several examples of run-on sentences. |
| **Presentation:** | | | **A** | **B** | **C-D** |
| **Neat**  **and Professional** | | 10  points | Essay is **on time**. Essay is **typed** and looks neat and professional. | Essay is one day late.  Essay is typed and looks neat and professional. | Essay is more than one day late. Essay may not be typed or may not look neat and professional. |
| **Document Process** | | 10  points | **All parts of the process** are submitted with the essay (planning; outline; drafts, revisions, peer-editing form). | One or two parts of the process may be missing or incomplete. | Some parts of the process may be missing or incomplete. |

**List of Vocabulary Words from Anne Frank Unit:**

1. legacy
2. matter
3. power
4. preoccupied
5. prisoner
6. resilient
7. scapegoat
8. shock
9. stunned
10. survive
11. agitated
12. annex
13. bother
14. call-up notice
15. concentration camp
16. declare war on
17. discriminate against
18. exhausted
19. impression
20. law

ESL C, Unit 1: Narrative

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| **Essential Questions:**   * **What makes a good story?** * **What are the attributes of truly exceptional people?** * **Who are some heroes that are not celebrated?** * **How have a few exceptionally brave and strong people influenced our world?** | | | |
| **WIDA and Common Core Connections**   * WIDA: Standard #2 (The Language of English Language Arts) * MA Curriculum Frameworks for English Language Arts and Literacy, Grades 9-12 * **Reading** Standards for Literature: #1, 2, 3, 4, 5, 6 * **Writing** Standards: #3, 4, 5, 6, 9, 10 * **Speaking & Listening** Standards: #1, 4, 5, 6 * **Language** Standards: #1, 2, 4, 5, 6 | | | |
| **Unit Language Objectives**  Students will be able to read and decode high-level academic texts, by:   1. Selecting the most important information 2. Taking notes and writing down questions 3. Guessing new vocabulary from context 4. Getting the overall main idea 5. Responding to prompts that ask for evidence and support   Students will be able to write excellent short responses in class by:   1. Using past tense and perfect tenses correctly 2. Incorporating quotes from the source text correctly 3. Formulating a good answer to a prompt and providing evidence 4. Proving the worth of the evidence by evaluating it in writing 5. Using transitions of sequence 6. Writing good introductions and conclusions   Students will be able to write an excellent long biography by:   1. Incorporating dialogue correctly 2. Explaining events in the correct order using past tense and perfect tenses correctly 3. Conveying a message or theme to the reader effectively 4. Using vivid details and language to evoke feelings in the reader   Students will be able to speak on and understand speaking on various topics, by:   1. Discussing and explaining opinions supported by textual evidence 2. Debating philosophies of struggle using evidence from text and personal experience 3. Roleplaying and then analyzing the words, thoughts and actions of historical figures | | **Unit Content Objectives**   * Students will analyze the elements of good Narrative and Biography writing – dialogue, message, details and order. * Students will learn about some unsung heroes of the Civil Rights Movement in the United States. * Students will augment working vocabulary. * Students will write 3 different kinds of essay. | |
| **Resources**  Excerpts from The Narrative of the Life of Frederick Douglass  Excerpts from The Autobiography of Malcolm X  Excerpts from What’s My Name, Fool? by Dave Zirin  Selma (movie) directed by Ava DuVernay  Biographies (by students from previous year) | **Assessments**  4 short, timed, in class essays written in response to excerpts  Debate competitions  Response essay  Long biography drafts, questions for interviewing subject and other phases of Biography project  Vocabulary quizzes | **Technology Components to Support**  **Blending Learning/Distance Learning**   * Texts and assignments distributed through Google Classroom * Films and short videos to supplement texts * Final Biography writing project revised, edited, and published in Google Docs | **Differentiation for Dually-Identified Students**  Students who need it are given more time to write in class essays, example essays to use as guides, rubrics as they write to guide writing and word banks. |
| **Description of Teaching and Learning Activities**   1. Students read excerpts of texts and worked on comprehension and vocabulary through discussion, skimming, categorization and sentence writing. 2. Students debated and discussed various ideas presented in texts after team preparation. 3. Enrichment was offered in the form of primary documents, videos of speeches from historical figures and authentic recordings. 4. Students were instructed in the form of writing an in-class response (modeled on the MCAS open response) to a text. 5. Students wrote and received feedback in the form of rubric and traditional comments on writing (4x). 6. Students watched Selma and wrote a response essay that discussed how the texts interact. 7. Students wrote short bios of classmates, read previous bios and discussed the elements of good biographies. 8. Students decided on plan and questions they would use for interviewing their subject. 9. Students completed various drafts of the biography, using teacher and peer reviews. 10. Students worked to design and complete a book that compiles all of their biography writing. | | | |
| **Assessments**  **(Formative & Summative)**   * Informal: retell stories; identify story elements and character motivations (orally and in writing) * Open Response Paragraphs: Students answer open-ended questions about a text in paragraph form. * Quizzes: Narrative elements; vocabulary and grammar topics | | | |
| **Major Unit Assessments (Curriculum-Based Projects)**   * **Reading Assessment –** Comprehension and discussion questions on Readings, 3 graded Open Response style (deep reading, reading for specific information) essays. * **Writing Assessment -** 3 graded Open Response style paragraphs; Personal narrative/biography writing through a process approach. | | | |
| **Major Unit Assessment II (Common Writing Assessment )**   * Students complete an in-class writing assessment in which they are instructed to compose a short narrative about a recent event. | | | |

ESL C, Unit 2: Literary Analysis

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| **Essential Questions**   * What can we learn from reading literature? * How does the author deliver her message to the reader? * How is meaning created between the author the reader? * How does literature reflect the human experience? | |
| **WIDA and Common Core Connections**   * WIDA: Standards #2 (The Language of English Language Arts) & 5 (The Language of Social Studies) * MA Curriculum Frameworks for English Language Arts and Literacy, Grades 9-12 * **Reading** Standards for Literature: #1, 2, 3, 4, 5, 7 * **Writing** Standards: #1, 4, 5, 6, 9, 10 * **Speaking & Listening** Standards: #1, 4, 5, 6 * **Language** Standards: #1, 2, 4, 5, 6 | |
| **Unit Language Objectives**  *Consider the language targets for this unit. What types of language will students be able to understand and produce at the word level, sentence level, and discourse level?*     * Students will be able to retell the main events of a novel (orally and in writing) using the past tense. * Students will be able to write a summary of a chapter of a novel. * Students will be able to use adjectives to describe the main character(s) of a novel (orally and in writing). * Students will be able to cite evidence from the text to identify character motivation and development. * Students will be able to identify theme of a text. * Students will be able to express opinions about a text. * Students will be able to use future tense to express predictions while reading a novel. * Students will be able to write a multi-paragraph essay about a theme in the novel, using textual evidence to support their claims. * Students will be able to use target vocabulary words in an authentic context (orally and in writing). * Students will be able to talk and write about personal experiences that relate to themes of the novel. * Students will be able to write notes about questions and ideas while reading. * Students will be able to identify 12 literary devices used by authors. * Students will be able to explain why an author uses different literary devices. | **Unit Content Objectives**  *What will students know and be able to do as a result of this unit?*   * Students will be able to use evidence from the text to infer character motivations and explain character development. * Students will be able to discover and discuss personal connections to a novel. * Students will be able to cite textual evidence to support their claims about a text. * Students will be able to make their thinking visible by text marking when they read. * Students will be able to use a variety of strategies to support their comprehension of a difficult text. * Students will be able to formulate an argument about a theme in a novel, and use evidence from the text to support their claims. |
| **Resources**  **(Culturally-appropriate)**   * Aesop’s Fables * Poetry and songs to be determined * Call of the Wild, Jack London * The Outsiders, S.E. Hinton * Various advertisements, to be determined | **Technology Components to Support**  **Blending Learning/Distance Learning**   * Documents, assignments, and video links distributed through Google Classroom * Audio version of text made available on Google Classroom for repeated listening opportunities * Formative and summative assessments completed online through Google Forms and other internet-based assessment tools |
| **Description of Teaching and Learning Activities**   * Lessons on Theme and Literary Devices * Listening to and analysis of poetry and songs to identify Literary Devices and Theme * Group presentation on songs, Literary Devices and Theme * Reading selected Aesop’s Fables for theme identification * Lessons on text marking, making connections while reading, asking questions, making predictions, visualizing, making inferences, and writing a summary. * Reading The Call of the Wild and The Outsiders * Discuss questions, personal connections to texts, literary devices and themes in pair, small group, and whole class format. * Ongoing direct vocabulary instruction of words selected from text. * Writing assessment: plan and write a literary argument essay about themes in the novel. | |
| **Assessments**  **(Formative & Summative)**   * Informal: retell chapters (orally and in writing); identify literary devices and themes (orally and in writing) * Write summaries of chapters * Text marking: Students respond to text and discussion questions while reading * Quizzes: vocabulary and grammar topics | **Opportunities for Differentiation for Special Populations**   * Students are flexibly grouped for reading, discussions, and vocabulary work. * Texts available at students’ instructional reading levels (The Call of the Wild). * Pre-, during- and post-reading activities to support comprehension of complex texts. * Scaffolding of group project on songs/literary devices with clear steps, tasks, and timelines. |
| **Major Unit Assessment I (Curriculum-Based Project)**   * **Speaking Assessment -** Group Project/Presentation: In groups, students select a song (or poem). Students prepare a presentation about how the author uses Literary Devices and identify the theme. | |
| **Major Unit Assessment II (Common Writing Assessment )**   * Students complete a Literary Analysis essay on a major theme from the novel, using a process approach. | |

**ESL C, Unit 3: Argument**

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| **Essential Questions**   * What are people’s opinions on controversial issues? * How do people form an argument, and win an argument? * How do we use evidence to support an argument in writing? * How do we structure a written argument in English? * How do we use language to persuade others when writing and speaking? | |
| **WIDA and Common Core Connections**   * WIDA: Standards #2 (The Language of English Language Arts) & 5 (The Language of Social Studies) * MA Curriculum Frameworks for English Language Arts and Literacy, Grades 9-12 * **Reading** Standards for Informational Text: #1, 2, 3, 5, 6, 7, 8 * **Writing** Standards: #1, 4, 5, 6, 9, 10 * **Speaking & Listening** Standards: #1, 2, 3, 4, 6 * **Language** Standards: #1, 2, 3, 4, 6 | |
| **Unit Language Objectives**  *Consider the language targets for this unit. What types of language will students be able to understand and produce at the word level, sentence level, and discourse level?*     * Students will be able to clearly express an opinion about a topic in writing and speaking. * Students will be able to state reasons to support an opinion in writing and speaking. * Students will be able to refer to others’ ideas in speaking and writing, using statements such as “I agree with… because…” * Students will be able to identify and use counterclaims. * Students will anticipate and refute opposing arguments. * Students will be able to read argument (persuasive) texts to identify opinions, reasons, and support. * Students will be able to read argument (persuasive) texts to identify elements of text organization and structure. * Students will be able to write an argument paragraph to clearly express an opinion with reasons and support. * Students will be able to write a multi-paragraph argument (persuasive) essay with a clear opinion, reasons, and support. * Students will be able to use arguments of Logos, Pathos and Ethos in written and spoken arguments. * Students will be able to use target vocabulary words in an authentic context (orally and in writing). | **Unit Content Objectives**  *What will students know and be able to do as a result of this unit?*   * Students will be able to identify the major elements of an argument (persuasive) text. * Students will be able to analyze the author’s opinion, reasons, and support in an argument (persuasive) text. * Students will be able to express and defend opinions about a range of topics. * Students will be able to consider opposing viewpoints and evaluate the strength of the arguments and supporting evidence. * Students will be able to watch a debate and evaluate the strengths and weaknesses of both content and delivery. * Students will be able to participate in a class debate, defending a position with clear reasons and evidence. * Students will be able to write an argument letter to school administration requesting a change in policy. |
| **Resources**  **(Culturally-appropriate)**   * Argument and opinion essays on current events (TBD) * Great Debaters – Movie * Short essays on controversial topics (SERP) | **Technology Components to Support**  **Blending Learning/Distance Learning**   * Documents, assignments, and video links distributed through Google Classroom * Final writing project revised, edited, and published in Google Docs |
| **Description of Teaching and Learning Activities**   * Students will read and analyze an Argument essay, looking for arguments of Logos, Pathos and Ethos * Students will read and analyze an Argument essay, looking for structure cues and techniques used * Students will discuss and debate the issue raised in HOTSEAT * Ss will play HOTSEAT and work on meeting arguments with other arguments * Ss will watch the movie, The Great Debaters, and read about and discuss the historical perspectives as well as the procedure of formal debates * Ss will be introduced to a new topic of discussion (SERP materials TBD) and included vocabulary * Ss will be assigned teams and prepare for debate on the topic * Ss will write an argument essay on the topic * Class will repeat last two steps 3 or 4 times. | |
| **Assessments**  **(Formative & Summative)**   * Informal: identify opinion, reasons, and support in an argument text (orally and in writing); identify organizational features of argument texts (orally and in writing) * Express opinions and reasons in class debates; record information about others’ opinions and reasons during class debates * Prepare for debates by crafting arguments and anticipating other sides’ claims * Writing: Students write argument essays about topics debated in class. * Quizzes: vocabulary and grammar topics | **Opportunities for Differentiation for Special Populations**   * Students are flexibly grouped, with groups changing repeatedly, for reading, discussions, and vocabulary work. * Texts scaffolded with vocabulary help and word banks. * Pre-, during- and post-reading interactive activities to support comprehension of complex texts. * Writing instruction that features modeling, guided practice, group writing and attention to text organization as well as form and content. * Scaffolding of major assessments (class debate and writing assignment) with clear steps, tasks, and timelines. |
| **Major Unit Assessments (Curriculum-Based Projects)**   * **Speaking Assessment –** Class Debate: In groups, students prepare for and participate in 3 to 4 formal debates. * **Writing Assessment -** Writing Project: Students produce 3 to 4 argument essays on topics of debates.   *See attached rubrics and MPIs.* | |
| **Major Unit Assessment II (Common Writing Assessment )**   * Students complete an in-class writing assessment in which they are instructed to write an argument essay in response to the following prompt: *Some people prefer to live in the country (in a village). Some people prefer to live in a city. Which place would you prefer to live in? Use specific reasons and details to support your answer.* | |

**ESL C, Unit 4: Informational Reading & Argument Writing**

|  |  |  |
| --- | --- | --- |
| **Essential Questions**   * What is the story of a nation? * What are the contradictions inherent in a nation’s story? * How do I use evidence to support an argument in writing? | | |
| **WIDA and Common Core Connections**   * WIDA: Standards #2 (The Language of English Language Arts) & 5 (The Language of Social Studies) * MA Curriculum Frameworks for English Language Arts and Literacy, Grades 9-12 * **Reading** Standards for Informational Text: #1, 2, 3, 4, 5, 6, 7, 8 * **Writing** Standards: #1, 2, 4, 5, 6, 7, 8, 9, 10 * **Speaking & Listening** Standards: #1, 2, 3, 4, 6 * **Language** Standards: #1, 2, 3, 4, 6 | | |
| **Unit Language Objectives**  *Consider the language targets for this unit. What types of language will students be able to understand and produce at the word level, sentence level, and discourse level?*     * Students will be able to identify cause and effects of events in History. * Students will be able to retell the main events of a historical text. * Students will be able to do basic research. * Students will be able to express questions, ideas, and opinions in a class discussion. * Students will be able to listen and respond to questions and ideas in a class discussion. * Students will be able to listen for and record specific information while watching a video. * Students will be able to read informational texts independently. * Students will be able to express detailed information and examples in support of an argument in writing. * Students will be able to write a multi-paragraph argument essay with a clear opinion, reasons, and support, including textual evidence. * Students will be able to identify Author’s messages, biases and beliefs. | | **Unit Content Objectives**  *What will students know and be able to do as a result of this unit?*   * Students will be able to read and use informational texts to bolster their own arguments. * Students will be able to recall and retell basic events of English Colonization of Nigeria and/or the Great Depression. * Students will be able to present on a Flag of a country and describe the symbols of the Flag. * Students will be able to participate in class discussions, presenting ideas and questions as well as responding to others’ ideas and questions. * Students will be able to write an argument essay using an informational text in support. |
| **Resources**  **(Culturally-appropriate)**   * Short informational texts on countries, history and flags from a variety of sources * Short video clips related to informational texts and Novels * Novels: Of Mice and Men and/or Things Fall Apart | | **Technology Components to Support**  **Blending Learning/Distance Learning**   * Documents, assignments, and video clips distributed through Google Classroom * Research conducted online for Flag project * Final writing project revised, edited, and published in Google Docs |
| **Description of Teaching and Learning Activities**   * Discussions of what it means to be an American, Nicaraguan, etc. * Selection of countries and preliminary research for Flag project. * Discussions and explorations around the symbolism of flags and what story they tell of the nation. * Presentations of Flags and research. * Interactive activities to activate background knowledge about novels and topics of novel. * Read short informational texts (read aloud; partner read; group jigsaw) to learn about historical contexts. * Retell main events from historical text using timelines to support comprehension. * Reading and discussing the novel. * Retells, journals, free writings, role plays, rewriting activities to strengthen understanding of the novel. * Instruction (review) on writing Argument Essays. * Essay drafting and writing…topic is theme of novel and how it relates to the country of its setting. | | |
| **Assessments**  **(Formative & Summative)**   * Informal: retell main events of historical texts (orally and in writing); identify organizational features of texts (orally and in writing) * Presenting: explaining symbols on a Flag and their meanings to the class. * Reading: text mark while reading to make thinking visible (i.e. ask and answer questions; make connections, etc.) * Express opinions and questions in class discussions; record information about others’ opinions and questions during class discussions * Writing: Students write summaries, rewritings (alternate endings) * Role playing: students take on character roles and meet again for questions from audience. | **Opportunities for Differentiation for Special Populations**   * Students are flexibly grouped for reading, discussions, and vocabulary work. * Texts available at students’ instructional reading levels. * Pre-, during- and post-reading interactive activities to support comprehension of complex texts. * Writing instruction that features modeling, guided practice, and attention to text organization as well as form and content. * Scaffolding of major assessment (writing project) with clear steps, tasks, and timelines. | |
| **Major Unit Assessments (Curriculum-Based Projects)**   * **Writing Assessments -** Writing Projects: Students do research on the Flag and Symbols of said flag of a nation of their choice; Students produce an argument essay based on an informational text read in class. (Topics: The Colonization of Africa by European Powers; The Great Depression in the United States) | | |
| **Major Unit Assessment II (Common Writing Assessment)**   * Students produce an Argument essay about a piece of Literature they have read (Things Fall Apart or Of Mice and Men) | | |

Overview of Common Writing Assessments

Students in ESL A1, A2, B, and C participate in quarterly writing assessments aligned with the department’s curriculum. Teachers review the writing assessments both individually and as a team in order to track student progress, discuss implications for curriculum and instruction, and adjust student placements when necessary. Writing assessments for each major unit of study as well as the corresponding rubrics and MPIs can be found on the following pages.

Unit 1: Narrative/Recount …………………………………………..….. 80

Unit 2: Literary Analysis ……………………………………………..…… 90

Unit 3: Argument ……………………………………………………..…….. 99

Unit 4: Argument ……………………………………………………..…… 107

**Strand of MPIs for SHS ELL Department: Narrative Unit**

**GRADE: 9-12**

**ELD STANDARD:** The Language of Language Arts **EXAMPLE TOPIC:** Writing Narrative or Recount

**CONNECTION:** *MA Curriculum Framework for ELA and Literacy, March 2011 - Writing Standards, Grades 9-10: Standard 3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students write expressive personal narratives that recount important experiences.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COGNITIVE FUNCTION:** Students at all levels of English proficiency CREATE a narrative that recounts personal history and evaluates its significance. | | | | | | |
| **DOMAIN:** Writing | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Compose a narrative that tells what happened by documenting a series of events using a graphic organizer, sentence frames, sequence word bank, native language support, and visual support. | Compose a narrative that tells what happened by documenting a series of events using a graphic organizer, sequence word bank, and native language/peer support. | Compose a narrative that tells what happened by documenting a series of events and evaluating their significance using a graphic organizer, sequence word bank, and peer support. | Compose a narrative that tells what happened by documenting a series of events and evaluating their significance using a sequence word bank and a graphic organizer. | Compose a narrative that tells what happened by documenting a series of events and evaluating their significance using a sequence word bank. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of language proficiency interact with grade level words and expressions, such as *express(ive), memoir, sequence, point of view, transition, first-person, topic sentence, supporting details, event, experience* | | | | | | |

**Narrative Writing Benchmarks – ESL A1 & A2**

**ESL A1 Writing Assessment – Narrative/Recount Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_**

Directions: Tell about what happens during a normal week in order. Use the words in the box to help you.



|  |
| --- |
| First Next Then Last Weekend |

Use this space to brainstorm ( put your ideas)

|  |
| --- |
| On Monday |
| On Tuesday |
| On Wednesday |
| On Thursday |
| On Friday |
| On Saturday |
| On Sunday |

Write your final draft here. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ESL A2 Writing Exam: Retell an Interesting Story

|  |
| --- |
| **Read these ideas for interesting stories.** |

stories.

|  |  |  |
| --- | --- | --- |
| A Day at Work |  | A School Club |
|  |  |  |
| A Sports Event |  | A Personal Story |

|  |
| --- |
| **Now it’s your turn to write!** |
| Directions: **Tell a story about something that happened in \_\_\_\_\_\_\_\_\_ .** (Think about something interesting or important). |

Write a recount for the to

|  |  |
| --- | --- |
|  | Choose Your Topic |
| My topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

|  |  |
| --- | --- |
|  | Plan Your Writing |
|  | |

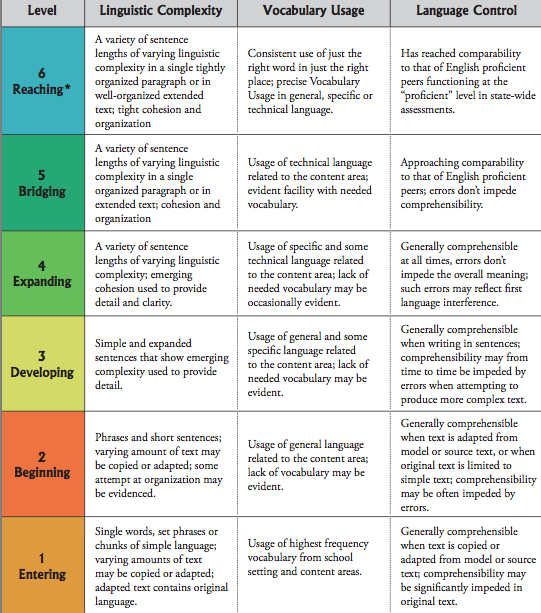
Write Your Draft on lined paper

**Narrative Writing Benchmarks – ESL B & C**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum Benchmarks** | **Yes** | **Working on it** | **No** |
| **Content** | | | |
| Story structure: beginning, middle, end |  |  |  |
| Plot: problem/resolution |  |  |  |
| Lesson/message |  |  |  |
| Past tense use |  |  |  |
| Detailed descriptions |  |  |  |
| Comments | | | |



**Overall WIDA Level:**

Linguistic complexity:

Vocabulary Usage:

Language control:

Comments:

ESL B Writing Assessment – Narrative

Directions: **Tell a story about something that happened to you or someone you know this month.** (Think about something funny, interesting, scary, sad, or newsworthy).

Remember to include:

* Past tense
* Dialogue
* Detailed descriptions
* Time markers

**STEP 1: PLAN YOUR STORY**

Use the graphic organizer on the next page to help you plan and organize your writing.

**STEP 2: WRITE YOUR STORY**

Write your story on a separate piece of lined paper.

**STEP 3: CHECK YOUR WORK**

* Is my story written in **past tense**?
* Does my story include **dialogue**?
* Does my story have **detailed descriptions**?
* Does my story include **time markers** and transition words?
* Does my story contain a **lesson** or big idea?

Use this graphic organizer to plan your story.

|  |
| --- |
| **Characters** – *Who are the main characters in your story? Describe each character.* |
| **Setting –** *Where and when does your story take place?* |
| **Plot –** *What will happen in your story? What are the main events?*  **Beginning:** *Introduce the characters and the setting. What will happen at the beginning of the story?*  **Middle:** *What happens to the main characters in the story? What is the problem or tension?*  **End:** *What happens to the characters at the end of the story? How is the problem resolved?* |
| **Theme/Lesson/Big Idea** – *What is the message? What do you want your readers to learn or understand from this story?* |

ESL C Narrative Writing Assessment

Write a narrative about something that happened over the past two months (think about something funny, interesting, scary, sad, boring, newsworthy). Plan your narrative. Give me the absolute best work you can do at this moment in life. Think about what makes a good story:

* good details and imagery
* events in order
* correct use of the past tense
* a message

**Strand of MPIs for SHS ELL Department: Literary Analysis Unit**

**GRADE: 9-12**

**ELD STANDARD:** The Language of Language Arts **EXAMPLE TOPIC:** Writing a Literary Argument Essay

**CONNECTION:** *MA Curriculum Framework for ELA and Literacy, March 2011 - Reading Standards for Literature, Grades 9-10: Standards 2 & 3 – Determine a theme or central idea and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Writing Standards, Grades 9-10: Standard 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students write an argument essay about a work of literature read in class.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COGNITIVE FUNCTION:** Students at all levels of English proficiency FORMULATE and SUPPORT an argument using evidence. | | | | | | |
| **DOMAIN:** Writing | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Defend an argument using textual evidence with sentence starters, a paragraph frame, native language support, and word banks.  Essay length: 1 paragraph | Defend an argument using textual evidence with an essay frame, native language and peer support, and word bank.  Essay length: 3 paragraphs | Defend an argument using textual evidence and evaluate its significance with native language/peer support and graphic organizers.  Essay length: 3-5 paragraphs | Defend an argument using textual evidence, and evaluate its significance with peer support and self-created word bank.  Essay length: 5 paragraphs | Defend an argument using textual evidence, and evaluate its significance with peer support.  Essay length: 5 paragraphs |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of language proficiency interact with grade level words and expressions, such as *argument, thesis, evidence, finally, in conclusion, to summarize, therefore, as a result, and specific content vocabulary for literary devices (foreshadowing, metaphors, similes, personification, hyperbole, allegory, tone/mood, symbolism, rhythm, irony, diction, characterization, character, character traits, setting, climax, conflict, resolution)* | | | | | | |

**Literary Analysis Writing Benchmarks – ESL A1 & A2**

**ESL A1 Writing Assessment Q2 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Elements of A Story**

|  |  |
| --- | --- |
| TITLE |  |

|  |  |
| --- | --- |
| CHARACTERS | CHARACTER TRAITS (Use Adjectives to Describe !) |
|  |  |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| SETTING |  |

|  |
| --- |
| PLOT- What happens? |
| BEGINNING MIDDLE END |

|  |
| --- |
| Who is your favorite character? Why? |

|  |
| --- |
| Which character trait (adjective) best describes your character? |

What actions show this?

Evidence from text!

Write about your favorite character.

My favorite character is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because he is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

ESL A2: Literary Analysis (Quarter 2)

**Literature Argument Writing Benchmarks – ESL B & C**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum Benchmarks** | **Yes** | **Working on it** | **No** |
| **Content** | | | |
| Essay structure: introduction, body, conclusion |  |  |  |
| Introduction: Thesis statement answers question or topic |  |  |  |
| Body: Evidence from book supports the thesis |  |  |  |
| Conclusion: includes an explanation of how this argument relates to a theme or message from the book |  |  |  |
| Comments | | | |

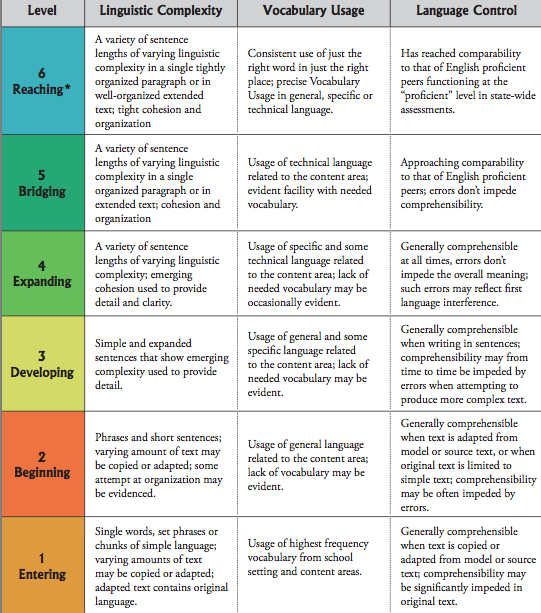
**Overall WIDA Level:**

Linguistic complexity:

Vocabulary Usage:

Language control:

Comments:



**2nd Quarter Writing Assessment - ESL B**

**STEP 1: PREPARE YOUR IDEAS FOR WRITING.**

Choose a character from *The Scarlet Letter.*

Choose a topic for your essay from the list of MCAS questions.

**STEP 2: PLAN YOUR WRITING.**

You can use the planning guide or the outline to plan your essay before you write.

Make sure your plan includes:

* Introduction – Identify the character
* Body – Answer the question (with examples from the book)
* Conclusion – Explain why this is important (message or lesson)

**STEP 3: WRITE YOUR COMPOSITION (ESSAY).**

Write a three (3) paragraph essay to answer the question on a separate piece of lined paper.

When you have finished, be sure to check your writing.

Ask yourself:

• Did I write an introduction?

• Did I answer the question?

• Did I support my main points with examples from the book?

• Did I write a conclusion?

• Does my writing make sense?

• Did I write in complete sentences?

• Did I use correct punctuation and spelling?

• Did I do my best work?

ESL C: Literature Argument Writing Assessment

*The Outsiders,* by S.E. Hinton, explores many important themes. In a well-developed, 5 paragraph essay, identify ONE theme from The Outsiders.  Be sure to defend your position with at least three pieces of evidence from the text.  Take time to PLAN your essay before you write it. You have 75 minutes.

**Strand of MPIs for SHS ELL Department: Argument Unit**

**GRADE: 9-12 \_\_\_\_\_\_\_**

**ELD STANDARD: Language of Language Arts EXAMPLE TOPIC: Argument Essay**

**CONNECTION:** *MA Curriculum Framework for ELA and Literacy, March 2011 - Writing Standards, Grades 9-10: Standard 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students write an argument essay about a given topic (current issue) using a graphic organizer.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COGNITIVE FUNCTION:** Students at all levels of English proficiency FORMULATE and SUPPORT an argument using evidence. | | | | | | |
| **DOMAIN: Writing** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Defend an argument using 3 pieces of evidence using sentence starters, paragraph frame, native language support and word banks.  Essay length: 1 paragraph | Defend an argument using 3 pieces of evidence using essay frame, native language and peer support, and word bank.  Essay length: 3 paragraphs | Defend an argument using 3 pieces of evidence using native language/peer support and graphic organizers, and word bank.  Essay length: 3-5 paragraphs | Defend an argument using 3 pieces of evidence using peer support, graphic organizers, and self-created word bank.  Essay length: 5 paragraphs | Defend an argument using 3 pieces of evidence using peer support  Essay length: 5 paragraphs |
| **TOPIC-RELATED LANGUAGE:** argument, thesis, evidence, opinion, reasons, support; ordinal numbers, transition words and phrases (finally, in conclusion, to summarize, therefore); evaluative vocabulary, specific content vocabulary for essay topic (if applicable) | | | | | | |

**Argument Writing Benchmarks – ESL A1 & A2**

**ESL A1 Quarter 3 Writing Assessment - Read the prompt below. Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_**

**Some people prefer to live in the country. Some people prefer to live in a city. Which place would you prefer to live in? Use specific reasons and details to support your answer.**

Algunas personas prefieren vivir en el campo. Algunas personas prefieren vivir en una ciudad. ¿Qué lugar preferirías vivir? Utilice motivos y detalles concretos para apoyar su respuesta.

Gen kèk moun ki prefere viv nan zòn riral. Gen kèk moun ki ta pito ap viv nan yon vil la. Ki kote ou ta remmen viv nan? Sèvi ak rezon ak detay espesifik sipòte repons ou an.

Algumas pessoas preferem viver no rural. Algumas pessoas preferem viver em uma cidade. Que lugar você prefere viver? Use razões específicas e detalhes para apoiar sua resposta.

**Plan your writing**

Because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I prefer to live in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Write a well-developed paragraph.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ESL A2 Writing Exam: Write an argument

|  |
| --- |
| Read this prompt. |
| Some people prefer to live in a village. Some people prefer to live in a city. Which place would you prefer to live in? Use specific reasons and details to support your answer. |

|  |
| --- |
| Use the translation to help you. |
| (translation provided in student’s L1) |

|  |
| --- |
| Now it's your turn to write! |

|  |
| --- |
| Write an argument for the option you prefer. |

|  |  |
| --- | --- |
|  | Prepare Your Ideas for Writing |
| Think carefully about these questions to get some ideas for your writing.  What place do you like?  What is the first reason you like the place?  What is the second reason you like the place?  What is the third reason you like the place? | |

|  |  |
| --- | --- |
|  | Plan Your Writing |
| Use this page to organize your ideas. You can make notes, an outline, a web, or any other kind of organizer. Add supports. | |

|  |  |  |
| --- | --- | --- |
| Body | Topic Sentence |  |
| Evidence 1 |  |
| Support 1 |  |
| Evidence 2 |  |
| Support 2 |  |
| Evidence 3 |  |
| Support 3 |  |
| Conclusion Sentence | These are the three reasons why I prefer to live in a \_\_\_\_\_\_\_\_\_\_\_\_\_. |

**Argument Writing Benchmarks – ESL B & C**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum Benchmarks** | **Yes** | **Working on it** | **No** |
| **Content** | | | |
| Essay structure: introduction, body, conclusion |  |  |  |
| Introduction: begins with hook; ends with a clear thesis statement |  |  |  |
| Body: includes reasons and evidence that support the thesis |  |  |  |
| Conclusion: no new arguments are introduced; powerful ending |  |  |  |
| Comments | | | |

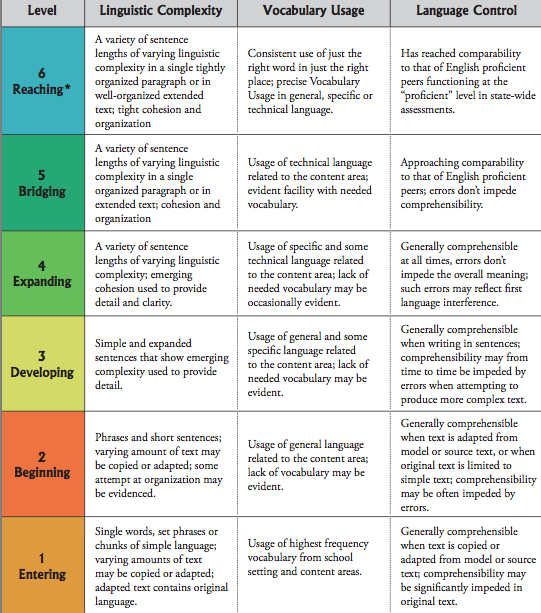
**Overall WIDA Level:**

Linguistic complexity:

Vocabulary Usage:

Language control:

Comments:



ESL B: Quarter 3 Writing Assessment (Argument)

Directions: Read the prompt below. Use the graphic organizer to plan your writing. Write a well-developed essay.

**Some people prefer to live in the country (in a village). Some people prefer to live in a city. Which place would you prefer to live in? Use specific reasons and details to support your answer.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

ESL C: Unit 3 Assessment - Argument Writing

Some people prefer to live in the country. Some people prefer to live in a city. Which place would you prefer to live in? Use specific reasons and details to support your answer.

**Strand of MPIs for SHS ELL Department: Informational Reading & Argument Unit**

**GRADE: 9-12 \_\_\_\_\_\_\_**

**ELD STANDARD: Language of Social Studies EXAMPLE TOPIC: Argument Essay**

**CONNECTION:** *MA Curriculum Framework for ELA and Literacy, March 2011 - Writing Standards, Grades 9-10: Standard 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students write an argument essay based on an informational text read in class using a graphic organizer.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COGNITIVE FUNCTION:** Students at all levels of English proficiency FORMULATE and SUPPORT an argument using evidence. | | | | | | |
| **DOMAIN: Writing** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Defend an argument using 3 pieces of evidence using sentence starters, paragraph frame, native language support and word banks.  Essay length: 1 paragraph | Defend an argument using 3 pieces of evidence using essay frame, native language and peer support, and word bank.  Essay length: 3 paragraphs | Defend an argument using 3 pieces of evidence using native language/peer support and graphic organizers, and word bank.  Essay length: 3-5 paragraphs | Defend an argument using 3 pieces of evidence using peer support, graphic organizers, and self-created word bank.  Essay length: 5 paragraphs | Defend an argument using 3 pieces of evidence using peer support  Essay length: 5 paragraphs |
| **TOPIC-RELATED LANGUAGE:** argument, thesis, evidence, opinion, reasons, support; ordinal numbers, transition words and phrases (finally, in conclusion, to summarize, therefore); character traits, adversity, overcome, resilient | | | | | | |

**Informational Reading Argument Writing Benchmarks – ESL A1 & A2**

**[](http://www.google.com/url?sa=i&rct=j&q=cell+phone&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://www.newjerseycriminallawyer-blog.com/2014/06/27/private-cell-phone-information/&ei=WTqJVdb4IMzS-QHi5IDoBQ&bvm=bv.96339352,d.cWw&psig=AFQjCNHF7zHmJ0ii7jV4xJor_V48lkuF3A&ust=1435143121989500) ESL A1**

Cell Phones in Class Lower Test Scores

<http://www.breakingnewsenglish.com/1506/150612-mobile-phones-0.html>

There is bad news for students. New research says students do not learn very well when they use cell phones in class. Researchers looked at 145 university students. Some of the students used their mobile phones in class; others turned them off. The students who turned off their phones in class got higher scores on tests!

It is difficult to keep students working. They want to be online and check messages. They do not want to work. Their body is in class, but their brain is absent. They are texting or on social media. Teachers are fighting a "losing battle". Some schools in England banned cell phones and test scores went up by 6%.  
  
**Write the new words from the article and the translation.**

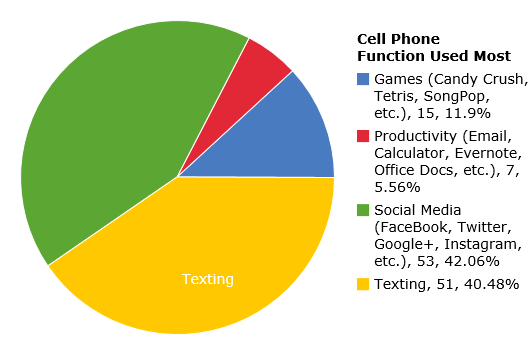
|  |  |
| --- | --- |
| Word | Translation |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**What is the main idea of the reading?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name 3 details about the main idea.**

|  |  |  |
| --- | --- | --- |
|  |  |  |

1. [](http://www.google.com/url?sa=i&rct=j&q=pie+chart+cell+phones&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://www.statcrunch.com/5.0/viewreport.php?reportid=34463&ei=OUCJVZTrNYi5-QGRgoLwAw&bvm=bv.96339352,d.cWw&psig=AFQjCNEb17sdpgOoEr1GX9yoEt5YehDPYQ&ust=1435144564886373)What is the title of the pie chart?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What do the people in the survey use their cell phones for MOST?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What do people in the survey use their cell phones for LEAST?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How many people in the survey use the phone for texting?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ESL A1 Writing Assessment Name:\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_**

Somerville High School wants a recommendation from you on the use of cell phones in the classroom. Use the information from the **article** and the **pie chart** to give your advice.

Students \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ be allowed cell phones in the classroom.

should/should not

**Reason Evidence**

|  |  |
| --- | --- |
| Example:  Social media does not help with school work. | Students use their phones for social media 42.06% of the time. |
|  |  |
|  |  |

ESL A2: **Writing Assessment - Choosing a park**

|  |  |
| --- | --- |
| **1** | Read this prompt. |
| The city wants to build a new park. They gave a survey to 100 people. They asked the people what they wanted in a new park. The results are in the pie chart below. What things should the city build in the new park? Use the information in the charts. | |

|  |  |
| --- | --- |
| **2** | Use the translation to help you. |
|  | |

|  |
| --- |
| Now it’s your turn to write! |

|  |
| --- |
| Write an argument for the option you prefer. |

|  |  |
| --- | --- |
| **3** | **Plan Your Writing** |
| Use this page to organize your ideas. You can make notes, an outline, a web, or any other kind of organizer. Use specific reasons and details to support your answer. | |

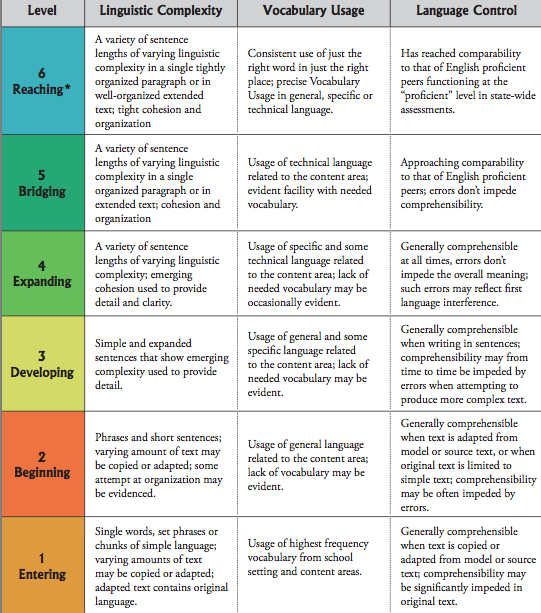
|  |  |  |  |
| --- | --- | --- | --- |
| Body | Topic Sentence |  | The city should include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the new park. |
| Reason  1 |  |  |
| Support  1 |  |  |
| Support  1 |  |  |
| Reason  2 |  |  |
| Support  2 |  |  |
| Support  2 |  |  |
| Reason  3 |  |  |
| Support  3 |  |  |
| Support  3 |  |  |
| Conclusion Sentence |  |  |

**Informational Reading & Argument Writing Benchmarks – ESL B & C**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum Benchmarks** | **Yes** | **Working on it** | **No** |
| **Content** | | | |
| Essay structure: introduction, body, conclusion |  |  |  |
| Introduction: begins with a hook; thesis statement addresses question or topic |  |  |  |
| Body: includes reasons and evidence from the text to support the thesis |  |  |  |
| Conclusion: no new arguments are introduced; powerful ending |  |  |  |
| Comments | | | |



**Overall WIDA Level:**

Linguistic complexity:

Vocabulary Usage:

Language control:

Comments:

**ESL B: Writing about Jackie Robinson**

**WRITING PROMPT:**

Jackie Robinson faces several extremely difficult situations. Think about how he handles them. **What do Jackie Robinson’s actions and decisions during this difficult situation reveal about his character traits?** **How do Jackie Robinson’s personal traits help him to be resilient?** Give evidence from the book and movie to support your opinions.

**STEP 1: PREPARE YOUR IDEAS FOR WRITING.**

Think carefully about these questions to get some ideas for your writing.

* How does Jackie Robinson deal with difficult situations? Give specific examples from the book and movie.
* What is the first character trait you will write about? How do Jackie Robinson’s decisions and actions show us this trait? How does this trait help him?
* What is the second character trait you will write about? How do Jackie Robinson’s decisions and actions show us this trait? How does this trait help him?
* What is the third character trait you will write about? How do Jackie Robinson’s decisions and actions show us this trait? How does this trait help him?

**ESL B: Writing about Jackie Robinson**

**STEP 2: PLAN YOUR WRITING.**

Use the outline to plan your essay before you write.

1. **Introduction**
   1. Topic sentence / “Hook”:
   2. Background information about topic:
   3. Thesis Statement (answer the question / list three character traits):
2. **Body Paragraph (character trait #1)**
   1. Topic sentence (character trait):
   2. Details: evidence and explanation of character trait:

* 1. Conclusion sentence:

1. **Body Paragraph (character trait #2)**
   1. Topic sentence (character trait):
   2. Details: evidence and explanation of character trait:

* 1. Conclusion sentence:

1. **Body paragraph (character trait #3)**
   1. Topic sentence (character trait):
   2. Details: evidence and explanation of character trait:

* 1. Conclusion sentence:

1. **Conclusion**
   1. Topic sentence: restate your thesis (answer the question and review three character traits)
   2. Details: Summarize your main points
   3. Conclusion sentence:What can we learn from Jackie Robinson’s example?

**STEP 3: WRITE YOUR COMPOSITION (ESSAY).**

Write your essay (5 paragraphs) on a separate piece of lined paper.

When you have finished, be sure to check your writing.

Ask yourself:

• Did I write an introduction?

• Did I give three main points?

• Did I support my main points with details?

• Did I write a conclusion?

• Does my writing make sense?

• Did I write in complete sentences?

• Did I use correct punctuation and spelling?

• Did I write my best?

ESL C, Unit 4 Writing Assessment

What is the theme in Of Mice and Men? We have discussed many themes in the book, Of Mice and Men. Choose one and write an argument essay that proves your argument. Use solid arguments, evidence from the text and many examples to build this 5 paragraph argument essay.