

Somerville Public Schools

ESL Curriculum Topics and Benchmarks for Grades K – 12



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Contents

Introduction.....	4
Program Description.....	5
Grades K – 5 ESL Curriculum Pacing Guide	6
Benchmarks for English Proficiency Levels Grades K – 5 (DESE Aligned)	7
Grades K – 5 ESL Curriculum	10
Grades 6 – 8 Course Descriptions	70
Benchmarks for English Proficiency Levels Grades 6-8 (DESE Aligned)	72
Grades 6 – 8 ESL Curriculum	74
Grades 9 – 12 Course Description	109
Benchmarks for English Proficiency Levels Grades 9 – 12 (DESE Aligned)	111
Grades 9 – 12 ESL Curriculum	113

Appendices

Benchmarks for English Proficiency Levels Grades K – 5 Aligned to TESOL Descriptors	
Benchmarks for English Proficiency Levels Grades 6 - 12 Aligned to TESOL Descriptors	
English Language Development Assessment Schedule	
Lists of Academic Vocabulary (adapted from http://www.u-46.org/roadmap/dyncat.cfm?catid=246)	
Book List	
List of Web Sites	

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Introduction to the Document

The purpose of the Somerville Public Schools English as a Second Language Curriculum (ESL) Document is to guide instruction. As educators of international students and students whose first language is other than English, our goal is to ensure that our students learn English in order to fully participate in the school community and the community at large. We value the diversity that our students bring to the school district. The English Language Learner Programs build upon the linguistic, cultural, and world knowledge that students possess. English as a Second Language study includes teaching and learning in the four domains of language (Listening, Speaking, Reading, and Writing), developing English vocabulary and grammar, reading works of literature in all genres, developing research, critical thinking, and problem solving skills, writing for expressive and expository purposes, and focusing on academic language and literacy so that students will be successful in all content area courses.

The SPS ESL Curriculum is aligned to the *English Language Proficiency Benchmarks and Outcomes for English Language Learners* (ELPBO) (MA DOE, June 2003). For each quarter of each ESL Course we have indicated the ELPBO General Outcomes with a brief descriptor related to the topic. ELPBO Individual Benchmarks are indicated by the letter-number sequence in bold type. We have also included a summary of benchmarks for each proficiency level in this document. Students are involved in a variety of formative assessments during each quarter and a summative assessment (in preparation) at the end of each quarter to measure their progress towards the ESL level benchmarks.

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DESCRIPTION OF ENGLISH LEARNER PROGRAMS

The primary goal of the English Language Learner Programs of the Somerville Public Schools is to provide an educational environment that ensures that students whose first language is other than English participate fully in the school community and the community at large in order to reach his/her full potential.

Sheltered English Immersion Program

The Sheltered English Immersion Program (SEIP) is a K-12 program for students who speak languages other than English. The educational program includes English as a Second Language (ESL) and content instruction (math, science, and social studies) aligned to grade-level standards. Instruction is primarily in English. Teachers use sheltered content instructional techniques (described in Curriculum and Instruction section of the ELE Handbook) in order to make lessons understandable and meaningful to students as they become proficient in English.

Unidos Two-Way Bilingual Immersion (Spanish)

The Unidos Program is a Two-Way Bilingual Immersion Program. Approximately half of the students in the program are learning English (ESL) and half of the students are learning Spanish (SSL) as their second language. Content instruction is offered in English and Spanish (math, science, social studies) to both groups of students. Teachers use sheltered content instructional techniques* in order to make lessons understandable.

Waiver from SEI/Alternative Language and Content Support

Parents and Guardians have the right to request a waiver from Sheltered English Immersion.

For Elementary Students Requesting a Waiver: The Elementary school principal reviews waiver requests. If more than twenty requests are approved a bilingual program will be instated.

For High School Students Requesting a Waiver: The High School headmaster reviews waiver requests. Students with approved waivers are enrolled in the Alternative Language and Content Support Program at Somerville High School which includes English as a Second Language (ESL) and content area instruction. Teachers who speak Spanish, Portuguese, Haitian Creole and French provide bilingual support and use English and native language materials when available.

ESL Instruction

ESL Instruction is provided to those students who have opted out of or transitioned into General Education or Special education classes. ESL Instructional service is provided on a “push-in”, “pull-out”, or consultation model in accordance with the ESL Student Profile and Service Plan (ELL Form 14) developed by the ESL Instructional Specialist in collaboration with the classroom teacher. The parent/guardian, classroom teacher, and building principle will be notified in writing of the ESL Instructional Service Plan (ELL Form 15).

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ESL Curriculum Pacing Guide – Avenues Units

		Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	
		First Quarter			Second Quarter			Third Quarter			Fourth Quarter	
Grade	Level											
K	Beg, EI, I & T	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	
1	Beg & EI	One		Two		Three - Four		Four - Five				
	I & T	One	Two	Two - Three		Four - Five		Five - Six				
2	Beg & EI	One		Two		Three - Four		Four - Five				
	I & T	One	Two	Two - Three		Four - Five		Five - Six				
3	Beg & EI	One		Two		Three - Four		Four - Five				
	I & T	One	Two	Three – Four		Five – Six		Seven - Eight				
4	Beg & EI	One		Two		Three - Four		Four - Five				
	I & T	One	Two	Three – Four		Five – Six		Seven - Eight				
5	Beg & EI	One		Two		Three - Four		Four - Five				
	I & T	One	Two	Three – Four		Five – Six		Seven - Eight				

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Benchmarks – Grades K-2 (DESE Aligned)

	Level 1	Level 2	Level 3	Level 4	Level 5
Speaking	speaks using only a few English words with frequent errors and cannot be understood easily	speaks English using basic words and short phrases and is generally difficult to understand	speaks English using common words, including some grade-level academic vocabulary, and basic grammar and sentence structure with some errors	speaks English with basic fluency, using grade-appropriate words and sentences with occasional errors	speaks English with fluency, using grade-level academic vocabulary correctly
Listening	understands only a little spoken English	recognizes some basic spoken words and phrases in English, with frequent repetition and explanation	understands most basic spoken English, including some grade-level academic vocabulary, with some repetition and explanation	understands most spoken English during classroom discussions, including grade-level academic vocabulary, with only occasional repetition and explanation	understands spoken English, with little or no need for repetition or explanation
Reading	recognizes only a few letters of the alphabet and reads only a few simple words (with help)	recognizes many letters of the alphabet and reads a few simple words (with help)	reads and understands many common words and most letters of the alphabet, including some grade-level academic language	reads and understands most common words, including many grade-level academic words	reads and understands most grade-level texts
Writing	writes only a few letters of the alphabet and may attempt to write words that are mostly incorrect	writes some letters of the alphabet and a few basic words, with frequent errors	writes commonly used words and simple sentences, with some errors	writes short sentences and short texts, with few errors	writes and edits grade-level texts with fluency, using standard grade-level English writing conventions
Test Scores	MEPA 400-452	MEPA 453-465	MEPA 466-484	MEPA 485-499	MEPA 500-550

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Benchmarks – Gr. 3-5 (DESE Aligned)

Speaking and Listening

	Level 1	Level 2	Level 3	Level 4	Level 5
Speaking	speaks using only a few English words with common errors, and is not easily understood	speaks using basic English words and phrases, and is generally difficult to understand	speaks using many basic English words and some grade-level academic vocabulary, creating original sentences, with some errors and pauses in conversation	speaks English with basic fluency, using grade-level words and sentences, with occasional errors	
Listening	understands only a little spoken English.	understands some basic spoken vocabulary, phrases, and simple questions, with frequent repetition and explanation.	understands most spoken English sentences and questions, some basic grade-level academic vocabulary, and grade-level texts read aloud, with some repetition and explanation.	understands most spoken English during classroom discussions, with only occasional repetition and explanation.	

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Benchmarks – Gr. 3-5
Reading and Writing

	Level 1	Level 2	Level 3	Level 4	Level 5
Reading	reads only a few simple written words or phrases, with help	reads and understands simple words, phrases, and a few simple sentences with help, but shows little awareness of features of written English	reads and understands many common words and some grade-level academic vocabulary; can understand the main idea of some grade-level texts, and understands some grade-level features of written English	reads and understands most grade-level texts, including academic vocabulary and most grade-level features of written English	reads and understands most grade-level texts, including a range of academic vocabulary
Writing	writes only a few simple words and a few short sentences with errors	writes one or more simple sentences with some understanding of purpose and audience, but shows little control of grade-level standard English writing conventions	writes and edits simple sentences and paragraphs to suit an audience, and uses basic grade-level vocabulary; shows some control of grade-level standard English writing conventions	writes and edits short texts with few errors using basic grade-level academic vocabulary, and shows basic control of grade-level standard English writing conventions	writes and edits texts of different lengths, giving details and descriptions to suit the purpose and audience, and shows a general control of standard grade-level English writing conventions
Test Scores	Gr. 3-4 MEPA 400-431 Gr. 5 MEPA 400-435	Gr. 3-4 MEPA 432-451 Gr. 5 MEPA 436-455	Gr. 3-4 MEPA 452-473 Gr. 5 MEPA 456-478	Gr. 3-4 MEPA 474-499 Gr. 5 MEPA 479-499	Gr. 3-4 MEPA 500-550 Gr. 5 MEPA 500-550

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Kindergarten		Quarter: 1	Level: All
Themes: School and Family			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.1; S.1.2; 1.3; S.1.4 Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</p> <p>S.3.1; S.3.3; S.3.9; S.3.10; S.3.25 Students will comprehend and communicate orally, using spoken English to participate in academic settings.</p> <p>R.1.1 Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</p> <p>R.2.1; R.2.3; R.2.4; R.2.5; R.2.6; R.2.7 Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</p> <p>W.2.1a, b; W.2.2a Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</p>	<p>Vocabulary Colors School tools Sizes School people and places Foods Kitchen objects Numbers</p> <p>Grammar Using determiners <i>a</i> and <i>the</i></p> <p>Listening/Speaking Give and carry out commands Express likes and dislikes</p> <p>Reading/Writing Isolate and count words Isolate syllables Isolate sounds Identify rhyming words Concepts of print Label Literature journal Interactive and Independent writing</p> <p>Content Connections Science – Food Pyramid, mix a new color Social Studies – Role-play workers Math – Size up a buddy, count family members Language Arts – Play kitchen</p>	<p><u>Avenues</u>: Units 1 and 2</p>	<p><u>Avenues</u> pretest</p> <p>MEPA/MELA-O (new students)</p> <p>End of Unit Vocabulary Assessments</p>

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Kindergarten	Quarter: 2	Level: All	
Themes: Transportation, Neighborhood, Weather and Seasons			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.1, S.1.2, S.1.3, S.1.4 Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</p> <p>S.2.1, S.2.2, S.2.3 Students will comprehend and communicate orally, using spoken English for personal and social purposes.</p> <p>R.1.1, R.1.5b, c Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</p> <p>R.2.1, R.2.2 Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</p>	<p>Vocabulary Transportation Neighborhood Places Neighborhood Workers Opposites Safety Weather Seasons Clothing</p> <p>Grammar “This is a _____.” “See the _____.” “You can _____.”</p> <p>Listening/Speaking Ask and answer questions Give and follow directions Make comparisons</p> <p>Reading/Writing Identify and blend syllables. Segment words into syllables Match syllables Identify letters and words Match and isolate initial sounds Identify title, author, and illustrator</p> <p>High Frequency Words: this, is, to, see, we, I, can, you</p> <p>Content Connections Science – Make boats, Explore a bike Social Studies – Write about your neighborhood Math – Board game, Create a graph Language Arts – Guess the worker</p>	<p><u>Avenues</u> – Units 3, 4, 5</p>	<p>End of Unit Vocabulary Assessments</p>

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Kindergarten	Quarter: 3	Level: All	
Themes: Animals, Senses and Self Concept, Farms			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.1, S.1.2, S.1.3, S.1.4, Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</p> <p>S.3.1, S.3.2, S.3.3 Students will comprehend and communicate orally, using spoken English to participate in academic settings.</p> <p>R.1.1, R.1.2d, R.1.5b, c Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</p> <p>R.2.1, R.2.2, R.2.3 Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</p>	<p>Vocabulary Animals Pets Actions Body Parts Senses Feelings Farm Animals Baby Animals Place Words</p> <p>Grammar “Where are the _____?” “It is a _____.” “I like your _____.”</p> <p>Listening/Speaking Ask for and give information Express feelings Express likes and dislikes</p> <p>Reading/Writing Match and isolate final sounds Recognize capital and lowercase letters Match and isolate medial sounds Identify a sentence Generate rhyming words</p> <p>High Frequency words: he, she , where, are, have, it, what, little, your, like</p> <div style="background-color: yellow; padding: 5px;"> <p>Content Connection <u>Science:</u> Animal Sort, Senses Chart <u>Social Studies:</u> Animal Products <u>Math:</u> Count and Categorize, Count Body Parts <u>Language Arts:</u> Compare Animals, Tell About You</p> </div>	<p><u>Avenues</u> Units 6,7,8</p> <p><u>I am Latino- The Beauty Inside Me</u></p>	<p>End of Unit Vocabulary Assessments</p> <p>MEPA/MELA-O</p>

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Kindergarten	Quarter: 4	Level: All	
Themes: Farm to Market, Homes			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.1, S.1.2, 1.3, S.1.4 Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</p> <p>S.2.1, S.2.2, S.2.3 Students will comprehend and communicate orally, using spoken English for personal and social purposes.</p> <p>R.1.1, R.1.2, R.1.3a, Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</p> <p>R.2.1, R.2.2, R.2.3, Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</p> <p>R.3.1, R.3.4, R.3.6 <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p>	<p>Vocabulary Fruits and Vegetables Plants Buy/Sell Rooms in a House Household Objects Daily Routines</p> <p>Grammar “Look at the _____.” “This is/is not a big _____.”</p> <p>Listening/Speaking <i>Ask for and give information</i> <i>Express likes and dislikes</i> Give and follow directions Make comparisons Manipulate sounds</p> <p>Reading/Writing <i>Generate rhyming words</i> <i>Concepts of print</i> Identify where a story begins and ends Segment a word into sounds Recognize appropriate word order in sentences High Frequency Words: go, in, look, at, on, my big, not</p> <p>Content Connection Science: Match the Material, Let’s Grow Social Studies: Design a Room Math: Seed Count, Shape House Language Arts: Sort Inside and Outside Activities</p>	<p><u>Avenues</u> Units 9 and 10</p>	<p>End of Unit Vocabulary Assessments</p> <p><u>Avenues</u> Post-Test</p>

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Grade 1	Quarter: 1	Level: Beginner/Early Intermediate	
Themes: What's New With You?			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.1, S.1.2 <i>Students will comprehend and communicate orally using English vocabulary for personal, social, and academic purposes.</i></p> <p>R.1.1, R.1.3 <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>R.2.1, R.2.2 <i>Using the foundations of oral languages and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p>W.1 <i>Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p>	<p>Vocabulary Shapes Seasons Weather Days Months Colors Numbers</p> <p>Grammar Nouns Describing words “The _____ is _____.”</p> <p>Listening/Speaking Message for today Make an announcement Generate rhyming words Sing along with teacher</p> <p>Reading/Writing Concepts of print Match print to spoken word Cause and effect Classify details Express ideas and opinions in Literature Journals Reflect on the story in their Literature Journals Write sentences</p> <p>Content Connections Science: Make a season sack Social Studies: Create a new faces collage Math: Count and sort season symbols Language Arts: Sort pictures by letter</p>	<p><u>Avenues</u> - Unit 1</p> <p>Big Book: <u>Fall Is Not Easy</u></p> <p>Leveled books</p>	<p><u>Avenues</u> pretest</p> <p>End of Unit Test</p> <p>Language Assessment</p> <p>MEPA/MELA-O (new students)</p>

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Grade 1	Quarter: 2	Level: Beginner/Early Intermediate	
Themes: Here Come the Animals!			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.1., S.1.2, S.1.3, S.1.4 Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</p> <p>S.2.1, S.2.2, S.2.5 Students will comprehend and communicate orally, using spoken English for personal and social purposes.</p> <p>R.1.1; R.1.3; R.1.4; R.1.5 Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</p> <p>R.2.1, R.2.2, R.2.3 Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</p> <p>R.3.1; R.3.2; R.3.3; R.3.6 Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</p> <p>W.1.2, W.1.3 Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</p>	<p>Vocabulary Animal parts Animal coverings <i>Numbers</i> <i>Colors</i> <i>Shapes</i></p> <p>Grammar Verbs Has/have Ask questions with do/does</p> <p>Listening/Speaking Message for Today Give information – declarative sentences Find and use patterns in language Tell about the animals Syllable blending</p> <p>Reading/Writing Capital and lowercase letters Use punctuation in reading Intonation and phrasing Genre: Fact Book Text feature – labels Reflect on the story in their Literature Journals Express ideas & opinions in their Literature Journal Animal Poster</p> <p>Content Connection Science: Look closely at animals Social Studies: Help find the animals Math: Draw a petting zoo Language Arts: Name that cat</p>	<p><u>Avenues</u> – Unit 2</p> <p>Big Book: <u>Mama Cat Has Three Kittens</u></p> <p>Leveled books</p>	<p>End of unit test</p> <p>Language Assessment</p> <p>Animal Poster</p>

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Grade 1	Quarter: 3	Beginner/Early Intermediate	
Themes: Families on the Go			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.1, S.1.2 <i>Students will comprehend and communicate orally using English vocabulary for personal, social, and academic purposes.</i></p> <p>S.3 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.1.1, R.1.3 <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>R.2.1, R.2.2 <i>Using the foundations of oral languages and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p>W.1 <i>Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p>W.2 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Family Favorite Activities Time</p> <p>Grammar Subject pronouns Plural Nouns with –s and –es “I like to _____.”</p> <p>Listening/Speaking Message for Today Express likes and dislikes Express needs and wants Make comparisons Participate in a choral reading Blend syllables Blend onsets and rimes</p> <p>Reading/Writing Interactive writing Directionality Genre: Realistic Fiction Story elements: Character and Setting Identify sequence Main idea and details Make a photo book Write directions</p> <p>Content Connection Science: Make an ancestor book Social Studies: Compare holidays Math: Make a clock pendant Language Arts: Write a family poem</p>	<p><u>Avenues</u> - Unit 3</p> <p>Big Book: <u>Tortillas and Lullabies</u></p> <p>Leveled books</p>	<p>End of Unit Test</p> <p>Language Assessment</p> <p>MEPA/MELA-O</p>

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Grade 1	Quarter: 4	Level: Beginner/Early Intermediate	
Themes: Everyone Needs a Home, Wings and Things			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.1, S.1.2., S.1.3., S.1.4, S.1.5 Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</p> <p>S.2.1, S.2.2, S.2.5, S2..6 Students will comprehend and communicate orally, using spoken English for personal and social purposes.</p> <p>S.3.1, S.3.2, S.3.3, S.3.4, Students will comprehend and communicate orally, using spoken English to participate in academic settings.</p> <p>R.1.1; R.1.3; R.1.4; R.1.5 Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</p> <p>R.2.1; R.2.2; R.2.3 Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</p> <p>W.1.2, W.1.3 Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</p> <p>W.2.1 Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</p>	<p>Vocabulary Houses Sequence words</p> <p>Grammar Question Words Pronouns: I/my, we/our, you/your Sentences, questions and exclamations Pronouns: his, her, their Present Tense Verbs Modal: can Subject-Verb Agreement Past-Tense Verbs: was, were Verb endings: -ing and -s</p> <p>Listening/Speaking Message for Today Ask and Answer Questions Make comparisons Match and isolate final sounds Participate in a shared reading Sequential statements</p> <p>Reading/Writing Reflect on the story in their Literature Journals Express ideas & opinions in their Literature Journals Write sentences Visualizing Problem and solution Identify sequence Use graphic organizers Sequence events</p> <p>Content Connection Science: Make a safety book; Show a life cycle Social Studies: Learn about countries; make a field guide Math: Build a house; Solve the egg riddles Language Arts: Make a dream house poster; Draw an imaginary animal</p>	<p><u>Avenues</u> – Unit 4</p> <p>Big Book: <u>All Kinds of Children</u></p> <p><u>Avenues</u> – Unit 5</p> <p>Big Book: <u>Waiting for Wings</u></p>	<p>End of Unit Test</p> <p>Language Assessments</p> <p><u>Avenues</u> Post-test</p>

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Grade 1	Quarter: 1	Level: Intermediate/Transitioning	
Themes: What's New With You?, Here Come the Animals			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.1, S.1.2 <i>Students will comprehend and communicate orally using English vocabulary for personal, social, and academic purposes.</i></p> <p>R.1.1, R.1.3 <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>R.2.1, R.2.2 <i>Using the foundations of oral languages and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p>W.1 <i>Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p>	<p>Vocabulary Shapes Seasons and Weather Days and Months Colors Numbers Animal parts/coverings</p> <p>Grammar Nouns Describing words Verbs Has/have Ask questions with do/does</p> <p>Listening/Speaking Message for today Make an announcement Generate rhyming words Give information – declarative sentences Syllable blending</p> <p>Reading/Writing Express ideas and opinions in Literature Journals Reflect on the story in their Literature Journals Concepts of print Match print to spoken word Cause and effect Write sentences Capital and lowercase letters Use punctuation in reading</p> <p>Content Connections Science: Make a season sack; Look closely at animals Social Studies: Create a new faces collage; Help find the animals Math: Count and sort season symbols; Draw a petting zoo Language Arts: Sort pictures by letter; Name that cat</p>	<p><u>Avenues</u> - Unit 1</p> <p>Big Book: <u>Fall Is Not Easy</u></p> <p><u>Avenues</u> – Unit 2</p> <p>Big Book: <u>Mama Cat Has Three Kittens</u></p>	<p>End of Unit Test</p> <p>Language Assessments</p> <p>Animal Poster</p> <p>MEPA/MELA-O (new students)</p>

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Grade 1	Quarter: 2	Level: Intermediate/Transitioning	
Themes: Families on the Go			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.1, S.1.2 <i>Students will comprehend and communicate orally using English vocabulary for personal, social, and academic purposes.</i></p> <p>S.3 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.1.1, R.1.3 <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>R.2.1, R.2.2 <i>Using the foundations of oral languages and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p>W.1 <i>Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p>W.2 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Family Favorite Activities Time</p> <p>Grammar Subject pronouns Plural Nouns with –s and –es “I like to _____.”</p> <p>Listening/Speaking Message for Today Express likes and dislikes Express needs and wants Make comparisons Participate in a choral reading Blend syllables Blend onsets and rimes</p> <p>Reading/Writing Interactive writing Directionality Genre: Realistic Fiction Story elements: Character and Setting Identify sequence Main idea and details Make a photo book Write directions</p> <p>Content Connection Science: Make an ancestor book Social Studies: Compare holidays Math: Make a clock pendant Language Arts: Write a family poem</p>	<p>Avenues - Unit 3</p> <p>Big Book: <u>Tortillas and Lullabies</u></p>	<p>End of Unit Test</p> <p>Language Assessment</p> <p>MEPA/MELA-O</p>

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Grade 1	Quarter: 3	Level: Intermediate/Transitioning	
Themes: Everyone Needs a Home, Wings and Things			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.1, S.1.2., S.1.3., S.1.4 Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</p> <p>S.2.1, S.2.2, S.2.5, S.2.6 Students will comprehend and communicate orally, using spoken English for personal and social purposes.</p> <p>S.3.1, S.3.2, S.3.3, S.3.4 Students will comprehend and communicate orally, using spoken English to participate in academic settings.</p> <p>R.1.1, R.1.3, R.1.4, R.1.5 Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</p> <p>R.2.1, R.2.2, R.2.3 Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</p> <p>R.3.1, R.3.2, R.3.3, R.3.6 <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>W.2.1 Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</p>	<p>Vocabulary Houses Sequence words</p> <p>Grammar Question Words Pronouns: I/my, we/our, you/your, his, her, their Sentences, questions and exclamations Present Tense Verbs Modal: can Subject-Verb Agreement Past-Tense Verbs: was, were Verb endings: -ing and -s</p> <p>Listening/Speaking Message for Today Ask and Answer Questions Make comparisons Match and isolate final sounds Participate in a shared reading</p> <p>Reading/Writing Reflect on the story in their Literature Journals Express ideas & opinions in their Literature Journal Write sentences Use word order and context Find problem and solution Use graphic organizers Sequence events</p> <p>Content Connection Science: Make a safety book; Show a life cycle Social Studies: Learn about countries; make a field guide Math: Build a house; Solve the egg riddles Language Arts: Make a dream house poster; Draw an imaginary animal</p>	<p><u>Avenues</u> – Unit 4</p> <p>Big Book: <u>All Kinds of Children</u></p> <p><u>Avenues</u> – Unit 5</p> <p>Big Book: <u>Waiting for Wings</u></p>	<p>End of Unit Tests</p> <p>Language Assessments</p>

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Grade 1	Quarter: 4	Level: Intermediate/Transitioning	
Themes: Hello, World!			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.1, S.1.2., S.1.3., S.1.4, S.1.5 Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</p> <p>S.2.1, S.2.2, S.2.5, S2..6 Students will comprehend and communicate orally, using spoken English for personal and social purposes..</p> <p>R.2.1; R.2.2; R.2.3 Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</p> <p>R.3.1; R.3.2; R.3.3; R.3.6 <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>W.1.2; W.1.3 Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</p> <p>W.2.1 Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</p> <p>W.4.1 Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</p>	<p>Vocabulary Neighborhood Words Occupations Compound Words</p> <p>Grammar Past-Tense Verbs: was, were Prepositions Proper Names Contractions with not Titles and Abbreviations Proper Names of Places</p> <p>Listening/Speaking Message for Today Express feelings Ask for and give information Participate in a shared reading</p> <p>Reading/Writing Reflect on the story in their Literature Journals Express ideas & opinions in their Literature Journals Analyze story elements: characters and setting Identify character traits Use graphic organizers Write a story</p> <div style="background-color: #d3d3d3; padding: 5px;"> <p>Content Connection Science: Create a poster Social Studies: Compare neighborhoods Math: Sort by neighborhood place Language Arts: Tell about your world</p> </div>	<p><u>Avenues</u> – Unit 6</p> <p>Big Book: <u>From Here to There</u></p>	<p>End of Unit Test</p> <p>Language Assessments</p> <p><u>Avenues</u> Post-test</p>

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Grade 2		Quarter: 1	Level: Beginners/Early Intermediate	
Themes: The Big City				
ELPBO	Topic	Materials	Assessment	
<p>S.1.1; S.1.2; 1.3; S.1.4; S.1.5 <i>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</i></p> <p>S.2.1, S.2.2, S.2.5, S.6, S.2.9 <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p>R.1.1, R.1.3, R.1.4, R.1.5 <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>R.2.1, R.2.2, R.2.3, R.2.4, R.2.5 <i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p>W.1.2; W.1.3 <i>Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p>W.2.1; W.2.2; W.2.4 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Family Clothing Days/Months Body parts Colors Food Numbers and Money Introductions/greetings, Classroom/school words</p> <p>Grammar Basic grammar patterns and structures “This is” _____ ” / “These are _____ ” “I am _____ ” Question words: who, what, where, when, why, how</p> <p>Listening/Speaking Listen actively Repeat spoken language Ask and answer questions Role-play Interpret visual images Listen for information</p> <p>Reading/Writing Pre-reading activities Writing basic structured sentences Writing about self, family, people Labeling and drawing</p> <p>Content Connections <u>Science:</u> Graph city animals <u>Social Studies:</u> Show what a town needs <u>Math:</u> Determine the weight <u>Language Arts:</u> Draw and tell a city story</p>	<p><u>Avenues</u> – Unit 1</p> <p><u>Carlos Comes to Lakeside Elementary</u></p> <p><u>Just the Right Word</u></p> <p>Picture Dictionary</p> <p><u>English to a Beat</u> – Skill plan 1, 2, 3, and 4 - Skill plan 7, and 8 - Skill plan 4, 11, 14</p>	<p><u>Avenues</u> Pretest</p> <p>MEPA/ MELA-O (for new students)</p> <p><u>Carlos Comes to Lakeside Elementary</u> Pretest</p> <p><u>English to a Beat</u> skill tests</p>	

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Grade: 2		Quarter: 2		Level: Beginners/Early Intermediate			
Themes: Seeds to Sandwich							
ELPBO		Topic		Materials		Assessment	
<p>S.1.1, S.1.2, 1.3, S.1.4, S.1.5 <i>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</i></p> <p>S.2.1, S.2.2, S.2.5, S.2.6, S.2.9 <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p>R.1.1, R.1.3, R.1.4, R.1.5 <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>W.1.2, W.1.3 <i>Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p>		<p>Vocabulary Vegetables Directional words Farming words</p> <p>Grammar Action verbs Present tense Subject-verb agreement Questions Commands Multiple meaning words Synonyms</p> <p>Listening/Speaking Engage in discussions and conversations Engage in Daily Message Retell a story or message Express likes and dislikes Express ideas and opinions Give and follow directions Role-play</p> <p>Reading/Writing Concepts of print: Identify Title, Author, and Illustrator Identify sequence Write a sequence Identify cause and effect Identify problems and solutions Create problem and solution chart Write to ask and answer questions (interview) Write to inform (directions) Revise drafts for organization (sequence) Basic paragraph writing</p> <p>Content Connections <u>Science:</u> Create a plant part salad <u>Social Studies:</u> Make a farm fact poster <u>Math:</u> Estimate seeds in a jar <u>Language Arts:</u> Create a farm folk tale</p>		<p><u>Avenues</u> - Unit 2</p> <p>Big Book: <u>Mrs. McNosh and the Great Big Squash</u></p> <p>Photofile Picture Cards</p> <p><u>Phonics Street</u></p> <p><u>English At Your Command</u></p> <p><u>Avenues</u> Sing Along Language Songs – Big Book</p> <p><u>English to a Beat</u> - Skill plan 1, 6, and 13 - Skill plan 4, 9</p>		<p>End of Unit Test</p> <p>End of Unit Language Assessments</p> <p>Benchmark Fluency Passages</p> <p>Writing Project: Dialogue Writing</p> <p>Writing Project: Directional Writing</p> <p><u>English to a Beat</u> skill tests</p>	

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Grade 2		Quarter: 3		Level: Beginners/Early Intermediate	
Themes: Water, Water Everywhere, Celebrate!					
ELPBO	Topic	Materials		Assessment	
<p>S.3.1, S.3.2, S.3.3, S.3.4, S.3.5 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.1.1, R.1.2, R.1.4, R.1.5 <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>R.3.1, R.3.2, R.3.3 <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>W.1.2, W.1.3 <i>Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p>W.2.1, W.2.2, W.2.4, W.2.5 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Water words Cloud types Expressive words Five Senses Holidays</p> <p>Grammar Complete sentences Adjectives Adjectives – descriptive, numerical, comparative Compound words Synonyms Subject pronouns Possessive pronouns</p> <p>Listening/Speaking Engage in Daily Message Ask and answer questions Give an explanation Express ideas and opinions Listen to and imitate others Retell a story Make comparisons Describe events</p> <p>Reading/Writing Identify Genre: fiction and non-fiction <i>Identify cause and effect</i> Draw conclusions Self-editing and correcting Write to entertain Write a thank-you note Write an invitation <i>Basic paragraph writing</i></p>	<p><u>Avenues</u> – Unit 3</p> <p>Big Book: <u>Rain</u></p> <p><u>Avenues</u> – Unit 4</p> <p>Big Book: <u>Day of the Dead</u></p> <p>Photofile Picture Cards</p> <p><u>Phonics Street</u></p> <p><u>English At Your Command</u></p> <p><u>English to a Beat</u> - skill plan 3, 15, and 16</p>		<p>End of Unit Tests</p> <p>End of Unit Language Assessments</p> <p>Benchmark Fluency Passages</p> <p>Writing Project: Writing a Story</p> <p>Writing Project: Thank-You Note</p> <p>Writing Project: Information Article</p> <p>Writing Project: Invitation</p> <p><u>English to a Beat</u> skill tests</p> <p>MEPA/MELA-O</p>	
		<p>Content Connections <u>Science:</u> Shows a simple cycle, Learn about fireworks <u>Social Studies:</u> Make a rain stick, Design a parade balloon <u>Math:</u> Measure water drops, Calculate leap years <u>Language Arts:</u> Write a rainy day poem, Respond to celebration poem</p>			

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Grade 2		Quarter: 4		Level: Beginners			
Themes: Catch Me If You Can							
ELPBO		Topic		Materials		Assessment	
<p>S.2.1, S.2.2, S.2.5, S.2.6, S.2.9, S.2.10, S.2.12, S.2.19</p> <p><i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p>S.3.1, S.3.2, S.3.3, S.3.4, S.3.5, S.3.6, S.3.9, S.3.10</p> <p><i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>W.1.2, W.1.3</p> <p><i>Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p>W.2.1, W.2.2, W.2.4</p> <p><i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p> <p>W.4.1, W.4.2</p> <p><i>Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</i></p>		<p>Vocabulary</p> <p>Life science words Expressive words Animal classification Descriptive words</p> <p>Grammar</p> <p>Complete sentences Present tense verbs Regular past tense verbs Statements with here or there Negative sentences: is, are Contractions Questions Antonyms Suffix: -ly and Prefix: un-</p> <p>Listening/Speaking</p> <p>Engage in discussions and conversations Engage in Daily Message Ask and answer questions Ask for and give information Express ideas and opinions Give an explanation</p> <p>Reading/Writing</p> <p>Write a personal response Research information Formulate research questions Present research findings Revise drafts for focus and voice Write to inform Paragraph writing</p>		<p><u>Avenues</u> - Unit 5</p> <p>Big Book: <u>Red-Eyed Tree Frog</u></p> <p>Photofile Picture Cards</p> <p><u>Phonics Street</u></p> <p><u>English At Your Command</u></p> <p><u>English to a Beat</u> - skill plan 10, 12, and 13</p>		<p>Avenues Post-test</p> <p>End of Unit Test</p> <p>End of Unit Language Assessments</p> <p>Writing Project: Paragraph Writing</p> <p>Writing Project: Research</p> <p><u>English to a Beat</u> skill tests</p>	
		<p>Content Connections</p> <p>Science: Tell about animals Social Studies: Learn about animal groups Math: Count teeth Language Arts: Write to an animal</p>					

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Grade 2		Quarter: 1		Level: Intermediate/Transitioning	
Themes: The Big City, Seed to Sandwich					
ELPBO	Topic	Materials	Assessment		
<p>S.3.1, S.3.2, S.3.3, S.3.4, S.3.5, S.3.6, S.3.7, S.3.8, S.3.9, S.3.10</p> <p><i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.2.1, R.2.2, R.2.3, R.2.4, R.2.5</p> <p><i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p>W.1.2, W.1.3</p> <p><i>Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p>W.2.1, W.2.2, W.2.4, W.2.5</p> <p><i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p> <p>W.4.1, W.4.2</p> <p><i>Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing</i></p>	<p>Vocabulary Family Community workers Introductions/greetings Classroom/school words Feelings Vegetables Directional words Farming words</p> <p>Grammar Basic grammar patterns and structures “This is/These are” Question words: who, what, where, when, why, how Action verbs Subject-verb agreement Commands Multiple meaning words Synonyms</p> <p>Listening/Speaking Listen actively Repeat spoken language Ask and answer questions Engage in Daily Message Retell a story or message</p> <p>Reading/Writing Writing basic structured sentences Concepts of print: Identify Title and Author Identify Sequence Sequence writing Write to ask and answer questions (interview) Write to inform (directions) Basic paragraph writing</p> <div style="background-color: #008000; color: white; padding: 5px;"> <p>Content Connections Science: Graph city animals, create a plant part salad Social Studies: Show what a town needs, make a farm fact poster Math: Determine the weight, estimate seeds in a jar Language Arts: Draw and tell a city story, create a folk tale</p> </div>	<p><u>Avenues</u> – Unit 1</p> <p>Big Book: <u>The Adventures of Taxi Dog</u></p> <p><u>Avenues</u> - Unit 2</p> <p>Photofile Picture Cards</p> <p><u>Phonics Street</u></p> <p><u>English At Your Command</u></p> <p>Big Book: <u>Mrs. McNosh and the Great Big Squash</u></p> <p><u>English to a Beat</u> Skill plan 1, 2, 3, and 4 Skill plan 7, and 8 Skill plan 4, 11, 14 Skill plan 1, 6, and 13 Skill plan 4, 9</p>	<p><u>Avenues</u> Pretest</p> <p>MEPA/ MELA-O (for new students)</p> <p><u>Carlos Comes to Lakeside Elementary</u> Pretest</p> <p><u>Avenues: End of Unit</u> Tests</p> <p><u>Avenues:</u> Benchmark Fluency Passages</p> <p>Writing Project: Interview</p> <p>Writing Project: Directions</p> <p><u>English to a Beat</u> skill tests</p>		

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Grade 2		Quarter: 2		Level: Intermediate/Transitioning	
Themes: Water, Water Everywhere					
ELPBO	Topic	Materials	Assessment		
<p>S.2.1, S.2.2, S.2.5, S.2.6, S.2.9, S.2.10</p> <p><i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p>W.1.2, W.1.3</p> <p><i>Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p>W.2.1, W.2.2, W.2.4,</p> <p><i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Water words Cloud types Expressive words Five Senses</p> <p>Grammar Complete sentences Descriptive and comparative adjectives Compound words Questions with how and why Synonyms</p> <p>Listening/Speaking Engage in Daily Message Ask and answer questions Listen for information and to develop vocabulary Give an explanation Listen to and imitate others Express ideas, feelings, and opinions Use language and tone appropriate for an audience Retell a story</p> <p>Reading/Writing Identify Genre: fiction and non-fiction <i>Identify cause and effect</i> Draw conclusions Respond to literature in writing Write to entertain Write a thank you note Peer editing <i>Basic paragraph writing</i></p>	<p><u>Avenues</u> – Unit 3</p> <p>Big Book: <u>Rain</u></p> <p>Photofile Picture Cards</p> <p><u>Phonics Street</u></p> <p><u>English At Your Command</u></p> <p><u>English to a Beat</u> - skill plan 3, 15, and 16</p>	<p>End of Unit Test</p> <p>End of Unit Language Assessments</p> <p>Benchmark Fluency Passages</p> <p>Writing Project: Writing a Story</p> <p>Writing Project: Thank-You Note</p> <p><u>English to a Beat</u> skill tests</p>	<p>Content Connections <u>Science:</u> Shows a simple cycle <u>Social Studies:</u> Make a rain stick <u>Math:</u> Measure water drops <u>Language Arts:</u> Write a rainy day poem</p>	

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Grade 2		Quarter: 3		Level: Intermediate/Transitioning		
Themes: Celebrate!, Catch Me If You Can						
ELPBO		Topic		Materials		
Assessment						
<p>S.2.1, S.2.2, S.2.5, S.2.6 <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p>		<p>Vocabulary Holidays Life science words Expressive words Animal classification Descriptive words</p>		<p><u>Avenues</u> – Unit 4</p>		<p>End of Unit Test</p>
<p>S.3.5, S.3.6, S.3.7, S.3.8, S.3.9, S.3.10 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p>		<p>Grammar Subject pronouns Possessive pronouns Complete sentences Present tense verbs Regular past tense verbs Statements with here or there Negative sentences: is, are Contractions Questions Antonyms Suffix: -ly Prefix: un-</p>		<p>Big Book: <u>Day of the Dead</u></p> <p><u>Avenues</u> - Unit 5</p> <p>Big Book: <u>Red-Eyed Tree Frog</u></p>		<p><u>Avenues:</u> Unit 5 Language Assessments</p>
<p>S.4.3, S.4.4 <i>Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i></p>		<p>Listening/Speaking Engage in discussions and conversations Engage in Daily Message Use language and tone appropriate for an audience Clarify and support spoken messages Retell a story Make comparisons Describe events Ask and answer questions Role-play Follow directions Ask for and give information Express ideas and opinions Use language patterns Give an explanation Use language appropriate to audience, purpose, and occasion Listen to and imitate others Retell a story Give an oral report</p>		<p>Photofile Picture Cards</p> <p><u>Phonics Street</u></p> <p><u>English At Your Command</u></p>		<p>Writing Project: Paragraph Writing</p> <p>Writing Project: Research</p>
<p>R.1.1, R.1.3, R.1.4, R.1.5 <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p>				<p><u>English to a Beat</u> - skill plan 10, 12, and 13</p>		<p><u>English to a Beat</u> skill tests</p>
<p>R.2.4, R.2.5, R.2.6, R.2.7, R.2.8, R.2.9 <i>Using the foundations of oral language and previous reading</i></p>						

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<p><i>experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p> <p>R.3.1, R.3.2, R.3.3, R.3.6</p> <p><i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>R.5.1, R.5.2, R.5.3, R.5.5</p> <p><i>Students will identify and analyze purposes, structures, and elements of nonfiction English texts.</i></p> <p>W.2.1, W.2.2, W.2.4, W.2.5</p> <p><i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p> <p>W.4.1, W.4.2</p> <p><i>Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</i></p>	<p>Reading/Writing Write a thank-you note Write an invitation Identify Genre: fiction and non-fiction Identify story elements: character, setting, plot, and key events Identify Author’s purpose Identify main idea and details Write a personal response Classify details in writing Respond to literature in writing Draw conclusions Research information Formulate research questions Present research findings Revise drafts for focus and voice Write to inform <i>Basic paragraph writing</i></p> <p>Content Connections Science: Learn about fireworks, tell about animals Social Studies: Design a parade balloon, learn about animal groups Math: Calculate leap years, count teeth Language Arts: Respond to a celebration poem, write to an animal</p>		
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Grade 2		Quarter: 4		Level: Intermediate/Transitioning	
Themes: Make Some Noise!					
ELPBO	Topic	Materials	Assessment		
<p>S.3.1, S.3.2, S.3.3, S.3.4 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.1.1, R.1.3, R.1.4, R.1.5 <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>R.5.1, R.5.2, R.5.3, R.5.5 <i>Students will identify and analyze purposes, structures, and elements of nonfiction English texts.</i></p> <p>W.2.1, W.2.2, W.2.4 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p> <p>W.4.1, W.4.2 <i>Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</i></p>	<p>Vocabulary Sound words</p> <p>Grammar Object pronouns Subject pronouns Helping verbs: can, will Prepositions Future tense</p> <p>Listening/Speaking Engage in discussions and conversations Engage in Daily Message Use gestures to communicate Retell a story Give an explanation</p> <p>Reading/Writing Identify story elements: character, setting, plot, and key events Make a story map Write to inform (what do you want to be?) Revise for sentence fluency Summarize Compare activities <i>Identify main idea and details</i> Read a science article Write a personal narrative</p>	<p><u>Avenues</u> – Unit 6</p> <p>Big Book: <u>Too Much Talk</u></p> <p><u>Phonics Street</u></p> <p><u>English At Your Command</u></p>	<p><u>Avenues</u> Post-test</p> <p>End of Unit Test</p> <p>End of Unit Language Assessments</p> <p>Writing Project: Write to Explain</p> <p>Writing Project: Personal Narrative</p>		
Content Connections					
Science: Record sensory information					
Social Studies: Listen to national anthems					
Math: Determine decibel levels					
Language Arts: Write a sound story					

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Grade 3	Quarter: 1	Level: Beginner/Early Intermediate	
Themes:			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.1, S.1.2, S.1.4 <i>Students will comprehend and communicate orally using English vocabulary for personal, social, and academic purposes.</i></p> <p>R.1.1a, R.1.1c, R.1.1d, R.1.1e <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>R.2.1, R.2.2, R.2.3, R.2.7 <i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letter to the sounds of English speech.</i></p> <p>W.2.1a, W.2.1b <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Clothing Action words Family words Vegetables Seasons</p> <p>Grammar Verbs: Am, Is, Are Subject Pronouns Question words with Yes/No and short answers</p> <p>Listening/Speaking Answer yes/no questions Answer questions with short answers Follow directions</p> <p>Reading/Writing Read Key Words Read high frequency and familiar words Decode unfamiliar words Write Key Words in phrases Write words that have personal meaning</p> <p>Content Connection Science: Seasons Social Studies: Family and community Math: Counting Language Arts: Personal writing</p>	<p><u>English to a Beat</u></p>	<p><u>Avenues</u> Pre-test</p>

Grade 3

Quarter: 2

Level: Beginner/Early Intermediate

Themes: Community Counts

ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.2.5, S.2.9, S.2.10 <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p>R.3.1, R.3.2 <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>W.2.5 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key Words Context Clues</p> <p>Grammar Subject-Verb Agreement Present tense action verbs “There is/There are”</p> <p>Listening/Speaking Express feelings, intentions, and opinions Express likes and dislikes Volume and rate in speech Formal and informal language</p> <p>Reading/Writing Identify sequence Relate main idea and details Draw conclusions Write a thank-you note Write an informational article</p> <p>Content Connection Science: Make a neighborhood diorama Social Studies: Tell about your community Math: Calculate time and distance Language Arts: Make a persuasive poster</p>	<p><u>Avenues</u> – Unit 1</p> <p>Leveled Books</p> <p><u>English At Your Command</u></p> <p>Picture Libraries</p>	<p><u>Avenues</u> Pre-test</p> <p>Writing Test</p> <p>Informational Article</p>

Grade 3	Quarter: 3	Level: Beginner/Early Intermediate	
Themes: Bloom and Grow			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.2.7, S.2.16 <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p>R.3.1, R.3.2 <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>R.6.1, R.6.2 <i>Students will gather information in English from a variety of sources, analyze and evaluate the quality of information obtained, and use it to answer their own and others' questions.</i></p> <p>W.2.2 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key Words</p> <p>Grammar Questions with yes/no answers Questions with short answers Commands Verbs (be and have)</p> <p>Listening/Speaking Ask and answer questions Express feelings, praise and compliments Give and follow directions</p> <p>Reading/Writing Make comparisons Relate main idea and details Identify supporting details Write a recipe Create an illustrated book Research a topic Restate facts in their own words</p> <p>Content Connection Science: Show the plant life cycle Social Studies: Create a state flower guide Math: Buy fresh fruits and vegetables Language Arts: Describe plant parts</p>	<p><u>Avenues</u> – Unit 2</p> <p>Leveled Books</p> <p><u>English At Your Command</u></p> <p>Picture Libraries</p>	<p>Plant Puzzle</p> <p>Writing Test</p> <p>Recipe</p> <p>Question and Answer book</p>

Grade 3	Quarter: 3	Level: Beginner/Early Intermediate	
Themes: Moon Light, Moon Bright			
Content Area Connections: Science – The Solar System			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.4.2, S.4.4 <i>Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i></p> <p>R.4.5 <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p>W.2.4 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key Words Confirm word meaning in a dictionary Compound words</p> <p>Grammar Plural nouns Possessive nouns Articles a, an, and the</p> <p>Listening/Speaking Ask for and give information Make comparisons Give an oral presentation</p> <p>Reading/Writing Read a folk tale Understand genre and story elements (folk tale) Relate goal and outcome Make comparisons Summarize Write a folk tale Research and organize information into a presentation</p> <p>Content Connections Science: Make a moon phase calendar Social Studies: Compare moon tales Math: Calculate days to the moon Language Arts: Respond to a moon poem</p>	<p><u>Avenues</u> – Unit 3</p> <p>Leveled Books</p> <p>Picture Libraries</p>	<p>End of Unit test</p> <p>Oral presentation</p> <p>Writing Test</p> <p>Folk Tale</p>

Grade 3	Quarter: 4	Level: Beginner/Early Intermediate	
Themes: The Cycle of Seasons			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.3.14, S.3.15, S.3.16, <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.1.3b <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>R.4.7 <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p>W.3.3 <i>Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.</i></p>	<p>Vocabulary Key Words Synonyms and antonyms</p> <p>Grammar Subject Pronouns Possessive pronouns Prepositions Adjectives</p> <p>Listening/Speaking Describe people and places Retell a story</p> <p>Reading/Writing <u>Read a play</u> Understand genre and story elements (play) Relate problem and solution Classify details Make inferences Write to entertain Write using adjectives to describe</p> <p>Content Connection <u>Science:</u> Identify seasonal characteristics <u>Social Studies:</u> Plan a trip <u>Math:</u> Calculate average temperatures <u>Language Arts:</u> Write dialogue</p>	<p><u>Avenues</u> – Unit 4</p> <p>Leveled Books</p> <p>Picture Libraries</p>	<p><u>Avenues</u> test</p> <p>Oral presentation</p> <p>Writing Test</p> <p>Poem or Story about a season</p>

Grade 3	Quarter: 1	Level: Intermediate/Transitioning	
Themes: Community Counts			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.2.26, S.2.32, S.2.36 <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p>R.3.1, R.3.2 <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>W.2.5 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key Words Context Clues</p> <p>Grammar Subject-Verb Agreement Present tense action verbs “There is/There are”</p> <p>Listening/Speaking Express feelings, intentions, and opinions Express likes and dislikes Volume and rate in speech Formal and informal language</p> <p>Reading/Writing Identify sequence Relate main idea and details Draw conclusions Write a thank-you note Write an informational article</p> <p>Content Connection Science: Make a neighborhood diorama Social Studies: Tell about your community Math: Calculate time and distance Language Arts: Make a persuasive poster</p>	<p><u>Avenues</u> – Unit 1</p> <p>Leveled Books</p> <p><u>English At Your Command</u></p> <p>Picture Libraries</p>	<p><u>Avenues</u> Pre-test</p> <p>Writing Test</p> <p>Informational Article</p>

Grade 3	Quarter: 1	Level: Intermediate/Transitioning	
Themes: Bloom and Grow			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.2.21, S.2.27 <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p>R.3.1, R.3.2 <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>R.6.1. R.6.2 <i>Students will gather information in English from a variety of sources, analyze and evaluate the quality of information obtained, and use it to answer their own and others' questions.</i></p> <p>W.2.2 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key Words</p> <p>Grammar Questions with yes/no answers Questions with short answers Commands Verbs (be and have)</p> <p>Listening/Speaking Ask and answer questions Express feelings, praise and compliments Give and follow directions</p> <p>Reading/Writing Make comparisons Relate main idea and details Identify supporting details Write a recipe Create an illustrated book Research a topic Restate facts in their own words</p> <p>Content Connection Science: Show the plant life cycle Social Studies: Create a state flower guide Math: Buy fresh fruits and vegetables Language Arts: Describe plant parts</p>	<p><u>Avenues</u> – Unit 2</p> <p>Leveled Books</p> <p><u>English At Your Command</u></p> <p>Picture Libraries</p>	<p>Plant Puzzle</p> <p>Writing Test</p> <p>Recipe</p> <p>Question and Answer book</p>

Grade 3	Quarter: 2	Level: Intermediate/Transitioning	
Themes: Moon Light, Moon Bright			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.4.7, S.4.12 <i>Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i></p> <p>R.4.5 <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p>W.2.4 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key Words Confirm word meaning in a dictionary Compound words</p> <p>Grammar Plural nouns Possessive nouns Articles a, an, and the</p> <p>Listening/Speaking Ask for and give information Make comparisons Give an oral presentation</p> <p>Reading/Writing Read a folk tale Understand genre and story elements (folk tale) Relate goal and outcome Make comparisons Summarize Write a folk tale Research and organize information into a presentation</p>	<p><u>Avenues</u> – Unit 3</p> <p>Leveled Books</p> <p>Picture Libraries</p>	<p><u>Avenues</u> test</p> <p>Oral presentation</p> <p>Writing Test</p> <p>Folk Tale</p>
<p>Content Connection <u>Science:</u> Make a moon phase calendar <u>Social Studies:</u> Compare moon tales <u>Math:</u> Calculate days to the moon <u>Language Arts:</u> Respond to a moon poem</p>			

Grade 3	Quarter: 2	Level: Intermediate/Transitioning	
Themes: The Cycle of Seasons			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.3.41 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.1.3b <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>R.4.7 <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p>W.3.3 <i>Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.</i></p>	<p>Vocabulary Key Words Synonyms and antonyms</p> <p>Grammar Subject Pronouns Possessive pronouns Prepositions Adjectives</p> <p>Listening/Speaking Describe people and places Retell a story</p> <p>Reading/Writing <u>Read a play</u> Understand genre and story elements (play) Relate problem and solution Classify details Make inferences Write to entertain Write using adjectives to describe</p> <p>Content Connection <u>Science:</u> Identify seasonal characteristics <u>Social Studies:</u> Plan a trip <u>Math:</u> Calculate average temperatures <u>Language Arts:</u> Write dialogue</p>	<p><u>Avenues</u> – Unit 4</p> <p>Leveled Books</p> <p>Picture Libraries</p>	<p><u>Avenues</u> test</p> <p>Oral presentation</p> <p>Writing Test</p> <p>Poem or Story about a season</p>

Grade 3	Quarter: 3	Level: Intermediate/Transitioning	
Themes: Cactus and Canyons			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>R.3.3a, R.3.6 <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>W.2.1 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p> <p>W.3.2, W.3.4 <i>Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.</i></p>	<p>Vocabulary Key Words Context clues</p> <p>Grammar Complete sentences Present tense verbs Past tense verbs Subject-verb agreement</p> <p>Listening/Speaking Define and explain Persuade</p> <p>Reading/Writing Introduce genre and text features (nonfiction science article) Classify using a graphic organizer Interpret graphic aids Identify sequence Distinguish fact and opinion Write a personal narrative <u>Revise narrative for voice</u></p> <p>Content Connection <u>Science:</u> Categorize plants and animals <u>Social Studies:</u> List desert safety tips <u>Math:</u> Revise a cactus recipe <u>Language Arts:</u> Write a desert postcard</p>	<p><u>Avenues</u> – Unit 5</p> <p>Leveled Books</p> <p><u>English At Your Command</u></p> <p>Picture Libraries</p>	<p><u>Avenues</u> test</p> <p>Writing Test</p> <p>Personal Narrative</p>

Grade 3	Quarter: 3	Level: Intermediate/Transitioning	
Themes: Eve Bunting's World of Stories			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.2.37 <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p>S.3.60 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.4.3 <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p>W.2.2 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key Words Prefixes and suffixes Use a dictionary for pronunciation</p> <p>Grammar Helping verbs Irregular past tense verbs</p> <p>Listening/Speaking Elaborate Tell an original story</p> <p>Reading/Writing <u>Analyze story elements: Character and Setting</u> Relate cause and effect Read nonfiction Write a guide book</p> <p>Content Connection <u>Science:</u> Give engineering facts <u>Social Studies:</u> Create a class flag <u>Math:</u> Graph travel distances <u>Language Arts:</u> Map an Eve Bunting story</p>	<p><u>Avenues</u> – Unit 6</p> <p>Leveled Books</p> <p><u>English At Your Command</u></p> <p>Picture Libraries</p>	<p><u>Avenues</u> test</p> <p>Writing Test</p> <p>Guide book</p>

Grade 3	Quarter: 4	Level: Intermediate/Transitioning	
Themes: Good For You!			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.3.43, S.3.46, S.3.65, S.3.66 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.3.2. R.3.3 <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>W.1.2 <i>Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p> <p>W.2.5 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key Words Suffixes</p> <p>Grammar Comparative and superlative adjectives <i>Helping verbs</i> (modals) Negative sentences</p> <p>Listening/Speaking Use appropriate language Give information</p> <p>Reading/Writing <u>Make comparisons</u> Relate main idea and details Write a friendly letter Write to describe</p> <p>Content Connection <u>Science:</u> Build a balanced diet <u>Social Studies:</u> Compare cultural foods <u>Math:</u> Plan a healthy shopping list <u>Language Arts:</u> Create food riddles</p>	<p><u>Avenues</u> – Unit 7</p> <p>Leveled Books</p> <p><u>English At Your Command</u></p> <p>Picture Libraries</p>	<p><u>Avenues</u> test</p> <p>Writing Test</p> <p>Friendly letter</p> <p>Character sketch</p>

Grade 3	Quarter: 4	Level: Intermediate/Transitioning	
Themes: Family Gifts			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.3.40 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.4.1, R.4.3 <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p>W.4.1, W.4.2, W.4.3 <i>Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</i></p>	<p>Vocabulary Key Words Confirm word meaning and pronunciation (dictionary)</p> <p>Grammar Subject pronouns Object pronouns Future tense verbs</p> <p>Listening/Speaking Make comparisons</p> <p>Reading/Writing <u>Relate cause and effect</u> <u>Analyze story elements: Story problem</u> <u>Analyze story elements: Character’s feeling and traits</u> Distinguish literary forms and purposes</p> <p>Content Connection <u>Science:</u> Learn about genetics <u>Social Studies:</u> Make a memory box <u>Math:</u> Use a map scale <u>Language Arts:</u> Respond to a poem</p>	<p><u>Avenues</u> – Unit 8</p> <p>Leveled Books</p> <p><u>English At Your Command</u></p> <p>Picture Libraries</p>	<p><u>Avenues</u> test</p> <p>Writing Test</p> <p>Friendly letter</p> <p>Character sketch</p>

Grade 4	Quarter: 1	Level: Beginner/Early Intermediate	
Themes: Folk Tales			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.1, S.1.2., S.1.4 <i>Students will comprehend and communicate orally using English vocabulary for personal, social, and academic purposes.</i></p> <p>R.1.1, R.1.4 <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>W.2.1a <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary High frequency words Letters and sounds Clothing Action words, family words, vegetables Seasons Community places Community workers Feelings School places</p> <p>Grammar How to write a statement, a question, and an exclamation. Short vowel sounds Am, is, are Subject pronouns Questions with yes, no and short answers Sentence types</p> <p>Listening/Speaking Games with words Partner work Build fluency exercises Listen and sing from song to speech</p> <p>Reading/Writing Reading at the word level Reading at the sentence level Writing a statement, a question and an exclamation Fan mail</p>	<p><u>Reading Basics</u>: lessons: 1- 40</p> <p><u>English to a Beat</u>:</p> <p>Language charts</p> <p>Language Builders</p> <p>Word cards</p> <p>Practice Book</p>	<p>Games: Follow the Stars Over the Mountain</p> <p>Writing:</p> <p>Fan mail PT40 Picture album Oral Language: T28</p> <p>Skill Test Practice book p. 88, 89</p>

Grade 4	Quarter: 2	Level: Beginner/Early Intermediate	
Themes: Online with Gary Soto			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.2.1, S.2.2, S.2.3, S.2.5 <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p>R.4.3a <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p>W.2.1d <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key Words Context Clues</p> <p>Grammar Complete Sentences Sentence Types</p> <p>Listening/Speaking Express Needs and Feelings Ask and Answer Questions</p> <p>Reading/Writing Daily Writing Use Key Words to write sentences Write questions to ask the main character Reflect on the story in their Literature Journals Express ideas & opinions in their Literature Journal Analyze Story Elements: Characters Distinguish Fact and Opinion</p>	<p><u>Avenues</u> - Unit 1</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p><u>Too Many Tamales</u> (Video)</p> <p>Picture Libraries</p>	<p>Avenues Pre-test</p> <p>Daily writing</p> <p>Language Function Express Needs and Feeling Ask and Answer Questions</p> <p>Grammar Complete Sentences Statement and Questions</p> <p>Writing Checklist Biography</p> <p>Writing Rubrics Good Writing Traits</p> <p>Writing Test Prompt: Write to Express Revising and Editing</p>
<p>Content Connection Science: E-mail a Scientist Social Studies: Communicate with Hieroglyphics Math: Determine Shoe Sizes Language Arts: Map a Gary Soto Story</p>			

Grade 4	Quarter: 3	Beginner/Early Intermediate	
Themes: Native Land			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.3.14, S.3.15, S.3.21 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.4.3a, R.4.3b <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p>W.2.3 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key Words</p> <p>Grammar Nouns</p> <p>Listening/Speaking Express Ideas and Opinion Make Comparisons</p> <p>Reading/Writing Daily Writing Use Key Words to write sentences Write captions for pictures from the play Reflect on the play in their Literature Journals Express ideas & opinions in their Literature Journals Analyze Story Elements: Characters Distinguish Fact and Opinion</p> <p>Content Connection Science: Create a Native American Meal Social Studies: Make a Dream Catcher Math: Count the Stars! Language Arts: Respond to a Native American Poem</p>	<p><u>Avenues</u> - Unit 2</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p><u>The Wonderful World of Houses</u> (Video)</p> <p>Picture Libraries</p>	<p><u>Avenues</u> Pre-Test</p> <p>Daily writing</p> <p>Writing Rubric Good Writing Traits</p> <p>Writing Test Prompt: Write to Express Revising and Editing</p>

Grade 4	Quarter: 3	Level: Beginner/Early Intermediate	
Themes: Once Upon a Storm			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>R.3.4e <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>W.2.4 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key Words Context Clues</p> <p>Grammar Verbs</p> <p>Listening/Speaking Express Needs and Feelings Ask and Answer Questions</p> <p>Reading/Writing Daily Writing Use Key Words to write sentences Write questions to ask the main character Reflect on the story in their Literature Journals Express ideas & opinions in their Literature Journals Analyze Story Elements: Plot and Setting Summarize Identify Sequence Develop ideas for writing Write a descriptive essay</p> <p>Content Connection Science: Experiment With Air Pressure Social Studies: Locate weather Extremes Math: Model Tornado Problems (internet) Language Arts: Describe a Storm Sequence</p>	<p><u>Avenues</u> – Unit 3</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p><u>Weather and Climate</u> (Video)</p> <p>Picture Libraries</p>	<p><u>Avenues</u> Pre-test</p> <p>Daily writing</p> <p>Grammar Test- Subject-Verb Agreement (action verbs; forms of be)</p> <p>Writing Checklist: Poem</p> <p>Writing Test</p> <p>Essay – Description</p>

Grade 4	Quarter: 4	Level: Beginner/Early Intermediate	
Themes: Watery World			
ELPBO	Topic (<i>italics indicate reinforcement of previously introduced topics</i>)	Materials	Assessment
<p>S.2.6, S.2.9 <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p>R.3.1e, R.3.1i, R.3.2, R.2.6 <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>W.4.2, W.4.3 <i>Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</i></p>	<p>Vocabulary Key Words Prefixes and Suffixes</p> <p>Grammar Adjectives</p> <p>Listening/Speaking Describe Elaborate</p> <p>Reading/Writing Daily Writing Use Key Words to write questions and answers Write captions for pictures Reflect on the story in their Literature Journals Express ideas & opinions in their Literature Journals Use context to decode unfamiliar words Analyze Story Elements: Characters Relate Main Ideas and Details</p> <p>Content Connection Science: Compare Animals Social Studies: Create an Intertidal Poster (Internet) Math: Graph Ocean facts Language Arts: Find Water Words</p>	<p><u>Avenues</u> – Unit 4</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p><u>Drive to the Coral Reef</u> (Video)</p> <p>Picture Libraries</p>	<p><u>Avenues</u> Pre-test</p> <p>Daily writing</p> <p>Describe and Elaborate Orally</p> <p>Writing Checklist: Friendly Letter</p> <p>Writing Test</p> <p>Write to Inform</p>

Grade 4	Quarter: 4	Level: Beginner/Early Intermediate	
Themes: Cultural Ties			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.3.10, S.3.23 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.4.1a, R.4.3a, R.4.4 <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p>	<p>Vocabulary Key Words from unit</p> <p>Grammar Daily Oral language Possessive nouns Subject and object pronouns Nouns and pronouns</p> <p>Listening/Speaking Express ideas and feelings Big Book song “<i>Where I come from</i>” Role-play the future</p> <p>Reading/Writing Write to inform Daily Writing Write to express your feelings Identify sequence Draw Conclusions Distinguish Literary Forms and Purposes Analyze Characters</p> <p>Content Connections: <u>Science:</u> Research Immigrant Scientists <u>Social Studies:</u> Discover custom words/Family time line <u>Math:</u> Shop at the World Market <u>Language Arts:</u> Tell a Celebration Story</p>	<p><u>Avenues</u> - Unit 5</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p><u>The Lotus Seed</u> (Video)</p> <p>Picture Cards</p> <p><u>Reading Basics</u></p> <p><u>English At Your Command</u></p>	<p>Quilt of Cultures</p> <p>Close and assess activities</p> <p>Daily writing</p> <p>Practice book -Activity 75</p> <p>Family Interviews</p> <p>Make a seed packet</p>

Grade 4	Quarter: 1	Level: Intermediate/Transitioning	
Themes: Online with Gary Soto			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.3.37, S.3.46, S.3.47 <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p>R.4 <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p>W.2.3 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p> <p>W.3.2 <i>Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.</i></p>	<p>Vocabulary Key Words Context Clues</p> <p>Grammar Complete Sentences Sentence Types</p> <p>Listening/Speaking Express Needs and Feelings Ask and Answer Questions</p> <p>Reading/Writing Daily Writing Use Key Words to write sentences Write questions to ask the main character Reflect on the story in their Literature Journals Express ideas & opinions in their Literature Journal Revising and Editing Analyze Story Elements: Characters Distinguish Fact and Opinion</p> <p>Content Connection <u>Science:</u> E-mail a Scientist <u>Social Studies:</u> Communicate with Hieroglyphics <u>Math:</u> Determine Shoe Sizes <u>Language Arts:</u> Map a Gary Soto Story</p>	<p><u>Avenues</u> – Unit 1</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p><u>Too Many Tamales</u> (Video)</p> <p>Picture Libraries</p>	<p><u>Avenues</u> Pre-test</p> <p>Daily writing</p> <p>Ask and Answer Questions</p> <p>Writing Test Prompt: Write to Express</p>

Grade 4		Quarter: 1	Level: Intermediate/Transitioning	
Themes: Native Land				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment	
<p>S.3.14, S.3.15, S.3.21 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.4.3 <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p>W.2.2, W.2.3 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key Words</p> <p>Grammar Nouns</p> <p>Listening/Speaking Express Ideas and Opinion Make Comparisons</p> <p>Reading/Writing Daily Writing Use Key Words to write sentences Write captions for pictures from the play Reflect on the play in their Literature Journals Express ideas & opinions in their Literature Journals Analyze Story Elements: Characters Distinguish Fact and Opinion Organize thought for writing Conduct research Write a research article</p>	<p><u>Avenues</u> – Unit 2</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p>The Wonderful World of Houses (Video)</p> <p>Picture Libraries</p>	<p><u>Avenues</u> Pre-Test</p> <p>Daily writing</p> <p>Grammar Test - Plural Nouns Possessive Nouns</p> <p>Writing Rubric</p> <p>Writing Test Prompt: Write to Express</p> <p>Research Article</p>	
		<p>Content Connection <u>Science:</u> Create a Native American Meal <u>Social Studies:</u> Make a Dream Catcher <u>Math:</u> Count the Stars! (Internet) <u>Language Arts:</u> Respond to a Native American Poem</p>		

Grade 4	Quarter: 2	Level: Intermediate/Transitioning	
Themes: Watery World; Once Upon a Storm			
ELPBO	Topic (<i>italics indicate reinforcement of previously introduced topics</i>)	Materials	Assessment
<p>S.2.24, S.2.54 <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p>S.3.60 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.3.1, R.3.2 <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>W.4.3 <i>Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</i></p>	<p>Vocabulary Key Words Prefixes and Suffixes</p> <p>Grammar Adjectives</p> <p>Listening/Speaking Describe Elaborate</p> <p>Reading/Writing Daily Writing Use Key Words to write questions and answers Write captions for pictures Reflect on the story in their Literature Journals Express ideas & opinions in their Literature Journals Use context to decode unfamiliar words Analyze Story Elements: Characters Relate Main Ideas and Details</p>	<p><u>Avenues</u> – Units 3 and 4</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p><u>Drive to the Coral Reef</u> (Video)</p> <p>Picture Libraries</p>	<p>Daily writing</p> <p>Describe and Elaborate Orally</p> <p>Writing Checklist: Friendly Letter</p> <p>Writing Test</p> <p>Write to Inform</p>
<p>Content Connection <u>Science:</u> Compare Animals <u>Social Studies:</u> Create an Intertidal Poster (Internet) <u>Math:</u> Graph Ocean facts <u>Language Arts:</u> Find Water Words</p>			

Grade 4		Quarter: 3	Level: Intermediate/Transitioning	
Themes: Cultural Ties				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment	
<p>S.2.24 <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p>R.1.4 <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>R.4.1 <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p>	<p>Vocabulary Key Words from unit</p> <p>Grammar Daily Oral language Possessive nouns Subject and object pronouns Nouns and pronouns</p> <p>Listening/Speaking Express ideas and feelings Big Book song “<i>Where I come from</i>” Role-play the future</p> <p>Reading/Writing Write to inform Daily Writing Write to express your feelings Identify sequence Draw Conclusions Distinguish Literary Forms and Purposes Analyze Characters</p>	<p><u>Avenues</u> – Unit 5</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p><u>The Lotus Seed</u> (Video)</p> <p>Picture Cards</p> <p><u>Reading Basics</u></p> <p><u>English At Your Command</u></p>	<p>Quilt of Cultures</p> <p>Close and assess activities</p> <p>Daily writing</p> <p>Practice book -Activity 75</p> <p>Family Interviews</p> <p>Make a seed packet</p>	
	<p>Content Connections: <u>Science:</u> Research Immigrant Scientists <u>Social Studies:</u> Discover Custom words <u>Math:</u> Shop at the World Market <u>Language Arts:</u> Tell a Celebration Story</p>			

GRADE 4	Quarter: 3	Level: Intermediate/Transitioning	
Themes: Cultural Ties			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.2.48, S.2.50 <i>Students will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p>S.4.2 <i>Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i></p> <p>R.5 <i>Students will identify and analyze purposes, structures, and elements of nonfiction English texts.</i></p> <p>W.2 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key Words from unit Landform Game Confirm word meaning</p> <p>Grammar Daily Oral language Present, past and Future tense verbs modals</p> <p>Listening/Speaking “In Every State” Big Book Song Ask for and give information Persuade Report the news</p> <p>Reading/Writing Write a personal narrative Using and identifying voice Relate steps in a process Relate cause and effect Determine author’s purpose, point of view and logic</p>	<p><u>Avenues</u> Unit 6</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p>Picture Cards</p> <p><u>Reading Basics</u></p> <p><u>English At Your Command</u></p>	<p>Ask for and give information</p> <p>Use language to persuade</p> <p>Close and Assess activities</p> <p>Personal dictionary</p> <p>Daily writing</p> <p>Class newspaper</p>
	<p>Content Connections: <u>Science:</u> Describe your Community <u>Social Studies:</u> Design the ideal community <u>Math:</u> Calculate population changes <u>Language Arts:</u> Write a State Poem</p>		

GRADE 4		Quarter: 4	Level: Intermediate/Transitioning	
Themes: What's It Worth?				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment	
<p>S.4.8 <i>Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i></p> <p>R.3.4 <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>W.2.2 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key Words from unit Prefixes and suffixes</p> <p>Grammar Daily Oral language Helping verbs Complete sentences</p> <p>Listening/Speaking Big Book song "Many Pennies" Role-play a conversation</p> <p>Reading/Writing Letter to an advice column Write to persuade Relate goal and outcomes Relate problem and solution</p>	<p><u>Avenues</u> Unit 7</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p><u>Lemonade for Sale</u> (video)</p> <p>Picture Cards</p> <p><u>Reading Basics</u></p> <p><u>English At Your Command</u></p> <p>Index cards</p> <p>Magazines, scissors, and glue</p>	<p><u>Avenues</u> test</p> <p>Close and Assess activities</p> <p>Daily writing</p> <p>Research Product Origins</p> <p>Map goals and outcomes</p> <p>Prediction chart (Teachers Resource Book- Master 52)</p>	
	<p>Content Connections: <u>Science:</u> Rank US Coins <u>Social Studies:</u> Balance a checkbook <u>Math:</u> Make Forty Cents <u>Language Arts:</u> Searching product origins</p>			

GRADE 4		Quarter: 4	Level: Intermediate/Transitioning
Themes: Rocky Tales			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.4.2 <i>Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</i></p> <p>R.3.4 <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>R.4.7 <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p> <p>W.1.1 <i>Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p>	<p>Vocabulary Key Words from unit Name that rock Multiple meaning words</p> <p>Grammar Daily Oral language Adverbs Comparative Adverbs Compound and complex sentences</p> <p>Listening/Speaking Song: Found a Pebble Report the news</p> <p>Reading/Writing Writing Check lists Analyze story elements: Characters Make inferences and predictions Interpret graphic aids</p>	<p><u>Avenues</u> – Unit 8</p> <p>Leveled Books</p> <p>Theme Related Resources</p> <p>Picture Cards</p> <p><u>Reading Basics</u></p> <p><u>English at your Command</u></p>	<p>Tell an original story</p> <p>Define and explain vocabulary words</p> <p>Close and Assess activities</p> <p>Daily writing</p> <p>Literature journals</p> <p>Theme Theater tableaux (T455a)</p>
	<p>Content Connections: <u>Science:</u> Explore volcanoes/ Research meteorites <u>Social Studies:</u> Make a rock garden <u>Math:</u> Calculate rock use <u>Language Arts:</u> Advertise a rock house</p>		

Grade 5	Quarter: 1	Level: Beginner/Early Intermediate	
Themes: Folk Tales			
ELPBO	Topic	Materials	Assessment
<p>S.1.1, S1.2 <i>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</i></p> <p>S.2.16, S.2.28 <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p>R.1.1a, R.1.1b <i>Students will acquire and English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>R.2.1a, R.2.1c <i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.</i></p>	<p>Vocabulary High frequency words Letters and sounds Clothing Action words, family words, vegetables Seasons Community places Community workers Feelings School places</p> <p>Grammar How to write a statement How to write a question How to write an exclamation Short vowel sounds Am, is, are Subject pronouns Questions with yes/no and Short answers Sentence types</p> <p>Listening/Speaking Games with words Partner work Build fluency exercises Listen and sing from song to speech</p> <p>Reading/Writing Reading at word level Reading at sentence level Writing a statement, a question and an exclamation Fan mail Picture album</p>	<p><u>Reading Basics</u>: lessons: 1 – 40</p> <p><u>English to a Beat</u>: Skill Plans; 1,2,3,4</p> <p>Language charts Language builders Word card Practice book</p>	<p><u>English to a Beat</u></p> <p><i>Games:</i> Follow the stars Over the Mountain</p> <p><i>Writing:</i> Fan mail P T40 Picture album <i>Oral language: T28</i></p> <p><i>Skill test</i> Practice book p. 88, 89</p>

Grade 5	Quarter: 2	Level: Beginner/Early Intermediate	
Themes: Families			
ELPBO	Topic	Materials	Assessment
<p>S.1.5, S.1.8 <i>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</i></p> <p>S.2.17 <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p>R.1.4.a; R.1.5 <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p>	<p>Vocabulary: Key vocabulary from selections Cognates</p> <p>Grammar: Complete sentences Subject-verb agreement Verbs</p> <p>Listening/Speaking: Language fluency : Intonation Retelling a story Song: Caribbean Band</p> <p>Reading/Writing Description Good writing traits Write to inform Drawing Conclusions</p> <p>Content Connection Science: Identify inherited traits Social Studies: Compare family traditions Math: Write Mayan numbers Language Arts: Tell your story</p>	<p><u>Avenues</u> - Unit 1</p> <p>Big Book of Songs</p> <p>Reading Basics lessons: 20- 40</p> <p>Picture libraries</p>	<p><u>Avenues</u> Pre-test</p> <p>Daily writing</p> <p>Oral assessment with picture card.</p>

Grade 5	Quarter: 3	Level: Beginner/Early Intermediate	
Themes: The Earth			
ELPBO	Topic	Materials	Assessment
<p>S.2.22 <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p>S.3.36 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.3.7e <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>W.1.6 <i>Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i></p>	<p>Vocabulary: Key vocabulary from selections. Plural nouns Possessive nouns Descriptive words Common and proper nouns Count and non-count nouns</p> <p>Grammar: Verb usage. Subject verb agreement</p> <p>Listening/Speaking: Message for the day Ask and Answer questions Give information</p> <p>Reading/Writing Main idea and details Description Good writing traits Write to inform</p> <p>Content Connection Science: Track causes and effects Social Studies: Map the Ring of Fire Math: Draw Earth's layers Language Arts: Write a newspaper account</p>	<p>Avenues - Unit 2</p> <p>Big Book of Songs</p> <p><u>Reading Basics:</u> lessons 40- 60</p>	<p>Language assessment</p> <p>Progress test</p> <p>Daily writing</p> <p>Pair students to locate target words in the dictionary using the pronunciation.</p>

Grade 5	Quarter: 4	Level: Beginner/Early Intermediate	
Themes: The Body			
ELPBO	Topic	Materials	Assessment
<p>S.3.39 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.1.8, R.1.9 <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>R.5.11 <i>Students will identify and analyze purposes, structures, and elements of nonfiction English texts.</i></p> <p>W.4.4, W.4.5 <i>Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</i></p>	<p>Vocabulary Key words Pronouns, Suffixes Body system words Negative words Contractions Subject pronouns</p> <p>Grammar Daily oral language Subject pronouns Pronoun agreement</p> <p>Listening/Speaking Big book Song: Dance Pantomime Phrasing Giving information Role-play a cell phone call</p> <p>Reading/Writing Identifying sequences Book review Writing to inform Revising and editing Make and support inferences</p> <p>Content Connection Science: Make body systems charts Social Studies: Write about rights and services Math: Make an exercise schedule Language Arts: Map body system</p>	<p><u>Avenues</u> - Unit 3</p> <p>Big Book</p> <p>Leveled Books</p> <p>Discovery Channel’s “Body Systems” (video)</p> <p><u>Reading Basics</u>: Lessons: 60-80</p>	<p>Language assessment</p> <p>Progress test</p> <p>Daily writing</p> <p>Language function</p> <p>Book review</p> <p><u>Writing Test</u> (Masters 115 and 117)</p> <p>Comprehension questions</p> <p>Sequence chains</p>

Grade 5	Quarter: 4	Level: Beginner/Early Intermediate	
Themes: Freedom Trail			
ELPBO	Topic	Materials	Assessment
<p>S.2.60, S.2.63, S.2.26 Student will comprehend and communicate orally using spoken English for personal and social purposes.</p> <p>R.5.7 Students will identify and analyze purposes, structures, and elements of nonfiction English texts.</p> <p>W.2.1; W.2.2 Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</p>	<p>Vocabulary Key words</p> <p>Grammar Present and past tense verbs Commas in a series Idioms</p> <p>Listening/Speaking Big Book Chant Message for the day Intonation and expression Making judgments</p> <p>Reading/Writing Story Elements Author's purpose Persuasive writing Problem and solution Ask for and find information Relate problem and solution Identify fact, opinion and supporting arguments Writing a biography Write to express</p> <p>Content Connection Science: Compare climates Social Studies: Compare then and now Math: Calculate the value of tea Language Arts: Make a rights poster</p>	<p><u>Avenues</u> - Unit 4</p> <p>Picture Cards</p> <p>Big Book</p> <p>Leveled Books</p> <p>Theme-Related Resources</p> <p><u>American Independence</u> (video)</p> <p>Pictures of symbols, freedoms and leaders</p> <p><u>English At your Command</u></p>	<p>Language assessment</p> <p>Unit 4 Progress test</p> <p>Daily writing</p> <p>Write a time line</p> <p>Participation in a play</p> <p>Problem and solution chart</p>

Grade 5	Quarter: 1	Level: Intermediate/Transitioning	
Themes: Families			
ELPBO	Topic	Materials	Assessment
<p>S.1.5, S.1.8 <i>Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.</i></p> <p>S.2.17 <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p>R.1.4.a; R.1.5 <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p>	<p>Vocabulary: Key vocabulary from selections Cognates</p> <p>Grammar: Complete sentences Subject-verb agreement Verbs</p> <p>Listening/Speaking: Language fluency Intonation Retelling a story</p> <p>Reading/Writing Description Good writing traits Personal narrative Drawing conclusions</p> <p>Content Connection Science: Identify inherited traits Social Studies: Compare family traditions Math: Write Mayan numbers Language Arts: Tell your story</p>	<p><u>Avenues</u> – Unit 1</p> <p>Big Book</p> <p>Song: <i>En mi Viejo San Juan</i></p> <p>Song: <i>Caribbean Band</i></p>	<p><u>Avenues</u> Pre-test</p> <p>Daily writing</p> <p>Oral assessment with picture card.</p> <p>MEPA/MELA-O (new students)</p>

Grade 5	Quarter: 1	Level: Intermediate/Transitioning	
Themes: The Earth			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.2.22 <i>Students will comprehend and communicate orally, using spoken English for personal and social purposes.</i></p> <p>S.3.36 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.3.7e <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>W.1.6 <i>Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.</i></p>	<p>Vocabulary Key vocabulary from selections. Plural nouns Possessive nouns Descriptive words Common and proper nouns Count and non-count nouns</p> <p>Grammar Verb usage <i>Subject verb agreement</i></p> <p>Listening/Speaking Message for the day Ask and Answer questions Give information</p> <p>Reading/Writing Main idea and details <i>Description</i> <i>Good writing traits</i> Research report</p> <p>Content Connection Science: Track causes and effects Social Studies: Map the Ring of Fire Math: Draw Earth's layers Language Arts: Write a newspaper account</p>	<p><u>Avenues</u> – Unit 2</p> <p>Big Book</p> <p>Leveled Books</p>	<p>Language assessment</p> <p>Progress test</p> <p>Daily writing</p> <p>Dictionary activity</p>

Grade 5	Quarter: 2	Level: Intermediate/Transitioning	
Themes: The Body			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.3.39 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.1.8, R.1.9 <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>R.5.11 <i>Students will identify and analyze purposes, structures, and elements of nonfiction English texts.</i></p> <p>W.4.4, W.4.5 <i>Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</i></p>	<p>Vocabulary Key words Suffixes Body system words Negative words Contractions Subject pronouns</p> <p>Grammar Daily oral language Pronoun agreement</p> <p>Listening/Speaking Big book Pantomime Phrasing Giving information Role-play a cell phone call</p> <p>Reading/Writing Identifying sequences Book review Informational report Revising and editing Make and support inferences</p> <p>Content Connection Science: Make body systems charts Social Studies: Write about rights and services Math: Make an exercise schedule Language Arts: Map body system</p>	<p><u>Avenues</u> – Unit 3</p> <p>Big Book</p> <p>Leveled Books</p> <p><u>Body Works</u></p> <p>Theme library</p> <p>Song: <i>Dance</i></p> <p><u>Body Systems</u> (video)</p>	<p>Language assessment</p> <p>Progress test</p> <p>Daily writing</p> <p>Language function</p> <p>Book review</p> <p>Writing rubric</p> <p>Writing Test</p> <p>Comprehension questions</p> <p>Sequence chains</p>

Grade 5		Quarter: 2	Level: Intermediate/Transitioning	
Themes: Freedom Trail				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment	
<p>S.2.60, S.2.63, S.2.26 <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p>R.5.7 <i>Students will identify and analyze purposes, structures, and elements of nonfiction English texts.</i></p> <p>W.2.1, W.2.2 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key words</p> <p>Grammar Present and past tense verbs Commas in a series Idioms</p> <p>Listening/Speaking Big Book Chant Message for the day Intonation and expression Making judgments</p> <p>Reading/Writing Story elements Author's purpose Persuasive writing Problem and solution Ask for and find information Relate problem and solution Identify fact, opinion and supporting arguments Writing a biography Write to express</p>	<p><u>Avenues</u> – Unit 4</p> <p>Big Book</p> <p>Leveled Books</p> <p>Theme-Related Resources:</p> <p><u>American Independence</u> (video)</p> <p>Pictures of symbols, freedoms and leaders</p> <p><u>Accelerating English Language Learning</u> (Scott Foresman)</p> <p><u>English At Your Command</u></p> <p>Cartoon and Comic Strips</p> <p>Poems</p>	<p>Language assessment</p> <p>Progress test</p> <p>Daily writing</p> <p>Write a time line</p> <p>Participation in a play</p> <p>Problem and solution chart</p>	
	<p>Content Connection Science: Compare climates Social Studies: Compare then and now Math: Calculate the value of tea Language Arts: Make a rights poster</p>			

Grade 5	Quarter: 3	Level: Intermediate/Transitioning	
Themes: Places in the US			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.3.41 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.1.2a, R.1.2e, R.1.3b <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>R.3.7e <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>W.3.11 <i>Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.</i></p> <p>W.4.5 <i>Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.</i></p>	<p>Vocabulary Key words Synonyms and antonyms Prefixes</p> <p>Grammar Adjectives Comparatives and superlatives Adverbs</p> <p>Listening/Speaking Big Book song: <i>This Land is your Land</i> Summarize a story</p> <p>Reading/Writing Main idea and Details Voice Focus, purpose, audience in writing Write a tall tale Editing for spelling</p> <p>Content Connection Science: Show how geysers work Social Studies: Design a community Math: Write US math problems Language Arts: Write a folk tale</p>	<p><u>Avenues</u> – Unit 5</p> <p>Big Book</p> <p>Leveled books</p> <p><u>Theme Library</u></p> <p><u>My America: A Poetry Atlas of the United States</u> (video)</p>	<p>MEPA/ MELA-O</p>

Grade 5	Quarter: 3	Level: Intermediate/Transitioning	
Themes: Electricity			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.12 <i>Students will comprehend and communicate orally using English vocabulary for personal, social, and academic purposes.</i></p> <p>S.3.36 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.4.7 <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p>	<p>Vocabulary Key words Multiple meaning words Play vocabulary</p> <p>Grammar <u>Subject-verb agreement</u> Helping verbs and modals The apostrophe</p> <p>Listening/Speaking Listen for information</p> <p>Reading/Writing Voice Figurative language Play: use of dialogue Make comparisons Relate cause and effect Relate steps in a process Formulate a hypothesis Write a news report</p>	<p><u>Avenues</u> – Unit 6</p> <p><u>English at your Command</u></p> <p><u>All About Electricity</u> (video)</p> <p>Big Book</p> <p>Theme Library</p> <p>Leveled Books</p>	<p>Language assessment</p> <p>Progress test</p> <p>Daily writing</p> <p>Play</p> <p>Interview in partners (T336)</p> <p>Make a magnet boat</p>
<p>R.5.6, R.5.11 <i>Students will identify and analyze purposes, structures, and elements of nonfiction English texts.</i></p>	<p>Content area connections Science: Test static charges Social Studies: Make bumper stickers Math: Calculate lighting cost Language Arts: Make electricity word maps</p>		

Grade 5	Quarter: 4	Level: Intermediate/Transitioning	
Themes: Civil Rights Leaders			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.2.70 <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p>S.3.65 <i>Students will comprehend and communicate orally, using spoken English to participate in academic settings.</i></p> <p>R.1.10 <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</i></p> <p>R.3.2b <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>W.2.5 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key words</p> <p>Grammar Future tense verbs Helping verbs Compound and complex sentences Present progressive verbs Future tense verbs Past progressive verbs</p> <p>Listening/Speaking Message for today Free to go chart Justify Role play a conversation</p> <p>Reading/Writing Analyze story elements Summarize Author purpose, perspective and point of view Goal and outcomes Paraphrasing text Internal consistency in stories Write a persuasive letter</p> <p>Content area connections Science: Sense a special Place Math: Make a march budget Social Studies: Design a Rosa Parks statue Language Arts: Map a story</p>	<p><u>Avenues</u> – Unit 7</p> <p>Picture cards</p> <p><u>English at Your Command</u></p> <p>Big Book</p> <p>Leveled Books</p> <p>Theme Library</p> <p><u>Martin Luther King, Jr.</u> (video)</p>	<p>Language assessment</p> <p>Progress test</p> <p>Daily writing</p> <p>Role-play scenes</p> <p>Students’ personal dictionaries</p>

Grade 5	Quarter: 4	Level: Intermediate/Transitioning	
Themes: A Nation of Immigrants			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.2.38, S.2.48 <i>Student will comprehend and communicate orally using spoken English for personal and social purposes.</i></p> <p>R.3.9, R.3.10 <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p> <p>W.2.1; W.2.2 <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.</i></p>	<p>Vocabulary Key words</p> <p>Grammar <i>Present tense verbs</i> <i>Past tense verbs</i> Present and past perfect Modals</p> <p>Listening/Speaking Message for Today Immigrant’s chant Describe Give information Interpret figurative language Making inferences Classify Draw conclusions and form generalizations</p> <p>Reading/Writing Write a letter (fictional) Personal narrative Evaluate illustrations</p> <p>Content area connections Science: Choose healthy foods Social Studies: Make a multicultural calendar Math: Graph countries of origin Language Arts: Create a new Poem</p>	<p><u>Avenues</u> – Unit 8</p> <p>Picture Cards</p> <p>Big Book</p> <p>Leveled Books</p> <p>Theme Library</p> <p><u>Watch the Stars Come Out</u> <u>Reading Rainbow #29</u> (video)</p>	<p>Language assessment</p> <p>Progress test</p>

English Language Learner Program in Grades 6 – 8

International students and students whose first language is other than English in grades 6 – 8 study English as a Second Language and subjects in the Sheltered English Immersion program (SEIP). Depending on English proficiency level, students are placed in Foundations 1, Foundations 2 (Sections A and B), Literacy ESL, Intermediate, Transitioning Class. SEIP students receive content instruction in Sheltered English classes or are “partially mainstreamed” for some content area instruction.

Foundations 1 ESL (Beginner)

Grades 6 - 8

Foundations 1 ESL is an introductory course for beginning ELL students with little or no English Language background. The course focuses on basic grammar and survival vocabulary. Listening and oral language skills are particularly stressed in this class. Phonics and decoding skills are also taught within a variety of contexts. Students begin to learn to write simple sentences, and go on to learn paragraph structure. Students maintain a portfolio, and submit quarterly writing samples. A wide variety of material is used including print, non-print and multi-media. Computer skills are introduced. These beginning students are also introduced to and practice standardized test-taking procedures.

Foundations 2 ESL (Sections A & B) (Early Intermediate)

Grades 6 – 8

Foundations 2 ESL is a course for students with limited academic knowledge of English. Section B moves at a faster pace than Section A and students are enrolled depending on their date of arrival and progress in English. The course focuses on developing students’ listening, speaking, reading and writing skills in English. Listening and oral language skills are particularly stressed in this class. Vocabulary development, sentence structure

and patterns, verb tenses, reading, and writing skills are taught thematically and in a variety of contexts. In Foundations 2 ESL students maintain a portfolio, complete book projects, develop interdisciplinary activities, and engage in process writing. A wide variety of materials, print, non-print and multi-media, are used to develop oral, aural and written language skills. MEPA and MCAS preparation is included.

ESL Literacy Grades 6 – 8

ESL Literacy is a course designed for students who have achieved transitioning level in oral English, but are at the Early Intermediate or Intermediate Level in reading and writing. The focus of the course is on vocabulary development and grammar in the context of literature and content-based texts. Reading and writing skills are taught in a holistic and integrated and thematic manner. Students maintain a portfolio, complete book projects, develop interdisciplinary activities, and engage in process writing. A wide variety of materials, print, non-print and multi-media, are used to develop oral, aural and written language skills. The development of reading and writing skills as outlined in the district’s curriculum guide is given strong emphasis, including MEPA and MCAS preparation.

Intermediate ESL

Grades 6 – 8

Intermediate ESL is for students who have achieved an intermediate level of English proficiency demonstrated by successful completion of Foundations 2 or a placement test demonstrating equivalent mastery. In Intermediate ESL course content becomes more complex and additional language skills are introduced. The development of listening, speaking, reading, and writing skills continue to be stressed with particular emphasis given to the development of literacy and writing skills. The course includes the analysis of literature and development of Book Projects. Students maintain a portfolio and submit monthly writing samples. Connections to content knowledge areas and real life situations are given increasing importance. MEPA and MCAS preparation is included.

ESL Instructional Support

Grades 6 – 8

ESL Instructional Support is provided to those students who are Limited English Proficient and enrolled in standard education and special education settings. Through a variety of collaborative methods (push-in, pull-out, and consultation with other teachers) the students receive targeted ESL instruction including focus on English listening, speaking, reading comprehension and writing composition skills. Students develop academic vocabulary, critical thinking skills, and study skills to be applied in all subject areas. A wide variety of materials, print, non-print and multi-media, are used to develop oral, aural and written language. Assessment of student progress is ongoing in order to provide targeted and focused instruction in English grammar, usage and mechanics.

Transitioning ESL

Grades 6 - 8

The structure, process, and activities in Transitioning ESL are similar to those noted in Intermediate ESL. However, course content becomes more complex and additional skills are introduced. Students continue to develop oral proficiency while reading and writing skills are emphasized, as outlined in the district's curriculum guide, with a greater emphasis placed upon the higher level literacy skills such as drawing conclusions, predicting outcomes, distinguishing fact from opinion, drawing inferences, determining author's purpose, bias, mood/tone, and identifying problem/solution. The course includes the analysis of literature with an emphasis on: the identification of literary genres, an understanding of common literary terms, literary techniques, and recurrent motifs and themes. Standardized test preparation (MEPA, MCAS) is integrated into all aspects of instruction.

Benchmarks for English Proficiency Levels Grades 6 - 8 (DESE Aligned)

Speaking and Listening

	Level 1	Level 2	Level 3	Level 4	Level 5
Speaking	speaks using only a few English words with common errors, and is not easily understood	speaks using basic English words and phrases, and is generally difficult to understand	speaks using many basic English words and some grade-level academic vocabulary, creating original sentences, with some errors and pauses in conversation	speaks English with basic fluency, using grade-level words and sentences, with occasional errors	
Listening	understands only a little spoken English.	understands some basic spoken vocabulary, phrases, and simple questions, with frequent repetition and explanation.	understands most spoken English sentences and questions, some basic grade-level academic vocabulary, and grade-level texts read aloud, with some repetition and explanation.	understands most spoken English during classroom discussions, with only occasional repetition and explanation.	

Benchmarks – Gr. 9-12Reading and Writing

	Level 1	Level 2	Level 3	Level 4	Level 5
Reading	reads only a few simple written words or phrases, with help	reads and understands simple words, phrases, and a few simple sentences with help, but shows little awareness of features of written English	reads and understands many common words and some grade-level academic vocabulary; can understand the main idea of some grade-level texts, and understands some grade-level features of written English	reads and understands most grade-level texts, including academic vocabulary and most grade-level features of written English	reads and understands most grade-level texts, including a range of academic vocabulary
Writing	writes only a few simple words and a few short sentences with errors	writes one or more simple sentences with some understanding of purpose and audience, but shows little control of grade-level standard English writing conventions	writes and edits simple sentences and paragraphs to suit an audience, and uses basic grade-level vocabulary; shows some control of grade-level standard English writing conventions	writes and edits short texts with few errors using basic grade-level academic vocabulary, and shows basic control of grade-level standard English writing conventions	writes and edits texts of different lengths, giving details and descriptions to suit the purpose and audience, and shows a general control of standard grade-level English writing conventions
Test Scores	Grade 6 MEPA 400-435 Grade 7-8 MEPA 400-442	Grade 6 MEPA 436-455 Grade 7-8 MEPA 443-463	Grade 6 MEPA 456-478 Grade 7-8 MEPA 464-485	Grade 6 MEPA 479-499 Grade 7-8 MEPA 486-499	Grade 6 MEPA 500-550 Grade 7-8 MEPA 500-550

Foundations 1 ESL Curriculum		Quarter: One	Grades: 6 - 8	Level: Beginning
Themes: Introduction to school and classroom; Social interactions				
Content Area Connections: Social Studies; Math				
ELPBO	Topic	Materials	Assessment	
<p>S.1.1; S.1.2; S.1.4; S.1.5 <i>Comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes</i></p> <p>S.2.2; S.2.16 <i>Comprehend and communicate orally, using spoken English for personal and social purposes</i></p> <p>R.1.5 <i>Apply knowledge of vocabulary and syntax to comprehend text</i></p> <p>R.2.5 <i>Use foundations of oral language to understand written English</i></p> <p>W.2.1 <i>Write in English for a variety of purposes (personal experience)</i></p>	<p>Vocabulary School locations and objects Classroom objects Time words Shapes School personnel Library words Daily activity words Rooms of the house</p> <p>Grammar Give information with “I am” Ask/answer yes or no questions Use question words (who, what, when, where) Express likes Ask/answer information questions</p> <p>Listening/Speaking Oral practice of vocabulary and grammar listed above Greetings and introductions Give/carry out commands Give personal information</p> <p>Reading/Writing Alphabet Phonics: short vowels a,i,o Consonants s, m, f, h, t, n, l, p, g, r, d, c, v Identify nouns Identify verbs Identify text features: title and author</p> <p>Other MEPA Practice</p>	<p><i>Carlos Comes to Lakeside School</i></p> <p>Picture Dictionaries</p> <p><i>Highpoints Reading Basics</i></p>	<p><i>Highpoints</i> Diagnostic (for student placement in September or upon arrival)</p> <p>MELA-O</p> <p>Vocabulary Quizzes</p> <p>Teacher-made Chapter Tests</p> <p>Quarter One Foundations 1 Level Assessment</p>	

Foundations 1 ESL Curriculum		Quarter: Two	Grades: 6 - 8	Level: Beginning														
Themes: Sports, Health and Nutrition, The Community (Shopping and Money), Personal Organization (Calendars)																		
Content Area Connections: Social Studies; Science; Math																		
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment															
<p>S.1.1; S.1.2; S.1.4; S.1.5 <i>Comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes</i></p> <p>S.2.2; S.2.16 <i>Comprehend and communicate orally, using spoken English for personal and social purposes</i></p> <p>R.1.5 <i>Apply knowledge of vocabulary and syntax to comprehend text</i></p> <p>R.2.5 <i>Use foundations of oral language to understand written English</i></p> <p>W.2.1; W.2.2 <i>Write in English for a variety of purposes (personal experience)</i></p>	<p>Vocabulary</p> <table border="0"> <tr> <td>Sports</td> <td>Body Parts</td> </tr> <tr> <td>Food</td> <td>Money</td> </tr> <tr> <td>Clothing</td> <td>Colors</td> </tr> <tr> <td>Animals</td> <td>Days of the week</td> </tr> <tr> <td>Months</td> <td>Seasons</td> </tr> <tr> <td>Abbreviations</td> <td>Weather</td> </tr> <tr> <td>Holidays</td> <td></td> </tr> </table> <p>Grammar</p> <p>Express likes and dislikes Express feelings Express needs and thoughts Use demonstrative pronouns Use simple present tense verbs</p> <p>Listening/Speaking</p> <p>Oral practice of vocabulary and grammar listed above</p> <p>Reading/Writing</p> <p>Phonics: short vowels e, u Consonants sv, b, w, k, z, u qu, x</p> <p>Write a sentence Write a question Write an exclamation Identify text features: title, author, illustrator, captions Create basic summary of story (beginning, middle, end)</p> <p>Other</p> <p>MEPA Practice</p>	Sports	Body Parts	Food	Money	Clothing	Colors	Animals	Days of the week	Months	Seasons	Abbreviations	Weather	Holidays		<p><i>Carlos Comes to Lakeside School</i></p> <p>Picture Dictionaries</p> <p>Adapted stories and novelettes</p> <p><i>Highpoints Reading Basics</i></p>	<p>Vocabulary Quizzes</p> <p>Teacher-made Chapter Tests</p> <p><i>Quarter Two Foundations 1 Level Assessment</i></p>	
Sports	Body Parts																	
Food	Money																	
Clothing	Colors																	
Animals	Days of the week																	
Months	Seasons																	
Abbreviations	Weather																	
Holidays																		

Foundations 1 ESL Curriculum		Quarter: Three	Grades: 6 - 8	Level: Beginning
Themes: Communication; Health and Nutrition; Careers				
Content Area Connections: Social Studies; Science; Math; Art				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials		Assessment
<p>S.1.1; S.1.2; S.1.4; S.1.5 <i>Comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes</i></p> <p>S.2.2; S.2.16; S.2.30 <i>Comprehend and communicate orally, using spoken English for personal and social purposes</i></p> <p>S.3 <i>Use spoken English to participate in academic settings</i></p> <p>R.2.6 <i>Use foundations of oral language to understand written English</i></p> <p>R.3.1; R.3.6 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>W.2.3; W.2.4;</p>	<p>Vocabulary Math operations and measurement Forms of communication Family Shapes Colors Sizes Food Careers Tools</p> <p>Grammar Give personal information Use subject pronouns Identify all forms of verb “to be” (present tense) Modify nouns with adjectives Use correct forms of action verbs Create negative sentences using “do/does not” Ask and answer yes/no questions Ask and answer information questions (5 Ws)</p> <p>Listening/Speaking Oral practice of vocabulary and grammar listed above Conduct phone conversation</p> <p>Reading/Writing Phonics: “ch”/ “tch” / “sh” / “ck” sounds double consonants Punctuate statements and exclamations Fill out forms and applications Identify steps in a process Sequence events in a story Use sequence words (first, then, next, last) Write a postcard in correct format Write a topic sentence Write a paragraph Identify the main idea</p> <p>Explain in writing the process of building an art piece</p>	<p><i>Highpoints Basics</i> Units 1 – 3</p> <p>Adapted stories and novelettes</p> <p><i>Highpoints Reading Basics</i></p>		<p>Vocabulary Quizzes</p> <p>Teacher-made Chapter Tests</p> <p>Write a postcard</p> <p>Write steps of building an art piece</p> <p>Units 1 – 3 Tests</p>

<p>W.2.5; W.2.6; W.2.7 <i>Write in English for a variety of purposes</i></p> <p>W.4.4 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p>	<p>Identify details in a story Use a concept web Write questions and answers Conduct an interview Write a report of the interview</p> <p>Other MEPA Practice</p>		<p>MEPA</p> <p><i>Quarter Three</i> <i>Foundations 1 Level</i> <i>Assessment</i></p>
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Foundations 1 ESL Curriculum		Quarter: Four	Grades: 6 - 8	Level: Beginning
Themes: Numbers, City, Neighborhood, Maps				
Content Area Connections: Social Studies/Geography; Math				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment	
<p>S.1.3; S.1.5; S.1.6; S.1.10; S.1.11 <i>Comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes</i></p> <p>S.3.8; S.3.9; S.3.14; 3.3.18 <i>Use spoken English to participate in academic settings</i></p> <p>R.1.7; R.1.8 <i>Apply knowledge of vocabulary and syntax to comprehend text</i></p> <p>R.2.7 <i>Use foundations of oral language to understand written English</i></p> <p>W.2.5; W.2.7 <i>Write in English for a variety of purposes, coherent organization, and sufficient detail</i></p>	<p>Vocabulary Cardinal numbers Ordinal numbers Geography terms Location words Neighborhood words</p> <p>Grammar Use “do” and “does” to write questions Form negative sentences Use prepositions Form regular past tense verbs Use “there is” and “there are” Create pronoun/verb contractions with “to be”</p> <p>Listening/Speaking Oral practice of vocabulary and grammar listed above</p> <p>Reading/Writing Phonics: Blends and digraphs Blend sounds to read words Identify problems and solutions in a reading Identify details in a reading Write questions and answers Read for information Answer reading comprehension questions Create a fact sheet with questions and answers Create charts Write a journal entry using past tense</p>	<p><i>Highpoint Basics</i> Units 4 - 5</p> <p>Adapted stories and novelettes</p> <p><i>Highpoints Reading Basics</i></p>	<p>Vocabulary Quizzes</p> <p>Map Fact Sheets</p> <p>Journal Entries</p> <p><i>Highpoints Basics</i> Units 4 and 5 Tests</p> <p>Quarter Four Foundations 1 Level Assessment</p>	

Foundations 2 ESL Curriculum		Quarter: 1	Grades: 6 - 8	Level: Early Intermediate
Themes: Explore the World, Friendship, Celebration				
Content Area Connections: Geography, World Cultures, Math, Science				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials		Assessment
<p>S.1.3; S.1.5; S.1.6; <i>Comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes</i></p> <p>S.2.23; S.2.24 <i>Comprehend and communicate orally for personal and social purposes</i></p> <p>S.3.8; S.3.9; S.3.14; 3.3.18 <i>Use spoken English to participate in academic settings</i></p>	<p>Vocabulary Words in context; word families; compound words Location and direction words, maps, land forms and transportation Neighborhood Time Animals, plants and habitats Feeling words, opinion words Weather and clothing</p> <p>Grammar <i>Prepositions</i> <i>Adverbs</i> <i>To Be and present tense</i> <i>Regular past tense</i> <i>There is/there are</i> <i>Possessive pronouns</i> The verb “can” Capitalization and proper nouns Identify statements and exclamations Present progressive verbs</p> <p>Listening/Speaking <i>Express likes and wants</i> <i>Give and carry out commands</i> Respond to a visual image Recite a chant</p> <p>Reading/Writing Long vowels /e/ee, ea/o/oa, ow, ai ay, Classification of sounds Note taking Word patterns (SV, SVS, SVSS)</p>	<p><i>Highpoints Basics Units 7 - 9</i></p> <p>On Line materials</p> <p>Teacher Created Materials</p> <p>Basics Book Shelf</p> <p><i>Highpoints Reading Basics</i></p>		<p><i>Highpoints</i> Diagnostic (for student placement in September or upon arrival)</p> <p>MELA-O</p> <p>Teacher made tests</p> <p>Role Play</p> <p>Oral Presentations</p> <p>Dictation</p> <p>Poster projects</p> <p>Writing projects: Family Album Class Travel Book Friendship Book</p> <p>Book Project</p> <p>Family Word Game</p> <p>Write a Postcard</p> <p>Sentence Writing</p> <p>Dictation</p>
R.1.5; R.1.7; R.1.8				

<p><i>Apply knowledge of vocabulary and syntax to comprehend text</i></p> <p>R.2.7; R.2.13; R.2.14 <i>Use foundations of oral language to understand written English</i></p> <p>R.3.4; R.3.6; R.3.8 <i>Read English to identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.11 <i>Identify and analyze text elements and techniques of written English as used in a various literary genres</i></p> <p>W.2.3; W.2.5; W.2.6; W.2.7 <i>Write in English for a variety of purposes, coherent organization, and sufficient detail</i></p>	<p>Cause and effect Questions and Answers Writing simple sentences Poetry Recognizing and using text features Using Graphic Organizers, charts, timelines Relating steps in a process Recognizing high frequency words Make predictions Draw conclusions Classifying information Facts and Opinions</p> <p>Other MEPA Practice</p>	<p>Graphic Organizers</p>	<p>Concept Maps Student Interviews</p> <p><i>Quarter One Early Intermediate Level Assessment</i></p>
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Foundations 2 ESL Curriculum		Quarter: 2	Grades: 6 - 8	Level: Early Intermediate
Themes: Community Workers, Making a Difference, Our Planet				
Content Area Connections: Social Studies, Math, Science				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment	
S.1.2; S.1.4; S.1.6; S.2.16 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i>	Vocabulary Countries and Nationalities <i>Time</i> <i>Directions words</i> Opinion words: must, should, think, believe <i>Animals, plants, and habitats</i> <i>High Frequency words</i> <i>Words in context and word families</i>	<i>Highpoints Basics</i> Units 10 - 12 Adapted stories, novelettes, and biographies (Martin Luther King Jr.) On line materials Teacher created materials Graphic Organizers	Word work Posters Teacher made tests <i>Highpoints Basics</i> Units 10 - 12 Assessments Interviews Written paragraphs Fact and Opinion Poster Data Chart Book Project Create captions	
S.2.23; S.2.24 <i>Comprehend and communicate orally for personal and social purposes</i>	Grammar Conditional verbs (may, might, could) <i>Regular past tense verbs (was, were)</i> <i>Adjectives</i> <i>Possessive pronouns</i> Prepositions			
S.3.9; S.3.12; S.3.19 <i>Communicate orally to participate in academic settings</i>	Listening/Speaking Oral Practice of vocabulary and grammar listed above <i>Express likes and wants, and needs</i> Give directions			
R.1.3; R.1.9 <i>Apply knowledge of correct syntax to comprehend text</i>	Reading/Writing <i>Note taking</i> <i>Cause and effect</i> <i>Phonics: long vowels</i> Express wants and feelings R controlled vowels (ur, er, ir) Introduce how to write a paragraph (topic sentence, details, conclusions) Visualize Fact and opinion Analyze story elements: Characters	<i>Highpoints Reading Basics</i>	Dictations Clue Games Role Play Treasure Hunt	
R.2.12; R.2.13; R.2.14	Text Structures: captions, labels		Retell the story	

<p><i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.7 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.5.8; R.5.11; R.5.12 <i>Identify and analyze purposes, structures, and elements of nonfiction texts</i></p> <p>W.2.3; W.2.5 <i>Write in English for a variety of purposes</i></p>	<p>Sequencing Clarifying information Writing suggestions <i>Using graphic organizers</i> Produce informational posters with charts, tables, and graphs Classify information using concept maps</p> <p>Other MEPA Practice</p>		<p>Oral Presentations Classroom Discussions</p> <p><i>Quarter One Early Intermediate Level Assessment</i></p>
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Foundations 2 ESL Curriculum		Quarter: 3	Grades: 6 - 8	Level: Early Intermediate
Themes: Past and Present, Tell me More, Myths, Tall Tales and Folk Tales, Personal Best				
Content Area Connections: Social Studies (History and Civics), English Language Arts, Science, Physical Education				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials		Assessment
<p>S.1.3; S.1.5; S.1.6 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.2.23; S.2.24 <i>Comprehend and communicate orally for personal and social purposes</i></p> <p>S.3.9; S.3.10; S.3.14; S.3.18; S.3.19; S.3.33 <i>Communicate orally to participate in academic settings</i></p>	<p>Vocabulary Words that compare, opposites <i>Words in context</i> Parts of the body Phrases for times and places Sports, action verbs Story Elements <i>High Frequency Words</i></p>	<p><i>Highpoints Basics</i> Units 13 - 15</p>		<p>Teacher made tests</p> <p>Poster Project</p> <p>Friendly letter</p> <p>Write an email</p>
	<p>Grammar <i>Nouns</i> <i>Prepositions</i> <i>Present and past tense</i> <i>Pronouns, Possessive Pronouns</i> Present progressive verbs Conditional verbs (may, might, could) Object pronouns Adverbs Punctuation for commands</p> <p>Listening/Speaking Ask for and give information Ask for and give advice Make a speech <i>Oral presentation</i></p> <p>Reading/Writing <i>Note taking</i> Hard/soft g and c Diphthongs: oy, oo, ou, ow Variant vowels: oo, ew, au, aw, ae, ai Identify quotation marks</p> <p>Identify indentation of paragraphs</p>	<p>Myths, Tall Tales, and Folk Tales</p> <p>Adapted Novels and Novelettes</p> <p>Graphic Organizers</p> <p>Main Idea Diagrams</p> <p><i>Highpoints Reading Basics</i></p>	<p>Write a description</p> <p>Character Map</p> <p>Beginning/middle/end Chart</p> <p>Write a new story ending</p> <p>Class Book</p> <p>Thank you Speech</p> <p>Role Play</p>	
<p>R.1.3; R.1.9; R.1.10 <i>Apply knowledge of correct syntax to comprehend text</i></p>				

<p>R.2.8; R.2.12; R.2. 14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.7; R.3.8 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.11; R.4.12 <i>Identify and analyze text elements and techniques of written English as used in various literary genres</i></p> <p>R.5.8; R.5.11; R.5.12 <i>Identify and analyze purposes, structures, and elements of nonfiction texts</i></p> <p>W.2.3; W.2.5; W.2.7 <i>Write in English for a variety of purposes</i></p>	<p>Writing emails Compare and contrast Elements of a story: character, setting, plot, beginning, middle, end Greek Myths Character Elements Continuing steps to write a paragraph Identify main ideas and details</p> <p>Other MEPA Practice</p>		<p><i>Quarter One Early Intermediate Level Assessment</i></p>
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Foundations 2 ESL Curriculum		Quarter: 4	Grades: 6 - 8	Level: Early Intermediate
Themes: Our Land, Immigration, Harvest Time, Superstars				
Content Area Connections: Social Studies (History and Geography), Science				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment	
<p>S.1. 5; S.1.6; S.1.7; S.1.15; S.1.19; S.1.21 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.2.23; S.2.24 <i>Comprehend and communicate orally for personal and social purposes</i></p> <p>S.3.9; S.3.10; S.3.14; S.3.17; S.3.19; S.3.21; S.3. 28; S.3.37 <i>Communicate orally to participate in academic settings</i></p> <p>S.4.5; S.4.7 <i>Present information orally and participate in performances that demonstrate appropriate consideration of audience, purpose, and the information conveyed</i></p> <p>R.1.7; R.1.8;</p>	<p>Vocabulary <i>High Frequency Words</i> Land forms and bodies of water Direction words (north, south, east and west) Regions of the U. S. Prefixes (un, re) and Suffixes (ly, y, less, ful) Abbreviations and proper names Farming, Food, and Restaurant words Idioms Space and planets Plants</p> <p>Grammar <i>Verb tenses (present and past)</i> <i>Subject verb agreement</i> Capitalization: proper nouns Adjectives (sensory) Future Tense Verbs and contractions (will)</p> <p>Listening/Speaking <i>Ask and answer questions with who, what, when, where</i> <i>Express agreement and disagreement</i> Ask and answer questions with “How” and “Why”; “How many”, “How Much” Role Play: buying, selling, ordering items Classify information into categories Relate goals and outcomes</p>	<p><i>High Point Basics</i> Units 16 - 18</p> <p>Adapted Novels and Novelettes (Independent Reading Choices)</p>	<p><i>High Point</i> Unit Assessments</p> <p>MELA-O</p> <p>Dialogue</p> <p>Role Play</p> <p>Class Presentations</p> <p>Word Work</p> <p>Peer Activities</p> <p>Retell the Story</p> <p>Diamante Poem</p> <p>Student Generated Tests and Answers</p> <p>Biographical Paragraph Descriptive Paragraph</p> <p>Crop Comparison Report</p> <p>Comparison Chart</p>	

<p>R.1.9; R.1.10; R.1.11 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.12; R.2.13; R.2.14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.7; R.3.8; R.3.12 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.8; <i>Identify and analyze text elements and techniques of written English as used in various literary genres</i></p> <p>R.5.8; R.5.11; R.5.12 <i>Identify and analyze purposes, structures, and elements of nonfiction texts</i></p> <p>W.2.5; W.2.10; W.2.11; W.2.12; <i>Write in English for a variety of purposes</i></p>	<p>Reading/Writing Decode multisyllabic words; words with prefixes and suffixes Interactive and Echo Reading Independent Reading Write a paragraph: Biographical Sketch Use text structures: Maps and Charts/Diagrams Take notes Visualize Identify goal and outcome Make comparisons Read and write sequencing words Read and write prediction words</p> <p>Other Community Connections: Virtual Visit MEPA Practice</p>	<p><i>Highpoints Reading Basics</i></p> <p>Goal and Outcome Graphic Organizer</p> <p>Venn Diagrams</p>	<p>Compare and Contrast Essay</p> <p>Collage</p> <p>Write Directions</p> <p>Category Chart</p> <p>Write a Postcard</p> <p>Friendly Letter</p> <p>Dictation</p> <p>Timed Reading for Reading Fluency</p> <p><i>Quarter One Early Intermediate Level Assessment</i></p>
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Literacy ESL		Quarter: 1	Grades: 6 - 8	Level: Early Intermediate
Themes: Folk Tales, Sports, Real World Reading, Making Connections, The Writing Process, Applying English Language Skills Across the Curriculum				
Content Area Connections: Science, Social Studies, Physical Education				
ELPBO	Topic	Materials	Assessment	
<p>S.1. 5; S.1.16; S.1.23; S.1.24 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.2.23; S.2.24 <i>Comprehend and communicate orally for personal and social purposes</i></p> <p>S.3.9; S.3.14; S.3.29; S.3.30 <i>Communicate orally to participate in academic settings</i></p> <p>S.4.5; S.4.8 <i>Present information orally and participate in performances that demonstrate appropriate consideration of audience, purpose, and information</i></p> <p>R.1.8; R.1.9; R.1.10; R.1.11 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.12; R.2.13;</p>	<p>Vocabulary Science Word Study: Multiple meaning words, Word origins, Word Parts</p> <p>Grammar <i>Verb tenses (present, past, and future)</i> <i>Subject verb agreement</i> <i>Possessive Nouns and Pronouns</i></p> <p>Listening/Speaking <i>Ask and answer questions with who, what, when, where</i> <i>Express agreement and disagreement</i> <i>Ask and answer questions with “How” and “Why”;</i> <i>“How many”, “How much”</i> Give Advise Classroom presentation</p> <p>Reading/Writing Sequencing paragraph Comparison paragraph Story telling paragraph</p> <p>Other MEPA Practice</p>	<p><i>English to a Beat</i> Skill Plans 8 – 10</p> <p>Folk Tales: <i>Anansi, Maria and the Baker’s Bread, The Frog Who Stirred the Cream</i></p> <p><i>Gateway to Science</i> Life Science: The Cell</p> <p>Nonfiction Reading & Writing Workshops – selections (<i>Harvest Festivals, See the U.S.A</i>)</p> <p><i>Good Readers</i> Chapters 1 - 2</p> <p><i>Good Writers</i> Chapter 1</p> <p>Content Based Materials</p> <p>Comparison Graphic Organizers</p> <p>Story Maps</p>	<p><i>Highpoints</i> Diagnostic (for student placement in September or upon arrival)</p> <p>MELA-O</p> <p>Folk Tale Dramatization</p> <p>Role Play (Sports Announcer)</p>	

R.2.14

Use knowledge of oral language to understand the nature of written English

R.3.7; R.3.8

Identify facts and evidence in order to interpret and analyze text

R.4.8; R.4.12

Identify and analyze text elements and techniques of written English as used in various literary genres

**R.5.8; R.5.9;
R.5.12**

Identify and analyze purposes, structures, and elements of nonfiction texts

W.1.4; W.1.6

Plan for writing building on prior knowledge, generating words, and organizing ideas

**W.2.5; W.2.10;
W.2.11; W.2.12;**

Write in English for a variety of purposes

***Quarter One Literacy
ESL Level Assessment***

Literacy ESL		Quarter: 2	Grades: 6 - 8	Level:
Themes: Applying English Language Skills Across the Curriculum				
Content Area Connections: Science				
ELPBO	Topic	Materials		Assessment
<i>Continued from Quarter 1</i>	<p>Vocabulary Science Word Study: Multiple meaning words, Word origins, Word Parts, Antonyms</p> <p>Grammar <i>Prepositions: Location and directions words</i> <i>Irregular Verbs: Past Tense</i></p> <p>Listening/Speaking <i>Give and follow directions</i></p> <p>Reading/Writing Identifying the main idea Vocabulary Building Strategies Descriptive writing Personal narrative</p> <p>Other MEPA Practice</p>	<p><i>English to a Beat</i> Skill Plans 11 – 12</p> <p>Folk Tales: <i>Juan Bobo, The Brother Who Gave Rice</i></p> <p><i>Gateway to Science</i> Life Science: Genetics</p> <p>Nonfiction Reading & Writing Workshops - selections</p> <p><i>Good Readers</i> -3</p> <p><i>Good Writers</i> – 2 & 3</p> <p>Content Based Materials</p>		<p><i>Highpoints</i> Diagnostic (for student placement in September or upon arrival)</p> <p><i>Level Assessment</i></p>

Literacy ESL		Quarter: 3	Grades: 6 - 8	Level:
Themes: Applying English Language Skills Across the Curriculum				
Content Area Connections: Science				
ELPBO	Topic	Materials		Assessment
<i>Continued from Quarter 2</i>	Vocabulary Science Word Study: Multiple meaning words, Word origins, Word parts, Compound words	<i>English to a Beat</i> Skill Plans 13 - 14		<i>Highpoints</i> Diagnostic (for student placement in September or upon arrival)
	Grammar <i>Future Tense</i> Modals Object pronouns	<i>Folk Tales: Mouse-Deer Must be Quick! Bring Me Three Gifts!</i>		
	Listening/Speaking	<i>Gateway to Science</i> Earth Science: Space Exploration		MELA-O
	Reading/Writing Write an Advice Column	Nonfiction Reading & Writing Workshops - selections		Advice Column
	Other	<i>Good Readers</i>		
	MEPA Practice	<i>Good Writers</i> Content Based Materials		
				<i>Level Assessment</i>

Literacy ESL		Quarter: 4	Grades: 6 - 8	Level:
Themes: Applying English Language Skills Across the Curriculum				
Content Area Connections: Science				
ELPBO	Topic	Materials		Assessment
<i>Continued from Quarter 3</i>	<p>Vocabulary Science Word Study: Multiple-meaning words, Word origins, Word parts, Compound words Personal Traits</p> <p>Grammar Adjectives: Comparatives and Superlatives</p> <p>Listening/Speaking <i>Express opinions</i>, Defend a position</p> <p>Reading/Writing Write a script</p> <p>Other MEPA Practice</p>	<p><i>English to a Beat</i> Skill Plans 15 - 16</p> <p>Folk Tales: <i>Does a Candle Keep You Warm? The Best Match</i></p> <p><i>Gateway to Science</i> Physical Science: Measuring Matter</p> <p>Nonfiction Reading & Writing Workshops - selections</p> <p><i>Good Readers</i></p> <p><i>Good Writers</i></p> <p>Content Based Materials</p>		<p><i>Highpoints</i> Diagnostic (for student placement in September or upon arrival)</p> <p>MELA-O</p> <p><i>Level Assessment</i></p>

Intermediate ESL		Quarter: 1	Grades: 6 - 8	Level: Intermediate
Themes: Identity, Cooperation, Human and Animal Teams, Historical Fiction, Biography, American Cultural Traditions				
Content Area Connections: Science, Math (reading and displaying data), Social Studies/Geography, Visual Art				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials		Assessment
<p>S.1.13; S.1.18 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.3.32; S.3.33; S.3.36; S.3.46; S.3.47; S.3.48 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.9; R.1.10; R.1.11. R. 12 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.8; R.3.9 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.8; R.4.11 <i>Identify and analyze text elements and techniques used in various literary genres</i></p> <p>R.6. 4 <i>Gather information from a variety of sources</i></p> <p>R.5.8; R.5.9 <i>Identify and analyze</i></p>	<p>Vocabulary Describing words Character traits Question words Jobs and skills</p> <p>Grammar <i>Review: Present tense, adjectives, articles,</i> Subject-verb agreement Subject and object pronouns Possessive and reflexive pronouns Prepositions and prepositional phrases Plural nouns Count and non-count nouns</p> <p>Listening/Speaking Describe people, make comparisons Conduct an interview, give information in an interview Read a poem aloud; memorize and recite poetry Draw conclusions Make requests, give and accept suggestions Brainstorm and generate ideas Visualize Describe and sequence events Role-play Listen and take notes</p> <p>Reading/Writing Generate and Classify ideas Make a comparison chart (T-chart); data chart Preview and predict Identify problems and solutions Identify main ideas Summarize</p>	<p><i>Highpoints A Units 1 – 2</i></p> <p>On-line encyclopedias, encyclopedias, biographies</p> <p>Read out loud: <i>Grandfather’s Journey; Just Like Me; Seven Blind Mice; My Buddy</i></p> <p>Supplementary Materials: <i>Eye on Editing 1 – Developing Editing Skills for Writing</i></p> <p><i>Write Source – Skills Book: Editing and Proofreading Practice</i></p> <p><i>Grammar Work 3: English Exercises in Context</i></p> <p><i>Grammar Express: Intermediate</i></p> <p><i>Even More True Stories – An Intermediate Reader (Units 11 and 14)</i></p> <p><i>What a Life! Stories of Amazing People (Units 1, 9, 20)</i></p> <p><i>Cross-Cultural Perspectives</i></p>		<p><i>Highpoints</i> Diagnostic (for student placement in September or upon arrival)</p> <p><i>Highpoints A Units 1 – 2</i> Assessment (Selection tests 1 – 8)</p> <p>MELA-O</p> <p>MEPA</p> <p>Self-Portrait</p> <p>Descriptive Poetry</p> <p>Research Poster</p> <p>Create a chart</p> <p>Written report</p> <p>Oral Presentation</p> <p>Book Projects: Describe a main character; create a timeline</p> <p>Multimedia photo-essay</p>

<p><i>purposes, structures, and elements of nonfiction English texts</i> R.6.4; R.6.5 <i>Gather information from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions</i> W.1.4; W.1.6 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i> W.2.8; W.2.12; W.2.13 <i>Write in English for a variety of purposes</i> W.3.8; W.3.9 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i> W.4.5; W.4.6 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i> W.5.13 <i>Use, and produce a variety of media</i></p>	<p>Set purpose Expository writing Write a free-verse poem Use a text features in poetry (rhyme) Locate resources and gather information Use graphic organizers Relate cause and effect Writing Process: Pre-write, draft, revise, edit, proofread, publish Write a thank you letter Add details to paragraph Identify genre: Photo-essay</p> <p>Other MEPA Practice</p>	<p>Stories, novelettes, historical fiction (<i>Sarah, Plain and Tall</i>), biography (<i>Louis Braille</i>)</p>	<p>Thank you letter Self-assessment Peer-assessment Portfolio evaluation</p> <p><i>Quarter One Intermediate Level Assessment</i></p>
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Intermediate ESL		Quarter: 2	Grades: 6 - 8	Level: Intermediate
Themes: Relationships, Across Generations, Realistic fiction, Greek Fables, Adapted classics, American Cultural Traditions				
Content Area Connections: Social Studies (Community), Technology/Media, Science (Genetics) Math (representation of data)				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment	
<p>S.1.13; S.1.18; S.1.24 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.3.32; S.3.33; S.3.36; S.3.39 S.3.46; S.3.47; S.3.48; S.3.52 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.9; R.1.10; R.1.11 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.8 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.11 <i>Identify and analyze text elements and techniques used in various literary genres</i></p>	<p>Vocabulary <i>Words about careers, family, people, friendship</i> <i>Family words</i> Words about traits</p> <p>Grammar <i>Past and present tense</i> <i>Negative sentences</i> <i>Demonstrative pronouns</i> Linking verbs</p> <p>Listening/Speaking Engage in discussion Describe things Generate ideas Define and explain Make judgments Express feelings Ask for and five advise Make comparisons Make inferences Conduct an interview Express likes and dislikes</p> <p>Reading/Writing Paraphrase Review, predict, and skim Set purpose Identify cause and effect Identify genre: fables Identify sequence Compare experiences Identify plot and character Relate main idea and details</p>	<p><i>High Point A Unit 3</i></p> <p>Read out loud: <i>Mrs. Katz and Tush, In My Family</i></p> <p><i>The Jacket</i></p> <p>Adapted classics (<i>Oliver Twist, Moby Dick, Treasure Island</i>)</p> <p>Supplementary Materials: <i>Eye on Editing 1 – Developing Editing Skills for Writing</i></p> <p><i>Write Source – Skills Book: Editing and Proofreading Practice</i></p> <p><i>Grammar Work 3: English Exercises in Context</i></p> <p><i>Grammar Express: Intermediate</i></p> <p><i>Even More True Stories – An Intermediate Reader (Units 2 and 3)</i></p> <p><i>Password 3: A reading and Vocabulary Text (Unit 3:</i></p>	<p><i>High Point Diagnostic (for student placement in September or upon arrival)</i></p> <p><i>High Point Unit 2 Assessment (selection tests 9 – 12)</i></p> <p>Compare Generations: An Interview (written and oral report)</p> <p>Expressive writing: Writing for personal expression</p> <p>Portfolio evaluation</p> <p>Self-assessment</p> <p>Peer-assessment</p> <p>Language acquisition assessment</p> <p>End of unit test</p>	

<p>R.6.4 <i>Gather information from a variety of sources</i></p> <p>W.1.4 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i></p> <p>W.2.8; W.2.12; W.2.13 <i>Write in English for a variety of purposes</i></p> <p>W.3.8 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i></p> <p>W.4.4; W.4.5; W.4.6 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p> <p>W.5.13 <i>Use, analyze, and produce a variety of media</i></p>	<p>Identify setting: time and place Identify genre: autobiography Use graphic organizers: flow chart, concept map, sequence chain Write a dedication; labels Make a family tree Use text features in non-fiction Use text features in poetry (rhyme, rhythm, repetition) Formulate questions Take and review notes</p> <p>Other MEPA and MCAS Practice</p>	<p>Genetics and Unit 2: The Challenges of Youth)</p> <p>Thanksgiving Stories</p>	<p>Book Projects: Cereal box (setting, plot, character, summary), interview a character</p> <p><i>Quarter 2 Intermediate Level Assessment</i></p>
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Intermediate ESL		Quarter: 3	Grades: 6 - 8	Level: Intermediate
Themes: Community, Natural Disasters, Realistic Fiction, Environment, Contributions to Society: African Americans and International Women				
Content Area Connections: Social Studies (disaster relief), Technology and media, Science and the Environment, Fine Arts				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment	
<p>S.3.32; S.3.33; S.3.36; S.3.46; S.3.47; S.3.48 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.9; R.1.10; R.1.11. R. 12 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.8; R.3.9 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.8; R.4.11 <i>Identify and analyze text elements and techniques used in various literary genres</i></p> <p>R.6. 4 <i>Gather information from a variety of sources</i></p> <p>R.5.8; R.5.9 <i>Identify and analyze purposes, structures, and elements of nonfiction English texts</i></p> <p>R.6.4; R.6.5 <i>Gather information</i></p>	<p>Vocabulary Words about communities, natural resources, nature, environment, disasters, propaganda</p> <p>Grammar <i>Future tense</i> <i>Statements with there is and there are</i> <i>Plural nouns</i> <i>Prepositions</i> Adjectives that compare Indefinite pronouns Modals: should, must, can Commands Indefinite adjectives Ordinals Contractions Helping verbs</p> <p>Listening/Speaking Engage in discussion Formulate solutions Make comparisons Recite Brainstorm ideas Learn about propaganda Give and carry out commands</p> <p>Reading/Writing Make a K-W-L chart Preview and predict Identify genre Use visuals to confirm meaning</p>	<p><i>High Point A Unit 4</i></p> <p>Newspapers Internet Reference books Newspaper reports Television coverage Internet postings Personal accounts On-line almanacs Library Public services</p> <p>Read out loud: <i>Nature's Green Umbrella, Rachel Carson: A Woman who Loved Nature, Hurricane</i></p> <p>Supplementary Materials: <i>What a Life! Stories of Amazing People (Units 8, 12, 13,15, 17, 19)</i></p> <p><i>American Voices</i></p> <p><i>Eye on Editing 1 – Developing Editing Skills for Writing</i></p> <p><i>Write Source – Skills Book:</i></p>	<p><i>High Point Diagnostic (for student placement in September or upon arrival)</i></p> <p><i>High Point A (Selection tests 13 – 16)</i></p> <p>Oral report</p> <p>Opinion paragraph</p> <p>Haiku poem</p> <p>Friendly letter</p> <p>Book Project: Classroom play based on <i>Night of the Twisters</i></p> <p>Oral presentation</p> <p>Public Service Poster</p> <p>Persuasive essay</p> <p>End of unit test</p>	

<p><i>from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions</i></p> <p>W.1.4; W.1.6 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i></p> <p>W.2.8; W.2.12; W.2.13 <i>Write in English for a variety of purposes</i></p> <p>W.3.8; W.3.9 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i></p> <p>W.4.5; W.4.6 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p> <p>W.5.13 <i>Use, analyze, and produce a variety of media</i></p>	<p>Set purpose Confirm and revise predictions Theme Write an opinion paragraph Write a friendly letter Write a haiku poem Analyze persuasive techniques Identify author's purpose Make a Venn diagram Identify genre: stage play Use text structures and features in plays Evaluate the impact of medium on meaning Analyze characters and setting Rewrite the play</p> <p>Other MEPA and MCAS Practice</p>	<p><i>Editing and Proofreading Practice</i></p> <p><i>Grammar Work 3: English Exercises in Context</i></p> <p><i>Grammar Express: Intermediate</i></p> <p><i>Even More True Stories – An Intermediate Reader (Units 5)</i></p>	<p>Self-assessment</p> <p>Peer assessment</p> <p>Portfolio evaluation</p> <p>Language acquisition assessment</p> <p><i>Quarter 3 Intermediate Level Assessment</i></p>
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Intermediate ESL		Quarter: 4	Grades: 6 - 8	Level: Intermediate
Themes: Traditions, Greek Myths, Tall Tales, Folk Tales, Realistic fiction				
Content Area Connections: Social Studies, Technology/Media, Art, Science (Wild Animals)				
ELPBO	Topic (<i>italics indicate reinforcement of previously introduced topics</i>)	Materials	Assessment	
<p>S.2.31; S.2.32 <i>Communicate orally, using spoken English for personal and social reasons</i></p> <p>S.3.36; S.3.46; S.3.47; S.3.48 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.9; R.1.10; R.1.11. R. 12 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.8; R.3.9 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.8; R.4.11 <i>Identify and analyze text elements and techniques used in various literary genres</i></p> <p>R.6. 4 <i>Gather information from a variety of sources</i></p> <p>R.5.8; R.5.9 <i>Identify and analyze purposes, structures,</i></p>	<p>Vocabulary <i>Describing words</i> Storytelling words Antonyms Suffixes Time and cause words Sensory words Colloquialisms Onomatopoeia Alliteration</p> <p>Grammar Prepositional phrases Use complete sentences Compound sentences Complex sentences (dependent and independent clauses) Present perfect tense Past progressive Helping verbs</p> <p>Listening/Speaking Engage in discussion Synthesize information Formulate questions Make inferences Express opinions Draw conclusions Negotiate Poem (choral reading) Identify author's purpose Make comparisons</p>	<p><i>High Point A Unit 5</i></p> <p>Library and internet sources</p> <p>Books for research, atlas, encyclopedias</p> <p>Read out loud: <i>Coyote: A Trickster Tale from the American Southwest, The Eagle and the Moon Gold, Gilgamesh the King</i></p> <p><i>Seedfolks</i></p> <p><i>Domitila, a Mexican Folk Tale</i></p>	<p><i>High Point Diagnostic</i> (for student placement in September or upon arrival)</p> <p><i>High Point Selection tests 17 – 20</i></p> <p>Comparison chart</p> <p>Multimedia presentation</p> <p>Oral presentation</p> <p>Book project: classroom book</p> <p>Paragraph writing: Goal and outcome</p> <p>Make a Tall Tale Map</p> <p>Report on Wild Animals</p> <p>Travel Guide</p> <p>Write a friendly letter</p>	

<p><i>and elements of nonfiction English texts</i> R.6.4; R.6.5 <i>Gather information from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions</i> W.1.4; W.1.6 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i> W.2.8; W.2.12; W.2.13 <i>Write in English for a variety of purposes</i> W.3.8; W.3.9 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i> W.4.5; W.4.6 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i> W.5.13 <i>Use, and produce a variety of media</i></p>	<p>Summarize Identify cause and effect Retell a story Identify character's motive Form generalizations Listen to a poem</p> <p>Reading/Writing Preview and predict Set purpose Identify genre: Greek Myth Use text features in fiction and non-fiction Character traits and motives Plot: goal and outcomes Fantasy and reality Compare myths in an essay Compare fiction and nonfiction Analyze and synthesize information Make judgments Relate events in a sequence Make a character chart Use a mind map Monitor your reading (preview, visualize, clarify, paraphrase) Identify main idea Use graphic organizers (time line, note-taking chart, cause and effect story chart) Write a character study Read a poem Setting Style Theme Interpret figurative language (hyperbole)</p> <p>Other MCAS Practice</p>	<p>Supplementary Materials: <i>Eye on Editing 1 – Developing Editing Skills for Writing</i></p> <p><i>Write Source – Skills Book: Editing and Proofreading Practice</i></p> <p><i>Grammar Work 3: English Exercises in Context</i></p> <p><i>Grammar Express: Intermediate</i></p> <p><i>Even More True Stories – An Intermediate Reader (Unit 8)</i></p>	<p>Narrative</p> <p>Character chart</p> <p>End of unit test</p> <p>Self-assessment</p> <p>Peer-assessment</p> <p>Portfolio evaluation</p> <p>Language acquisition assessment</p> <p>Quarter 4 Intermediate Level Assessment</p>
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Transitioning ESL		Quarter: 1	Grades: 6 – 8	Level: Transitioning
Themes: Communication, Belonging, Resisting Peer Pressure, American Cultural Traditions				
Content Area Connections: Math (measurement), Social Studies/Geography and World Cultures				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment	
<p>S.1.31; S.1.33 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.3.62 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.11; R.1.12 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.8; R.3.9 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.11; R.4.12 <i>Identify and analyze text elements and techniques used in various literary genres</i></p> <p>R.5.12 <i>Identify and analyze purposes, structures, and elements of nonfiction texts</i></p> <p>R.6.4</p>	<p>Vocabulary Words in context Homonyms, synonyms, antonyms Multiple meanings Cognates Using the dictionary, thesaurus, encyclopedia Word forms</p> <p>Grammar <i>Review: Present, past, future (affirmative, negative, interrogative and tag endings)</i> <i>Singular and plural nouns; adjectives</i> <i>Pronoun agreement</i> <i>Capitalization, quotation marks, commas, semicolons, and colons</i> <i>Indefinite, reflexive and possessive pronouns</i> Compound sentences with conjunctions</p> <p>Listening/Speaking Paraphrase ideas and thoughts to express meaning Express feelings, needs, ideas and opinions Work effectively with a partner Peer conference support Recitations and retelling a story Respond to a visual image</p> <p>Reading/Writing <i>Review: Writing process, parts of a 5 paragraph essay, paragraph structure</i> Main idea and details Setting, plot, conflict, theme Fantasy and reality Paraphrasing Making inference</p>	<p><i>Highpoints B Unit 1 - 6</i></p> <p>CD Selections</p> <p>Daily Oral Language</p> <p>Suggested Novels: <i>On My Honor</i> <i>In the Year of the Boar and Jackie Robinson</i></p> <p><i>Scope Anthology Short Stories: The Last Leaf, Than You Mam</i></p> <p>Grade Level Novels</p>	<p><i>Highpoints Diagnostic (for student placement in September or upon arrival)</i></p> <p>MELA-O</p> <p>Oral reports</p> <p>Classroom discussions</p> <p>Role play or dramatizations</p> <p>Presentations</p> <p><i>Highpoints B Unit 1 selection tests 1 – 6 and End of Unit Test</i></p> <p>Self assessments</p> <p>Peer assessments</p> <p>Poems</p> <p>Personal histories</p> <p>Self portraits</p> <p>Journal writing</p>	

<p><i>Gather information from a variety of sources</i></p> <p>W.1.7 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i></p> <p>W.2.8; W.2.10; W.2.12; W.2.13 <i>Write in English for a variety of purposes</i></p> <p>W.3.8; W.3.10 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i></p> <p>W.4.4; W.4.5; W.4.6 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p> <p>W.5.13 <i>Use, analyze, and produce a variety of media</i></p>	<p>Elaboration Make predictions Writing Dialogues Poetry (free verse, bio-poem, diamante) Author’s purpose Mood/tone Symbolism Summarization Pre-reading activities Alliteration Fact/Opinion Elements of a short story Simile Personification Drawing Conclusions MCAS prep Author’s purpose Making judgments Create a visual image Folktale Editing Revising</p> <p>Other: MEPA Practice</p>	<p><i>In the Theme Library</i> Selections</p> <p>Online materials</p> <p>Graphic Organizers</p> <p>Teacher created materials</p> <p>MCAS Tests and Prep materials</p>	<p>Readers’ response</p> <p>Book Projects</p> <p>Creative Writing (Fantasies and Dialogues)</p> <p>Expository Reports</p> <p>Teacher-made tests</p> <p>Response to a writing prompt (5 paragraphs)</p> <p>Plot diagrams</p> <p><i>Quarter 1 Transitioning Level Assessment</i></p>
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Transitioning ESL		Quarter: 2	Grades: 6 – 8	Level: Transitioning
Themes: Belonging, Dreams and Decisions, Self Esteem, Peer Pressure, American Cultural Traditions				
Content Area Connections: Science/Biology, Math, Social Studies/American and African American History				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment	
<p>S.1.27; S.1.33 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.3.62; S.3.65 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.11; R.1.12 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.8; R.3.9; R.3.11 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.11; R.4.12 <i>Identify and analyze text elements and techniques used in various literary genres</i></p>	<p>Vocabulary Words in Context Multiple Meanings Suffixes and Prefixes Idioms Synonyms and Antonyms Homonyms Word forms Using the thesaurus Word Origins</p> <p>Grammar <i>Review possessive nouns and pronouns</i> Adverbs Prepositional phrases Compound subjects and Predicates Complex sentences Subordinating Conjunctions Present and Past Continuous Modals Two Word Verbs Adjectives(Comparative and Superlative)</p> <p>Listening/Speaking <i>Paraphrase ideas and thoughts to express meaning</i> <i>Express feelings, needs, ideas and opinions</i> <i>Work effectively with a partner</i> Recitations <i>Peer conference support</i> <i>Retell a story</i> <i>Ask and Answer Questions</i> <i>Respond to a Visual Image</i></p>	<p><i>High Point B Units 7 – 12</i></p> <p><i>Side by Side</i></p> <p><i>Focus on Grammar</i></p> <p>Daily Oral Language</p> <p>Online materials</p> <p><i>Warriner’s English Grammar and Composition</i></p> <p>Teacher created materials</p> <p>Novels: <i>The Skin I’m In</i></p> <p>Supplemental Novels: <i>Maniac Magee</i> <i>Call it Courage</i> <i>A Christmas Carol (adapted)</i></p>	<p><i>High Point Selection and Unit Tests</i></p> <p>Poster Projects</p> <p>Book Projects</p> <p>Oral presentations</p> <p>Oral reports</p> <p>Classroom discussions</p> <p>Role play or dramatizations</p> <p>Self Assessments</p> <p>Peer Assessments</p>	

<p>R.5.12 <i>Identify and analyze purposes, structures, and elements of nonfiction texts</i></p> <p>R.6.4 <i>Gather information from a variety of sources</i></p> <p>W.1.7 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i></p> <p>W.2.8; W.2.10; W.2.11 <i>Write in English for a variety of purposes</i></p> <p>W.3.8; W.3.10; W.3.11 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i></p> <p>W.4.4; W.4.5; W.4.6 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p>	<p>Reading/Writing</p> <p>Metaphors Hyperbole Inferences Flashback Pre-reading Activities Folktale Elements of Short Story Poetry Theme 5 paragraph essay focusing on introduction and transition words Point of View Making predictions Making Evaluations Summarization Dialogue Sequence Paraphrase Characterization Elaboration Continue Similes Story Outcome Cause and Effect How to answer an open response question Drawing conclusions Compare/Contrast Create a headline for a newspaper Editing Revising Biography Foreshadowing Realistic Fiction Diary Author's Purpose MCAS and MEPA Practice</p>	<p><i>Scope Anthology</i> Short stories: The Gift of the Magi, The Safecracker</p> <p>Poems by Maya Angelou and Langston Hughes</p> <p>In the Theme Library Selections</p> <p>MCAS tests</p> <p>Graphic Organizers</p> <p>MCAS Prep Materials</p> <p>Aim Higher MCAS Level H</p>	<p>Creative Writing</p> <ul style="list-style-type: none"> • Write an outcome • Dialogues • Diary entries <p>Journal Writing</p> <p>Readers' response</p> <p>Poems</p> <ul style="list-style-type: none"> • Diamante • Rhyming <p>Plot diagrams</p> <p>Historical Events Chart</p> <p>5 paragraph essays</p> <p>Previous MCAS test</p> <ul style="list-style-type: none"> • Reading selections • Writing prompts • Open response questions <p>Teacher created tests</p> <p>Story Outcome Essays</p> <p>Quarter 2 Transitioning Level Assessment</p>
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Transitioning ESL		Quarter: 3	Grades: 6 – 8	Level: Transitioning
Themes: Conflict, Changes and Continuity, American Cultural Traditions, Black American's and Women's Contributions to Society				
Content Area Connections: Science, Math Social Studies				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment	
<p>S.1.31; S.1.32 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.3.62; S.3.65; S.3.68 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.11; R.1.12 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.8; R.3.9; R.3.11 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.11; R.4.12 <i>Identify and analyze text elements and techniques used in various literary genres</i></p> <p>R.5.12</p>	<p>Vocabulary <i>Words in Context</i> <i>Multiple Meanings</i> <i>Suffixes and Prefixes</i> <i>Synonyms and Antonyms</i> <i>Word forms</i> Greek and Latin Roots Borrowed Words</p> <p>Grammar <i>Modals</i> <i>Complex Sentences</i> <i>Two Word Verbs</i> Past Participle Present Perfect Tense Conditionals Relative Clauses If Clauses</p> <p>Listening/Speaking <i>Paraphrase ideas and thoughts to express meaning</i> <i>Express feelings, needs, ideas and opinions</i> <i>Work effectively with a partner</i> <i>Recitations</i> <i>Peer conference support</i> <i>Retell a story</i> <i>Ask and Answer Questions</i> <i>Respond to a Visual Image</i></p>	<p><i>High Point B Units 13 - 16</i></p> <p><i>Scope Anthology Short stories: The Necklace, The Lady or the Tiger</i></p> <p>MCAS Prep materials Aim Higher MCAS Level H</p> <p>In the Theme Library Selections</p> <p>Online materials</p> <p>Greek Myths</p> <p>Grade Level Novels and Plays: <i>The Diary of Anne Frank</i></p> <p>Suggested Novels:</p> <ul style="list-style-type: none"> • <i>Call It Courage</i> • <i>The Outsiders</i> • <i>Maniac Magee</i> <p>Graphic Organizers</p> <p>Teacher created materials</p>	<p>High Point B Selection and Unit Tests</p> <p>Friendly Letter/Envelope</p> <p>Create a Timeline</p> <p>Research Paper</p> <p>Self Assessments</p> <p>Peer Assessments</p> <p>Journal writing</p> <p>Readers' response</p> <p>Book Projects</p> <p>Teacher created tests</p> <p>Response to a writing prompt (5 paragraphs)</p> <p>Plot diagrams</p>	

<p><i>Identify and analyze purposes, structures, and elements of nonfiction texts</i></p> <p>R.6.4 <i>Gather information from a variety of sources</i></p> <p>W.1.7 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i></p> <p>W.2.8; W.2.10; W.2.11; W.2.12; W.2.14 <i>Write in English for a variety of purposes</i></p> <p>W.3.7; W.3.8; W.3.10; W.3.11 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i></p> <p>W.4.4; W.4.5; W.4.6 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p>	<p>Reading/Writing</p> <p>Parts of a 5 Paragraph Essay-focus on conclusion and varied sentence patterns</p> <p>Myths</p> <p>Point of View</p> <p>Conflict</p> <p>Poetry(rhyming scheme)</p> <p>Onomatopoeia</p> <p>Characterization</p> <p>Theme</p> <p>Foreshadowing</p> <p>Flashback</p> <p>Imagery</p> <p>Predictions</p> <p>Interpret a timeline</p> <p>Elaboration</p> <p>Summarization</p> <p>Play</p> <p>Biography</p> <p>Friendly Letter</p> <p>Addressing an envelope</p> <p>Taking Notes</p> <p>Outlining</p> <p>Making Generalizations</p> <p>Identify Genre</p> <p>Using the Internet</p> <p>Fantasy/Reality</p> <p>Plot Diagrams</p> <p>Cause and Effect</p> <p>Story Outcomes</p> <p>Bibliography</p> <p>Other</p> <p>MCAS and MEPA Practice</p>	<p>MCAS tests</p> <p>MCAS Prep Materials</p> <p>Aim Higher MCAS Level H</p>	<p>Previous MCAS Tests</p> <ul style="list-style-type: none"> ● Reading selections ● Writing Prompts Open Response <p>Webbing</p> <p>Plot Diagram</p> <p>Poem</p> <ul style="list-style-type: none"> ● I AM <p>Creative Writing</p> <p>Story Outcome</p> <p>Quarter 3 Transitioning Level Assessment</p>
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Transitioning ESL		Quarter: 4	Grades: 6 – 8	Level: Transitioning
Themes: Overcoming Obstacles, Biography, Autobiography and Memoir				
Content Area Connections: Math, Science, Social Studies				
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment	
<p>S.1.31; S.1.32; S.1.33 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.3.64; S.3.65 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.11; R.1.12 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14; R.2.15 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.9; R.3.10; R.3.11 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.11; R.4.12 <i>Identify and analyze text elements and techniques used in various literary genres</i></p> <p>R.5.12 <i>Identify and analyze purposes, structures, and elements of nonfiction texts</i></p> <p>R.6.4 <i>Gather information</i></p>	<p>Vocabulary <i>Words in Context</i> <i>Multiple meanings</i> <i>Suffixes</i> <i>Synonyms</i> <i>Antonyms</i> <i>Homonyms</i> <i>Word forms</i> <i>Acronyms</i> <i>Idioms continued</i></p> <p>Grammar Past and Future Perfect Gerunds Use of infinitives Active/Passive Voice Interjections</p> <p>Listening/Speaking Paraphrase ideas and thoughts to express meaning Express feelings, needs, ideas and opinions Work effectively with a partner Recitations Peer conference support Retell a story Ask and Answer Questions Respond to a Visual</p> <p>Reading/Writing 5 paragraph essay Persuasive Essay</p>	<p><i>High Point B Units 17 - 20</i></p> <p><i>Scope Anthology</i></p> <ul style="list-style-type: none"> • Short stories <p>MCAS Prep materials</p> <p>Aim Higher MCAS Level H</p> <p>In the Theme Library Selections</p> <p>Online materials</p> <p>Graphic Organizers</p> <p>Grade Level Novels, Biography, Autobiography and Memoir:</p> <ul style="list-style-type: none"> • Malcolm X <p>Suggested Novels:</p> <ul style="list-style-type: none"> • Call It Courage • The Outsiders • Maniac Magee <p>Teacher created materials</p>	<p><i>High Point B Selection and Unit Tests</i></p> <p>Persuasive Essay</p> <p>Journal writing</p> <p>Readers' response</p> <p>Book Projects</p> <p>Teacher created tests</p> <p>Response to a writing prompt (5 paragraphs)</p> <p>Plot diagrams</p> <p>Previous MCAS Tests</p> <ul style="list-style-type: none"> • Reading selections • Writing Prompts Open Response <p>Business Letter</p> <p>Writing a Review</p> <p>Personal Experience and</p>	

<p><i>from a variety of sources</i></p> <p>W.1.7 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i></p> <p>W.2.8; W.2.10; W.2.11; W.2.12; W.2.14 <i>Write in English for a variety of purposes</i></p> <p>W.3.7; W.3.8; W.3.10; W.3.11 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i></p> <p>W.4.4; W.4.5; W.4.6 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p>	<p>Characterization Imagery Plot Diagram Continue Metaphors Inference Cause and Effect Main idea/Details Theme Predictions Business Letter Elements of a Short Story Elaboration Summarization Revising Editing Making Judgments Writing a Review Pre-reading Activities Genre: Autobiography Propaganda</p> <p>Other MCAS and MEPA Practice</p>	<p>MCAS tests</p> <p>MCAS Prep Materials</p> <p>Aim Higher MCAS Level H</p>	<p>Autobiography</p> <p>Quarter 4 Transitioning Level Assessment</p>
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ESL Instructional Support (K- 8)	Quarter: all	Grades: all	Level: all
ESL Instructional Support is arranged according to student needs in collaboration with Standard Education and Special Education Staff			
Content Area Connections: Depending on grade level of student			
ELPBO	Topic	Materials	Assessment
<p>Dependent on proficiency Level: S.3 <i>Comprehend and communicate orally in academic settings</i></p> <p>R.1. Acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</p> <p>R.2 Reading in English</p> <p>R.3. Reading Comprehension</p> <p>R.4. Informational and Expository Text</p> <p>W.1 – W. 4 <i>Prewriting, writing, revising, editing</i></p>	<p>Participation in class room discussion about academic content</p> <p>Reading in the content areas – Literature and Non Fiction</p> <p>Making Connections, Determining Importance, Making Inferences, and Synthesizing in Non Fiction Texts</p> <p>Reading, understanding and interpreting Test Questions and Test taking Strategies</p> <p>The Writing Process</p>	<p>Student Texts and assignments from content classes</p> <p><i>English to A Beat</i></p> <p><i>Avenues, High Point Foundations, High Point A - C</i></p> <p><i>English at Your Command</i> Student Texts from Content classes</p> <p>Leveled National Geographic Readers <i>The Good Readers Kit</i></p> <p><i>The Good Writers Kit</i> <i>English at Your Command</i></p> <p>MCAS and MEPA Practice Tests</p>	<p>MELA-O and IPT to determine English Proficiency Level in Listening and Speaking (Pre and Post)</p> <p>Highpoints Diagnostic to determine English Proficiency Level and areas of needed support in Reading and Writing (Pre and Post)</p> <p>Native Language Assessments as applicable</p> <p>Writing Portfolio</p> <p>MEPA</p>

English Language Learner Program at Somerville High School

The English Language Learner Program is sequentially designed to meet the needs of international students and students who speak a language other than English in the study of English as a Second Language and in Content Area Instruction. Students who are designated as “ELL” at Somerville High School are enrolled in a double block of ESL according to their proficiency level for intensive language instruction and practice. ELL students are enrolled in content area classes either in Sheltered English Immersion or in Alternative Bilingual Support where they receive native language support in Spanish, Portuguese, Haitian Creole, or French.

ESL A1 (Beginner) (7A1) Grades 9, 10, 11, 12

English as a Second Language A1 is an introductory course for beginning ELL students with little or no English Language background. The course focuses on basic grammar and survival vocabulary. Listening and oral language skills are particularly stressed in this class. Phonics and decoding skills are also taught within a variety of contexts. Students begin to learn to write simple sentences, and go on to learn paragraph structure. Students maintain a portfolio, and submit quarterly writing samples. A wide variety of material is used including print, non-print and multi-media. Computer skills are introduced. These beginning students are also introduced to and practice standardized test-taking procedures (MEPA, MCAS)

ESL A2 (Early Intermediate) (7A2) Grades 9, 10, 11, 12

English as a Second Language A2 is a course for students with limited academic knowledge of English. The course focuses on developing students’ listening, speaking, reading and writing skills in English. Listening and oral language skills are particularly stressed in this class. Vocabulary development, sentence structure and patterns, verb tenses, reading, and writing skills are taught in a holistic and integrated manner. Course content is theme driven and taught within a variety of contexts.

Students maintain a portfolio, complete book projects, develop interdisciplinary activities, and engage in process writing. A wide variety of materials, print, non-print and multi-media, are used to develop oral, aural and written language skills. The development of reading and writing skills as outlined in the district’s curriculum guide is given strong emphasis, including MCAS preparation.

ESL B (Intermediate) (7B2) Grades 9, 10, 11, 12

English as a Second Language B is for ELL students who have achieved an intermediate level of English proficiency demonstrated by successful completion of ESL A2 or a placement test demonstrating equivalent mastery of the skills covered in ESL A2. The structure, process, and activities in ESL B are similar to those noted in ESL A2. However, course content becomes more complex and additional language skills are introduced. The development of listening, speaking, reading, and writing skills continue to be stressed with particular emphasis given to the development of literacy and writing skills to content knowledge areas and real life situations is given increasing importance. MCAS preparation is included.

ESL C (Transitioning)

(7C2) Grades 9, 10, 11, 12

The structure, process, and activities in English as a Second Language C are similar to those noted in ESL B. However, course content becomes more complex and additional skills are introduced. Students continue to develop oral proficiency while reading and writing skills are emphasized, as outlined in the district's curriculum guide, with a greater emphasis placed upon the higher level literacy skills such as drawing conclusions, predicting outcomes, distinguishing fact from opinion, drawing inferences, determining author's purpose, bias, mood/tone, and identifying problem/solution. The course includes the analysis of literature with an emphasis on: the identification of literary genres, an understanding of common literary terms, literary techniques, and recurrent motifs and themes. Standardized test preparation (MEPA, MCAS) is integrated into all aspects of instruction.

Academic Literacy

International students and students who speak a language other than English who are in need of additional targeted support will be enrolled in the ELL Transition Course, *Academic Literacy (A;B)*. The semester course stresses English writing composition (development and organization of multi-paragraph compositions; writing expository and persuasive essays; and research essays and projects) as well as a continued focus on grammar, usage, and mechanics. Students develop academic vocabulary, critical thinking skills, and study skills to be applied

in all subject areas. Through the reading of selected non fiction texts and literary works, students develop skills in literary analysis, writing about literature, as well as research and expository writing skills. An additional focus is placed on reading comprehension, building background knowledge, and test taking strategies for MCAS and SATs.

2.5 credits (can be taken twice consecutively)

Enrollment after completion of ESL C. (Enrollment concurrent with ESL Course with permission of ELL Department Head)

Resource ESL Service:

International students and students who speak a language other than English who are enrolled in special education receive ESL and academic literacy support. *Resource ESL* stresses English listening, speaking, reading comprehension and writing composition skills as students develop academic vocabulary, critical thinking skills, and study skills to be applied in all subject areas. A wide variety of materials, print, non-print and multi-media, are used to develop oral, aural and written language. Assessment of student progress is ongoing in order to provide targeted and focused instruction in English grammar, usage and mechanics. Test taking strategies and MEPA/MCAS preparation are also included.

Service structure:

An ESL Licensed Teacher is assigned to *Resource ESL* to work in collaboration with Special Education staff. ESL formative assessment and targeted support will be provided in a push-in/pull out model with individualized and small group instruction.

Benchmarks for English Proficiency Levels Grades 9-12 (DESE Aligned)

Speaking and Listening

	Level 1	Level 2	Level 3	Level 4	Level 5
Speaking	speaks using only a few English words with common errors, and is not easily understood	speaks using basic English words and phrases, and is generally difficult to understand	speaks using many basic English words and some grade-level academic vocabulary, creating original sentences, with some errors and pauses in conversation	speaks English with basic fluency, using grade-level words and sentences, with occasional errors	
Listening	understands only a little spoken English.	understands some basic spoken vocabulary, phrases, and simple questions, with frequent repetition and explanation.	understands most spoken English sentences and questions, some basic grade-level academic vocabulary, and grade-level texts read aloud, with some repetition and explanation.	understands most spoken English during classroom discussions, with only occasional repetition and explanation.	

Benchmarks – Gr. 9-12Reading and Writing

	Level 1	Level 2	Level 3	Level 4	Level 5
Reading	reads only a few simple written words or phrases, with help	reads and understands simple words, phrases, and a few simple sentences with help, but shows little awareness of features of written English	reads and understands many common words and some grade-level academic vocabulary; can understand the main idea of some grade-level texts, and understands some grade-level features of written English	reads and understands most grade-level texts, including academic vocabulary and most grade-level features of written English	reads and understands most grade-level texts, including a range of academic vocabulary
Writing	writes only a few simple words and a few short sentences with errors	writes one or more simple sentences with some understanding of purpose and audience, but shows little control of grade-level standard English writing conventions	writes and edits simple sentences and paragraphs to suit an audience, and uses basic grade-level vocabulary; shows some control of grade-level standard English writing conventions	writes and edits short texts with few errors using basic grade-level academic vocabulary, and shows basic control of grade-level standard English writing conventions	writes and edits texts of different lengths, giving details and descriptions to suit the purpose and audience, and shows a general control of standard grade-level English writing conventions
Test Scores	MEPA 400-449	MEPA 450-463	MEPA 464-488	MEPA 489-499	MEPA 500-550

ESL A-1 Curriculum	Quarter: 1	Grades: 9 - 12	Level: Beginning
Themes: Orientation to Community, High School and Classroom; Nationalities and Countries; American Cultural Traditions			
Content Area Connections: Social Studies/Geography; Math (geometric shapes)			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.1; S.1.2; S.1.4; S.1.5 <i>Comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes</i></p> <p>S.2.2; S.2.16 <i>Comprehend and communicate orally, using spoken English for personal and social purposes</i></p>	<p>Vocabulary School locations and personnel Classroom objects, colors, shapes School and leisure activities, daily personal routines Personal information Family, nationalities, countries, languages Daily activity words Rooms of the house Places in town Seasons, weather, clothing, and calendar words Cardinal and ordinal numbers Coins/Money</p> <p>Grammar Give information with “I am”, “This is”, “I have” Ask/answer yes or no questions Ask/answer What, who, when, where, why, how questions Singular/Plural of Nouns Subject Pronouns Possessive Adjectives Affirmative, negative statements To be Simple Present Tense Present Continuous Tense Prepositions Irregular plural nouns</p> <p>Listening/Speaking Oral practice of vocabulary and grammar listed above Greetings and introductions, forms of address Learn and sing songs Give/carry out commands</p>	<p><i>Carlos comes to Lakeside School - High Point Basics 1, 2, 4, 5, 6, 7</i></p> <p><i>Side by Side 1</i></p> <p><i>Word by Word</i></p> <p>Teacher made materials</p> <p>Supplemental materials: <i>Very Easy True Stories</i> <i>Heinle Series</i></p> <p><i>Skill Sharpeners 1</i> <i>Elementary Composition 1</i></p> <p><i>High Point Reading Basics: Families</i> <i>Power Out</i> <i>Good News</i></p>	<p><i>Highpoints</i> Diagnostic (for student placement in September or upon arrival)</p> <p>MELA-O and MEPA</p> <p>Draw/Fill in map of Somerville High School</p> <p>Fill in Selected Countries on World Map</p> <p>Teacher-made Tests</p> <p><i>Highpoints</i> Unit Tests</p> <p><i>Side by Side 1</i></p> <p>1st Quarter Portfolio Composition: “About Me”</p>

<p>R.1.5 <i>Apply knowledge of vocabulary and syntax to comprehend text</i></p> <p>R.2.5 <i>Use foundations of oral language to understand written English</i></p> <p>W.2.1 <i>Write in English for a variety of purposes (personal experience)</i></p>	<p>Give personal information Express likes and dislikes Ask/answer information questions</p> <p>Reading/Writing Alphabet and letter names Phonics: short vowels; consonant sounds that differ from students' first language Identify objects and actions in pictures and words Simple reading comprehension (filling in blanks, multiple choice) Punctuation: period, comma, question mark, exclamation mark Write sentences and develop paragraphs using vocabulary and grammar listed above Begin to use written language to express students' own reality Read World Map; Identify and locate countries Maintain and organize note book</p> <p>Other:</p> <p>MEPA Practice</p>	<p><i>Side by Side 1 video</i></p> <p><i>High Point Reading Basics</i></p>	<p><i>Quarter One A 1 Level Assessment</i></p>
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ESL A-1 Curriculum		Quarter: 2	Grades: 9 - 12	Level: Beginning
Themes: American Cultural Traditions, Thanksgiving and Harvest, Martin Luther King, Jr.				
Content Area Connections: Social Studies				
ELPBO	Topic (<i>italics indicate reinforcement of previously introduced topics</i>)	Materials	Assessment	
<p>S.1.3; S.1.4; S.1.5 <i>Comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes</i></p> <p>S.2.4; S.2.6; S.2.16 <i>Comprehend and communicate orally, using spoken English for personal and social purposes</i></p> <p>S.3.8; S.3.14; S.3.24 <i>Comprehend and communicate orally using spoken English to participate in academic settings</i></p> <p>R.1.5; R.1.7 <i>Apply knowledge of vocabulary and syntax to comprehend text</i></p> <p>R.2.6; R.2.13 <i>Use foundations of oral language to understand written English</i></p> <p>W.2.1; W.2.7 <i>Write in English for a variety of purposes</i></p> <p>W.3.3; W.3.8 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English</i></p>	<p>Vocabulary <i>Cardinal and ordinal numbers</i> <i>Daily activity words, Rooms of the house, clothing</i> Adjectives Sequencing words (first, next, then, later, finally) Sports, Food, Animals, Parts of the Body</p> <p>Grammar <i>Simple Present Tense</i> <i>Present Continuous Tense</i> <i>To be</i> Can/can't There is, There are Ask and answer affirmative and negative questions This, that, these, those <i>Prepositions</i> <i>Irregular plural nouns</i></p> <p>Listening/Speaking Oral practice of vocabulary and grammar listed above Express Feelings Participate in classroom discussion on Quarter 2 themes Retell stories read, from memory or visual prompts Jigsaw Listening: draw/label places on map Follow Oral Directions</p> <p>Reading/Writing <i>Phonics: short and long vowels; consonants sounds that differ from students' first language</i> <i>Punctuation: period, comma, question mark, exclamation mark</i> Read city map and street names Spelling practice for use in written sentences</p>	<p><i>High Point Basics</i> Units 2, 4, 6, 17</p> <p><i>Side by Side 1</i></p> <p><i>Word by Word</i></p> <p>Teacher made materials</p> <p>Supplemental materials: <i>Adjectives Poster</i> <i>Side by Side Video</i> <i>“Mr.Bean Gets Up” Video</i> <i>Dear Mother</i> <i>Holiday Book</i></p> <p><i>Highpoints Reading Basics</i></p>	<p>Teacher-made Tests</p> <p><i>Highpoints</i> Unit Tests</p> <p><i>Side by Side</i> Chapter Tests</p> <p>Fill in selected locations on a city map</p> <p>Draw map of High School neighborhood and label places and streets</p> <p>2nd Quarter Portfolio Composition: “December Vacation”</p> <p>Mid Term Exam</p>	

<p><i>for a particular audience and purpose</i></p>	<p>Write sentences and develop paragraphs using vocabulary and grammar listed above Write questions and exclamations Identify text features (title, author, plot) Sequence story events using order vocabulary Develop 2nd quarter portfolio composition Maintain and organize note book</p> <p>Other:</p> <p>Prepare for Mid term exams</p> <p>MEPA and MCAS Practice</p>		<p><i>Quarter Two A 1 Level Assessment</i></p>
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ESL A-1 Curriculum		Quarter: 3	Grades: 9 - 12	Level: Beginning
Themes: American Cultural Traditions, Civil Rights/Making a Difference, Jobs and Careers				
Content Area Connections: Social Studies/Civics				
ELPBO	Topic (<i>italics indicate reinforcement of previously introduced topics</i>)	Materials	Assessment	
<p>S.1.4; S.1.5 <i>Comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes</i></p> <p>S.2.9; S.2.29 <i>Comprehend and communicate orally, using spoken English for personal and social purposes</i></p> <p>S.3.9; S. 3. 11 <i>Comprehend and communicate orally, using spoken English to participate in academic settings</i></p>	<p>Vocabulary <i>Seasons, weather, events, and leisure activities</i> <i>Clothing</i> Jobs and careers, verbs related to work, work tools Personal information related to interviews Civic responsibilities and rights vocabulary Time words (tomorrow, last night, etc.)</p> <p>Grammar <i>Ask/answer yes or no questions</i> <i>Ask/answer What, who, when, where, why, and how</i> <i>Simple Present Tense, I can (Job interview context)</i> Adverbs of frequency Object pronouns Future Tense, “going to” Future Tense, “will” and “won’t” Simple Past Tense <i>This/That/These/Those</i> <i>Can/Can’t</i></p> <p>Listening/Speaking Oral practice of vocabulary and grammar listed above <i>Ask/answer information questions</i> Participate in an interview Describe actions as watch video, first in Present Continuous and then in Past</p>	<p><i>High Point Basics</i> – Units 3; 11</p> <p><i>Side by Side</i>1</p> <p><i>Word by Word</i></p> <p>Teacher made materials</p> <p>Supplemental materials: <i>Very Easy True Stories</i> <i>Easy True Stories</i> <i>Side by Side</i> Videos (Job Counselor, “At the Laundromat”)</p> <p>Novelettes: <i>Flying Home</i> <i>The Sheriff</i></p> <p>“Mr. Bean Gets Up” video</p> <p>Memory Games (Concentration)</p> <p>Songs for grammar practice</p> <p>Holiday Book</p> <p><i>Highpoints Reading Basics</i></p> <p><i>Side by Side 2</i></p>	<p>Teacher-made Tests</p> <p><i>Highpoints</i> Unit Tests</p> <p><i>Side by Side</i> Chapter Tests</p> <p>Interview Role Plays</p> <p>Written Essays</p>	

<p>R.1.5; R.1.9 <i>Apply knowledge of vocabulary and syntax to comprehend text</i></p> <p>R.2.7; R.2.8 <i>Use foundations of oral language to understand written English</i></p> <p>R.3.2; R.3.3; R.3.7 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>W.2.7 <i>Write in English for a variety of purposes (personal experiences)</i></p>	<p>Reading/Writing Identify details in a story; Identify main idea <i>Punctuation: period, comma, question mark, exclamation mark</i> <i>Practice spelling</i> Write sentences; topic sentences, and develop paragraphs using vocabulary and grammar listed above Dictionary skills Fill out forms and applications Read United States Map; locate designated states; determine northern and southern states Relate geography to literature and social studies topics</p> <p><i>Sequence the events in a story</i> Maintain and organize note book</p> <p>Other: MEPA Practice Orientation and preparation for MCAS</p>	<p><i>Don Quixote (Abridged)</i></p> <p><i>High Point Readers:</i> <i>Who was Martin Luther King?</i> <i>The Children We Remember</i> <i>More Than a Meal</i></p>	<p><i>Quarter 3 A 1 Level Assessment</i></p>
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ESL A-1 Curriculum	Quarter: 4	Grades: 9 - 12	Level: Beginning
Themes: Love and Friendship, American Cultural Traditions, Seasons/Weather/Months; Our Living Planet			
Content Area Connections: Social Studies (Geography), Science			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1. <i>Comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes</i></p> <p>S.2. <i>Comprehend and communicate orally, using spoken English for personal and social purposes</i></p> <p>S.3.9; S.3.10; S. 3. 18 <i>Comprehend and communicate orally, using spoken English to participate in academic settings</i></p> <p>R.1 <i>Apply knowledge of vocabulary and syntax to comprehend text</i></p> <p>R.2 <i>Use foundations of oral language to understand written English</i></p> <p>W.2.1 <i>Write in English for a variety of purposes (personal experience)</i></p> <p>W.2 <i>Evaluate and revise</i></p>	<p>Vocabulary Plant/Animal Biology, Ecological terms, Plant Life, Botanical terms, the water cycle All vocabulary that arises from readings</p> <p>Grammar <i>Subject-verb agreement</i> <i>Proper nouns, common nouns, capitalization</i> <i>There is; there are</i> <i>This, that, these, those</i> <i>Five tenses contrasted</i> Might Continue and reinforce previous grammar</p> <p>Listening/Speaking Learn and sing songs to practice grammar listed above Incorporate all the above grammar and vocabulary items into speech Ask for help and assist other students in getting/explaining information</p> <p>Reading/Writing Note taking Learn spelling and use in written sentences of above grammar and vocabulary Identify cause and effect Edit own writing and writing of others Read for information Answer comprehension questions Identify problems and solutions in a story <i>Dictionary Skills</i> Read maps in increasing levels of detail Maintain and organize note book</p>	<p><i>High Point Basics</i> Units 7 & 12</p> <p><i>Side by Side</i></p> <p><i>Word by Word</i></p> <p>Song “I Really Can’t Decide”</p> <p>Teacher made materials</p> <p>Guessing and questioning games</p> <p>Supplemental materials: <i>Easy True Stories</i></p> <p>Novellettes: <i>Blue Moon Valley</i> <i>Girl Meets Boy</i> <i>Secret Garden</i></p> <p><i>High Point Reading Basics</i> <i>High Point Readers</i> <i>Crops</i> <i>Rachel Carson</i> <i>A Year without Rain</i> <i>Explore</i></p> <p>Preparation for 9th/10th grade Biology MCAS</p> <p>Preparation for June Final Exams</p>	<p>Teacher-made Tests</p> <p><i>Highpoints</i> Unit Tests</p> <p><i>Side by Side</i> Chapter Tests</p> <p>4th Quarter Portfolio Composition: “Vacations” using Past, Future, Simple Present</p> <p>Quarter Four A1 Level Assessment</p>

ESL A2		Quarter: 1	Grades: 9 - 12	Level: Early Intermediate
Themes: Self Discovery /Personality, Autobiography, Biography, Multiple Intelligences, Family and Relationships, Jobs and Careers				
Content Area Connections: Social Studies, Science				
ELPBO	Topic (<i>italics indicate reinforcement of previously introduced topics</i>)	Materials		Assessment
<p>S.1.11; S.1.18 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.2.6; S.2.16 <i>Comprehend and communicate orally for personal and social purposes</i></p> <p>S.3.8; S.3.12 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.9; R.1.10 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.7; R.3.8 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.11 <i>Identify and analyze text elements and techniques used in</i></p>	<p>Vocabulary <i>Review of 7A1:</i> <i>Rooms in the house</i> <i>Countries & Nationalities</i> <i>Family members</i> <i>Clothing & Accessories</i> <i>Food</i> <i>Weather</i> <i>Sports</i> <i>Media</i> <i>Occupations and Careers, Jobs & Skills</i> Using a Map: Geographical Terms Words to express feelings and sensory words Poetry terms (Stanza, Rhythm & Rhyme)</p> <p>Grammar <i>Review: Verb “to be” : Present Tense</i> <i>Common & Proper Nouns</i> <i>Simple Present Tense: All Verbs</i> <i>Possessive nouns and adjectives</i> <i>Affirmative / Negative statements</i> <i>Questions / Wh- questions</i> <i>Present Continuous verb tenses</i> <i>Adjectives: describing character traits</i> <i>Prepositions of location</i> <i>Nouns: Singular and Plural</i> <i>Demonstrative Adjectives</i> <i>Object Pronouns</i> <i>Adverbs of Frequency</i> <i>Subject – Verb Agreement</i></p> <p>Listening/Speaking Listen to Recorded Text (on CD) Follow Oral Directions Interview other students and share information Give an Oral Report on a Topic</p>	<p><i>High Point A Unit 1</i> <i>Highpoints Selection CDs</i></p> <p><i>Side by Side Book 1</i></p> <p><i>Grammar in Context</i></p> <p><i>Longman Basic Dictionary of American English</i></p> <p><i>Anita’s Big Day</i></p> <p><i>English, Yes</i> <i>Level 2 Introductory</i></p> <p>Short Stories, Adapted Novels and Non-Fiction Selections</p> <p>Graphic Organizers</p> <p>Library Resources Electronic Resources</p>		<p><i>High Points Diagnostic (for student placement in September or upon arrival)</i></p> <p>MELA-O</p> <p>MEPA R/W</p> <p>High Point Practice Book HP Unit Assessments Teacher Made Assessments Vocabulary Notebook</p> <p>Side by Side Activity Workbooks Grammar in Context Exercises & Activities</p> <p>Side by Side TV</p> <p>Activities used with all Reading Selections: Poems, Stories, Novels, Biographies</p>

<p><i>various literary genres</i></p> <p>R.6. 4 <i>Gather information from a variety of sources</i></p> <p>W.1.4 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i></p> <p>W.2.1; W.2.6; W.2.7 <i>Write in English for a variety of purposes</i></p> <p>W.3.8; W.3.15 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i></p> <p>W.4.7; W.4.8; W.4.9 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p>	<p>Watch /listen to short video clips and respond to content questions</p> <p>Reading/Writing Read / Understand written directions Read / Understand simple poems Identify Rhyming words Read and understand short texts (fiction & non-fiction) Read and understand short interviews Read and understand short Biographical selections Interpret a Map Legend Gather information from Graphs Identify Main Idea of a short text Read and Understand a short adapted novel Identify elements of a story <i>Write Simple Sentences</i> Write Compound/Complex Sentences <i>Capitalization and Punctuation</i> Copy and spell familiar words correctly Write a short poem using Rhythm and Rhyme <i>Write an Autobiographical paragraph</i> Write a Description of a city or town Write a Description of a person Write Factual, Biographical paragraphs about the life of a Scientist and an Artist Create a Poster with Text and Visuals Write a 2-3 Paragraph Essay about a short adapted novel</p> <p>Other MEPA Practice</p>	<p>MEPA/MCAS Test Prep Materials</p>	<p><i>Quarter 1 A2 Level Assessment</i></p>
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ESL A2	Quarter: 2	Grades: 9 - 12	Level: Early Intermediate
Themes: Teamwork and Social Relationships, Helping /Counting on Others, Adventure / Courage, Lessons / Morals, Sports			
Content Area Connections: Social Studies, Math, Technology, Art, Physical Education			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>Need to align quarters 2 – 4** S.1.11; S.1.18 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.2.6; S.2.16 <i>Comprehend and communicate orally for personal and social purposes</i></p> <p>S.3.8; S.3.12 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.9; R.1.10 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.7; R.3.8 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.11</p>	<p>Vocabulary Words about Cooperation and Teamwork Vocabulary used to describe and interpret Visual information (graphs, charts, pictures) Key Vocabulary Words in a paragraph Synonyms and Antonyms Vocabulary used to create images in Poetry and in Stories Vocabulary for the Parts of a Letter: (Heading, Greeting, Body, Closing, Signature) Words used to express Emotions Vocabulary from non-fiction reading selections and from adapted fiction/novels read in class</p> <p>Grammar <i>Review: Subject Pronouns</i> <i>Possessive Adjective & Pronouns</i> <i>Object Pronouns</i> <i>Reflexive Pronouns</i> <i>Prepositions of location</i> Contrasting: Simple Present Tense Present Continuous Tense Descriptive Adjectives Can/ Have to/ Want to (ability / necessity / desire or wish) Future Tense : Going to + verb Time Expressions <i>Past Tense: Verb “to be” + Affirmative/Negative</i> Regular Past Tense Verbs & common Irregular Verbs Yes/No Questions - <i>Wh</i> Questions</p> <p>Listening/Speaking Listen to Selections from Unit 2 on CD</p>	<p><i>High Point</i> A Unit 2</p> <p><i>Side By Side</i> Book 1</p> <p><i>Grammar In Context</i></p> <p>Adapted Novels, Fiction and Non-Fiction Selections</p> <p><i>Hannah and the Hurricane Surfer</i></p> <p>Graphic Organizers</p> <p>Library / Internet Resources</p> <p>Electronic Resources Stories recorded on CDs Documentaries, Sound Effects Tapes and Video</p> <p>Films: <i>Twister</i> <i>Alaska</i> <i>Souder</i> <i>The Miracle Worker</i></p> <p>Teacher made materials</p>	<p><i>High Point</i> Practice</p> <p>HP Unit Assessments Graphic Organizers Teacher made Assessments Rubrics Observation of Production</p> <p>Side by Side Activity Workbooks Grammar in Context Exercises & Activities</p> <p>Activities used with all Reading selections</p> <p>Hand written/Word Processed Letters Student Notebooks Writing Samples Completed Work Paragraph Summaries Use Writing Process: Finished Word Processed Essay Completed Book Project</p>

<p><i>Identify and analyze text elements and techniques used in various literary genres</i></p> <p>R.6. 4 <i>Gather information from a variety of sources</i></p> <p>W.1.4 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i></p> <p>W.2.1; W.2.6; W.2.7 <i>Write in English for a variety of purposes</i></p> <p>W.3.8; W.3.15 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i></p> <p>W.4.7; W.4.8; W.4.9 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p>	<p>Listen to Activities on Tape from SXS Listen and follow directions given orally Listen for information: Films, Documentaries, Sound Effects Participation in class discussions Practice short dialogues Role Play Read aloud Work in Pairs / Groups Report information to whole group Ask & Answer questions Give Oral Summary of Main Idea and Details</p> <p>Reading/Writing Reading Selections Write a Friendly Letter Write a Thank You letter Write using vocabulary in context from Complete Graphic Organizers, Charts and Tables Take notes on a topic Write Questions/Answers related to Reading Selections Summarize a Paragraph Write a 5 paragraph Essay focused on a Theme or a Character in a novel Complete an Outside Book Project Write Questions /Answers about the novel Write Original / Paraphrased Paragraphs based on the Novel and on Internet Research Draw / Sketch a scene from the Novel</p> <p>Other MEPA Practice</p>	<p>MEPA/MCAS Test Prep materials</p>	<p>Quarterly Assessment (Mid-Term Exam)</p>
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ESL A2	Quarter: 3	Grades: 9 - 12	Level: Early Intermediate
Themes: Making Social Connections, Families across Generations, Friendship, Looking at the Past and the Future, U.S. History and Immigration, Building Communities, Ecology, Dealing with Disasters, Map Skills			
Content Area Connections: Social Studies, Science, Math, Technology, Art			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.11; S.1.18 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.2.6; S.2.16 <i>Comprehend and communicate orally for personal and social purposes</i></p> <p>S.3.8; S.3.12 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.9; R.1.10 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.7; R.3.8 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.11 <i>Identify and analyze text elements and techniques used in</i></p>	<p>Vocabulary <i>Review Family Vocabulary</i> <i>Geographical Terms</i> Words related to Friendships and Relationships Sequencing/Connecting words (First, next, after that, then, so, finally) Synonyms and Antonyms Literary Terms (Title, Author, Setting, Characters, Plot, Conflict, Resolution, Ending/Conclusion, Main idea, Supporting Details) Idiomatc Expressions / Every day Conversation Words to express Feelings and Opinions, Physical and Personality Traits Vocabulary related to Genetics Vocabulary specific to Nature and the Environment, Natural Disasters Map Skills Vocabulary</p> <p>Grammar <i>Review of Verb Tenses: Simple Present and Past (regular & irregular), Future (going to + verb)</i> <i>Plural Nouns</i> <i>Indirect Object Pronouns</i> Linking verbs Demonstrative Pronouns Count & Non-Count Nouns Partitives (Food / Restaurant) Prepositions of place Indefinite Adjectives Verb Tense: Future (Will + verb) Expressing Ability/Advisability/</p>	<p><i>High Point A</i> Units 3 and 4</p> <p><i>Side by Side</i> Book 2</p> <p><i>Grammar in Context</i></p> <p><i>English Yes, Level 2, Introductory</i></p> <p><i>Longman Basic Dictionary of American English</i></p> <p>Short Stories, Adapted Novels and Non-Fiction Selections</p> <p>Library/Internet/other Resources</p> <p>Electronic Resources Recorded Selections on CDs Documentaries, Selected Films, Tapes and Video</p> <p>Short Story: <u>To Build a Fire</u></p> <p>Adapted Novels: <u>Girl Meets Boy</u> <u>Tinker's Farm</u> <u>Girl Against the Jungle</u></p> <p>Film: <u>My Dog Skip</u> <u>Far and Away</u></p>	<p><i>High Point</i> Text</p> <p>HP Practice and Teacher Resources (Graphic Organizers) HP Unit Assessments Teacher made Assessments Notebook / Dictionary Assignments</p> <p>MELA-O MEPA R/W</p> <p>Side by Side Activity Workbooks Grammar in Context Exercises and Activities</p> <p>Activities used with all Reading Selections</p> <p>Oral Presentation on an Assigned Topic Use of Rubrics Class participation Original Bio-Poems Completed Venn Diagrams & Writing Samples Completed assignments</p>

<p><i>various literary genres</i></p> <p>R.6.4 <i>Gather information from a variety of sources</i></p> <p>W.1.4 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i></p> <p>W.2.1; W.2.6; W.2.7 <i>Write in English for a variety of purposes</i></p> <p>W.3.8; W.3.15 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i></p> <p>W.4.7; W.4.8; W.4.9 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p>	<p>Necessity/Probability/Possibility (Should, must, can, could, might, may)</p> <p>Past Continuous Verb Tense (Ongoing Past Activities) Adverbs with -ly</p> <p>Listening/Speaking Listen to HP Selections Listen to Activities from Side By Side Book 2 Listen and Follow Directions given orally Listen for information from Read Alouds, Films and Documentaries Participation in Class Discussions Ask for/ Give Advice Paraphrase orally Read a Poem or Dedication aloud (original or chosen) Role Play Report on current events (News Stories)</p> <p>Reading/Writing <i>Review: Rhythm, Rhyme, Repetition in Poetry</i> Reading Selections (fiction and non-fiction) Identify: Genre, Sequence, Author’s Purpose, Cause and Effect, Main Idea and Details Make Predictions based on Readings Read / Understand “Timeline” Write on an assigned topic (Friendship) Write Bio-Poems Summarize short reading selections Outline Cause & Effect Write a Dedication Take notes on a variety of topics Write a Persuasive Essay Write a 5 paragraph Essay on a Novel read in class Construct a Venn Diagram to Compare & Contrast ideas</p> <p>Other MEPA Practice</p>	<p><u>The Journey of Natty Gann</u> Documentaries on Immigration and Disasters</p> <p>MEPA/MCAS Test Prep Materials</p>	<p>Word Processed Essays</p> <p>Quarter 3 Level A1 Assessment</p>
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ESL A2	Quarter: 4	Grades: 9 - 12	Level: Early Intermediate
Themes: Traditions, Fantasy/Reality, Fact /Opinion, Storytelling, Myths, Fables, Tall Tales, Folktales, Adventure, Social Issues (e.g. Crime & Punishment), Historical Fiction, Taking Responsibility			
Content Area Connections: English Language Arts, Social Studies, Technology			
ELPBO	Topic <i>(italics indicate reinforcement of previously introduced topics)</i>	Materials	Assessment
<p>S.1.11; S.1.18 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.2.6; S.2.16 <i>Comprehend and communicate orally for personal and social purposes</i></p> <p>S.3.8; S.3.12 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.9; R.1.10 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.7; R.3.8 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.11 <i>Identify and analyze text elements and techniques used in</i></p>	<p>Vocabulary Vocabulary used in Storytelling Words used to Relate Ideas and Make Comparisons More descriptive Adjectives & Adverbs Words for Character Traits and Motives Time, Order, Cause Words Literary Terms for Figurative Language: Simile, Metaphor, Hyperbole, Onomatopoeia, Alliteration Colloquialisms Geographical Terms related to Reading Selections Sensory Words Specific Vocabulary from all Reading Selections</p> <p>Grammar <i>Review of Possessive Pronouns</i> <i>Review of Adverbs</i> <i>Review Must / Should</i> <i>Review Compound Sentences</i> <i>Review of Pronoun and Verb Tense</i> <i>Review of Compound and Complex Sentences</i> Comparative Form of Adjectives Superlative Form of Adjectives Comparative Form of Adverbs “If” Clauses Reflexive Pronouns Past and Future: Can/Could/Be able to Too + Adjective Future Continuous Verb Tense Introduction to Present Perfect Verb Tense</p>	<p><i>High Point A Unit 5</i> All HP Materials</p> <p><i>Side by Side Book 2 and 3</i></p> <p><i>Grammar in Context</i></p> <p><i>English, Yes</i> <i>Level 2 Introductory and Level 3 Beginning</i></p> <p>Short Stories, Adapted Novels and Non-Fiction Selections</p> <p>Library/Internet/other Resources</p> <p>Electronic Resources Recorded Selections on CDs Documentaries, Selected Films, Tapes and Video</p> <p>Myths, Fables or Folktales, Songs and Poems</p> <p>Adapted Novels: <u>Run for Your Life</u> <u>Sarah, Plain and Tall</u></p> <p>Film: <u>Bill & Ted’s Excellent Adventure</u></p>	<p><i>High Point Text</i></p> <p>HP Practice and Teacher Resources (Graphic Organizers) HP Unit Assessments Teacher made Assessments Notebook / Dictionary Assignments</p> <p>Side by Side Activity Workbooks Grammar in Context Exercises and Activities</p> <p>Activities used with all Reading Selections</p> <p>Oral Presentation on an Assigned Topic Use of Rubrics Class participation Completed Venn Diagrams & Writing Samples Completed assignments Word Processed Portfolio Essay</p>

<p><i>various literary genres</i></p> <p>R.6. 4 <i>Gather information from a variety of sources</i></p> <p>W.1.4 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i></p> <p>W.2.1; W.2.6; W.2.7 <i>Write in English for a variety of purposes</i></p> <p>W.3.8; W.3.15 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i></p> <p>W.4.7; W.4.8; W.4.9 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p>	<p>Listening/Speaking Listen to HP Selections Listen to Selections from Side by Side Book 2 Listen for Information from Oral Directions, Class Discussions, Read Alouds, Songs, Poems, Films, and Documentaries Participation in Class Discussions Ask Questions/ Respond to Questions Paraphrase and Summarize Orally Tell/ Retell a Story based on a Myth, Fable or Folktale Role Play</p> <p>Reading/Writing Fiction and Non-Fiction Reading Selections from HP Read selected Short Stories and Articles Complete activities on grammar concepts and review Create / Complete Selected Graphic Organizers related to Reading Selections Write a new ending for a Myth Write an Essay to Compare/Contrast Write an Original Story (Fiction or Non Fiction) Write about Characters in a Story Write a Set of Instructions for a Task Write a 5 paragraph Essay based on the Theme of a Novel read in class (Word Processed)</p>	<p>Teacher made materials</p>	<p>Quarter 4 Level A2 Assessment (Final Exam)</p>
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ESL B	Quarter: 1	Grades: 9 - 12	Level: Intermediate
Themes: Communication, Belonging, Dreams and Decisions, Racism and Slavery, Historical Fiction, The Immigrant Experience, Sports			
Content Area Connections: English Language Arts, Social Studies, Physical Education, Math			
ELPBO	Topic	Materials	Assessment
<p>S.1.18; S.1.21; S.1.25 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.2.32; S.3.39 <i>Use spoken English for personal and social purposes</i></p> <p>S.3.17; S.3.25; S.3. 38; S.3.48 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.14; R.1.18 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.8; R.3.9 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.8; R.4.10 <i>Identify and analyze text elements and techniques used in various literary genres</i></p> <p>R.6. 4 <i>Gather information from a variety of sources</i></p> <p>W.1.4; W.1.8 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i></p> <p>W.2.7; W.2.8 <i>Write in English for a variety of purposes</i></p> <p>W.3.8; W.3.13 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i></p> <p>W.4.4;W.4.6 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing.</i></p>	<p>Vocabulary Slang (historical and regional) Literary terms (plot, character, setting) Sports term Geometric shapes</p> <p>Grammar <i>Review of Early Intermediate grammar functions and structures</i> Subject-verb agreement Subject and object pronouns Possessive and reflexive pronouns Prepositions and prepositional phrases</p> <p>Listening/Speaking Prepare and present an oral report Describe and sequence events Make comparisons (i.e. situations in past and present) Brainstorming to generate ideas Listen and take notes</p> <p>Reading/Writing Distinguishing fact from fiction Outlining; Using graphic organizers Topic sentences and supporting details Building paragraphs</p> <p>Other Research skills MEPA Practice</p>	<p><i>Side-By-Side 3</i></p> <p><i>Azar: Fundamentals of English Grammar</i></p> <p><i>Grammar Dimensions</i></p> <p><i>Grammar in Context</i></p> <p><i>Longman Dictionary of American English</i></p> <p>Novels and Novelettes: <i>Huck Finn</i> <i>Immigrant Kids</i></p> <p>Library, Internet sources</p>	<p><i>Highpoints</i> Diagnostic (for student placement in September or upon arrival)</p> <p>MELA-O</p> <p>Quiz-Lab</p> <p>Daily Homework</p> <p>Oral Presentation</p> <p>Poster Project</p> <p>Portfolio Essay</p> <p>Journal</p> <p><i>Quarter One Intermediate Level Assessment</i></p>

ESL B	Quarter: 2	Grades: 9 - 12	Level: Intermediate
Themes: Countries, Cultural Differences, Diversity and Belonging, Biography and Memoir			
Content Area Connections: English Language Arts, Social Studies			
ELPBO	Topic	Materials	Assessment
<p>S.1.27; S.1.33 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.3.62; S.3.65 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.11; R.1.12 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.3.8; R.3.9; R.3.11 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.11; R.4.12 <i>Identify and analyze text elements and techniques used in various literary genres</i></p> <p>R.5.12 <i>Identify and analyze purposes, structures, and elements of nonfiction texts</i></p> <p>R.6.4 <i>Gather information from a variety of sources</i></p> <p>W.1.7 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i></p> <p>W.2.8; W.2.10; W.2.11 <i>Write in English for a variety of purposes</i></p> <p>W.3.8; W.3.10; W.3.11 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i></p> <p>W.4.4; W.4.5; W.4.6 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p>	<p>Vocabulary Genre</p> <p>Grammar Compound Tenses (Present Perfect vs. Simple Past) Independent Clauses Pronouns (Objective, Indefinite, Possessive, Reflexive) Possessive Adjectives vs. Possessive Pronouns Comparatives and Superlatives</p> <p>Listening/Speaking Formal oral report using rubric Taking notes</p> <p>Reading/Writing Expository writing 5 paragraph essay Complex sentences Taking notes Analyze elements of plot, character, and setting Analyze theme using evidence in text</p> <p>Other MEPA Practice</p>	<p><i>High Point B</i></p> <p><i>Side by Side</i></p> <p><i>Azar: Fundamentals of English Grammar</i></p> <p><i>Grammar Dimensions</i></p> <p><i>Grammar in Context</i></p> <p><i>Oliver Twist</i> <i>The Prince and the Pauper</i></p>	<p><i>Highpoints</i> Diagnostic (for student placement in September or upon arrival)</p> <p>Quiz-Lab</p> <p>Biography</p> <p>Level Assessment</p>

ESL B	Quarter: 3	Grades: 9 - 12	Level: Intermediate
Themes: Mythology, Shakespeare			
Content Area Connections: English Language Arts, Social Studies			
ELPBO	Topic	Materials	Assessment
<p>S.1.31; S.1.32 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.3.62; S.3.65; S.3.68 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.11; R.1.12 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.8; R.3.9; R.3.11 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.11; R.4.12 <i>Identify and analyze text elements and techniques used in various literary genres</i></p> <p>R.5.12 <i>Identify and analyze purposes, structures, and elements of nonfiction texts</i></p> <p>W.1.7 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i></p> <p>W.2.8; W.2.10; W.2.11; W.2.12; W.2.14 <i>Write in English for a variety of purposes</i></p> <p>W.3.7; W.3.8; W.3.10; W.3.11 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i></p> <p>W.4.4; W.4.5; W.4.6 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p>	<p>Vocabulary</p> <p>Simile Metaphor</p> <p>Grammar</p> <p>Word origins (Latin and Greek) Modal auxiliary verbs Phrasal verbs Indefinite and relative clauses Conjunctions</p> <p>Listening/Speaking</p> <p>Role play Pronunciation and intonation Inflection for meaning Debating Persuasive arguments</p> <p>Reading/Writing</p> <p>Research/preparation of arguments Identify and interpret figurative language in text Complex sentence structures, using conjunctions Analyze elements of dramatic literature and use evidence from text to support</p> <p>Other MEPA Practice</p>	<p><i>High Point Book B</i></p> <p><i>Side by Side</i></p> <p><i>Azar: Fundamentals of English Grammar</i> <i>Grammar Dimensions</i> <i>Grammar in Context</i></p> <p><i>Homer's Odyssey</i> <i>Romeo and Juliet</i> <i>Macbeth</i></p>	<p><i>Highpoints Diagnostic</i> (for student placement in September or upon arrival)</p> <p>Quiz-Lab</p> <p><i>Level Assessment</i></p>

ESL C		Quarter: 1	Grades: 9 - 12	Level: Transitioning
Themes: Personal Expression, The Power of Imagination, The Immigrant Experience				
Content Area Connections: Language Arts, Visual and Performing Arts, Social Studies (History and Geography)				
ELPBO	Topic	Materials		Assessment
<p>S.1.31; S.1.33 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.3.62; S.3.64 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.12; R.1.15 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.9; R.3.14 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.13; R.4.16 <i>Identify and analyze text elements and techniques used in various literary genres</i></p> <p>R.5.12; R.5.17 <i>Identify and analyze purposes, structures, and elements of nonfiction texts</i></p>	<p>Vocabulary Strategies & Language Terms: Key Words Context Clues Word Banks Denotation/Connotation Literal/Figurative Idioms & Phrasal Verbs Structural Clues (prefixes/suffixes)</p> <p>Grammar <i>Review of the Parts of Speech</i> Overview of the 12 verb tenses and their functions (Form, Meaning, Use) Signal Words and Expressions, e.g. “by the time”, “so far” Interrogatives and syntax in questions Sentence structure: complete sentences; sentence fragments; run-on sentences; subject & predicate (simple and compound) subject/verb agreement</p> <p>Listening/Speaking Five-Part Interview Process: From Questions to Expository Writing</p> <p>Reading/Writing <i>Relating main ideas and details</i> <i>Inference</i> <i>Pre-reading activities: making predictions; activating prior knowledge; building background</i> Writing summary paragraphs from graphic organizers Concluding Sentence</p>	<p><i>High Point C Unit One</i></p> <p>Oral Histories: <i>New Kids in Town</i></p> <p>Selections from <i>Heroes: True Stories of Courage and Honor</i></p> <p><i>English, Yes! Transitional</i></p> <p><i>Azar: Understanding and Using Grammar</i></p> <p><i>Grammar Dimensions (3a + 3b)</i></p> <p><i>Longman Dictionary of American English</i></p> <p>Online ESL/ELL sites: a4esl.org eslcafe.com manythings.org caslt.org</p>		<p><i>Highpoints</i> Diagnostic (for student placement in September or upon arrival)</p> <p>MELA- O</p> <p>High Point C Unit One Assessment</p> <p>Writing: Based on MCAS Rubrics</p> <p>Self-Assessment and Peer Assessment</p> <p>Quizlab: teacher generated online assessment</p> <p>Quizzes and tests</p> <p>Journals and Logs Reading/Viewing Response Journal Entries</p> <p>Note-taking Log</p> <p>Sill-Focused Dictation with Self-Correction</p>

<p>R.6.4 <i>Gather information from a variety of sources</i></p> <p>W.1.8 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i></p> <p>W.2.15 <i>Write in English for a variety of purposes</i></p> <p>W.3.13 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i></p> <p>W.4.7; W.4.8; W.4.9 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p> <p>W.5.19 <i>Use, analyze, and produce a variety of media</i></p>	<p>Editing/Sharing/Proofreading Descriptive words and phrases Organizing information into categories Outlining (Inspiration Program) Use transitional devices; combining sentences in a paragraph Descriptive writing (The Place I was Born) Autobiographical Narrative Writing The Writing Process</p> <p>Other Research Skills Test taking strategies (MEPA, MCAS)</p>		<p><i>Quarter One Level C Assessment</i></p>
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ESL C		Quarter: 2	Grades: 9 - 12	Level: Transitioning
Themes: Discoveries, Heroes, Conflict and Resolution				
Content Area Connections: Science, Social Studies				
ELPBO	Topic	Materials	Assessment	
<p>S.1.27; S.1.33 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.3.62; S.3.65 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.11; R.1.12 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.3.8; R.3.9; R.3.11 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.11; R.4.12 <i>Identify and analyze text elements and techniques used in various literary genres</i></p> <p>R.5.12 <i>Identify and analyze purposes, structures, and elements of nonfiction texts</i></p> <p>R.6.4 <i>Gather information from a variety of sources</i></p> <p>W.1.7 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i></p>	<p>Vocabulary <i>Reinforce Strategies & Language Terms:</i> <i>Key Words</i> <i>Context Clues</i> <i>Word Banks</i> <i>Denotation/Connotation</i> <i>Literal/Figurative</i> <i>Idioms & Phrasal Verbs</i> <i>Structural Clues (prefixes/suffixes)</i></p> <p>Words and phrases that show relationships between ideas (opposition; cause and effect; condition; purpose)</p> <p>Words and phrases that indicate text organization (time sequence; spatial order; comparison/contrast; cause and effect)</p> <p>Grammar Independent and dependent clauses Compound Sentences using coordinating conjunctions Complex Sentences with subordinating conjunctions Compound/complex sentences Sentence Combining/sentence variety</p> <p>Listening/Speaking Retelling a story (language chunking)</p> <p>Reading/Writing Recognize a variety of genres Recognize Literary Devices: Alliteration, allusion, analogy, assonance and consonance, characterization, compressed language, description, dialect, dialogue, figurative language, irony, mood and tone, narrator's point of view, onomatopoeia, plot development, repetition, rhyme, rhyme scheme, rhythm/meter, setting,</p>	<p><i>High Point C Unit 2</i></p> <p>Selections from <i>Heroes: True Stories of Courage and Honor</i></p> <p><i>The Call of the Wild</i></p> <p><i>English, Yes! Transitional</i></p> <p><i>Azar: Understanding and Using Grammar</i></p> <p><i>Grammar Dimensions(3a + 3b)</i></p> <p><i>Longman Dictionary of American English</i></p> <p>Tapes of short stories: <i>Jamestown Classics; English Yes</i></p>	<p>High Point C Unit 2 Assessment</p> <p>Portfolio Writing: Based on MCAS Rubrics</p> <p>Self-Assessment and Peer Assessment</p> <p>Quizlab: teacher generated online assessment</p> <p>Quizzes and tests</p> <p>Journals and Logs Reading/Viewing Response Journal Entries</p> <p>Note-taking Log</p> <p>Sill-Focused Dictation with Self-Correction</p>	

<p>W.2.8; W.2.10; W.2.11 <i>Write in English for a variety of purposes</i></p> <p>W.3.8; W.3.10; W.3.11 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i></p> <p>W.4.4; W.4.5; W.4.6 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p>	<p>style, symbolism, theme, word choice</p> <p>Elements of Plot: Rising and falling action; exposition, inciting incident, conflict(s), complications, climax, crisis, turning point, resolution, denouement, flashback, foreshadowing, suspense</p> <p>Types of paragraphs: Sequence; comparison/contrast; spatial order; cause and effect; process; opinion; persuasive; logical order, et.</p> <p>Use words and phrases that signal organization structure within each type of paragraph</p> <p><i>The Writing Process</i></p> <p>Other</p> <p>Research Skills</p> <p>Test taking strategies (MEPA, MCAS)</p>		<p>Guided Quarterly 5 – Paragraph Essay</p> <p><i>Quarter Two Level C Assessment</i></p>
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ESL C	Quarter: 3	Grades: 9 - 12	Level: Transitioning
Themes: Surviving Difficult Situations, The Individual and Society			
Content Area Connections:			
ELPBO	Topic	Materials	Assessment
<p>S.1.31; S.1.32 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.3.62; S.3.65; S.3.68 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.11; R.1.12 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.8; R.3.9; R.3.11 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.11; R.4.12 <i>Identify and analyze text elements and techniques used in various literary genres</i></p> <p>R.5.12 <i>Identify and analyze purposes, structures, and elements of nonfiction texts</i></p> <p>W.1.7 <i>Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular</i></p>	<p>Vocabulary <i>Reinforce strategies and Language Terms</i> Transitional words and devices (additive, contrastive, cause and effect, sequence) Use structural and context clues to gain meaning Locate and use definitions Locate word origins</p> <p>Grammar Relative clauses and relative pronouns Participial adjectives</p> <p>Listening/Speaking</p> <p>Reading/Writing Active and Passive Voice Use transitional devices in writing between sentences and paragraphs: Additive (in addition; furthermore, etc.) Contrastive (nevertheless, on the other hand, et.) Cause & effect (consequently, therefore, due to , etc) Sequence (initially, after that, eventually, finally, etc)</p> <p>Poetry and Literary Terms: Alliteration, allusion, analogy, assonance and consonance, compressed language, figurative language (Hyperbole/exaggeration, imager/sensory language, simile, metaphor, personification) mood and tone, repetition, rhyme, rhyme scheme, rhythm/meter, setting, style, symbolism, theme word choice <i>The Writing Process</i></p>	<p><i>High Point C Unit 3</i></p> <p><i>Zlata's Diary</i></p> <p><i>English, Yes! Transitional</i></p> <p><i>Azar: Understanding and Using Grammar</i></p> <p><i>Grammar Dimensions(3a + 3b)</i></p> <p><i>Longman Dictionary of American English</i></p>	<p>High Point C Unit 3 Assessment</p> <p>Portfolio Writing: Based on MCAS Rubrics</p> <p>Self-Assessment and Peer Assessment</p> <p>Quizlab: teacher generated online assessment</p> <p>Quizzes and tests</p> <p>Journals and Logs Reading/Viewing Response Journal Entries</p> <p>Note-taking Log</p> <p>Sill-Focused Dictation with Self-Correction</p> <p>Outside Book Project</p>

<p><i>audience and purpose</i> W.2.8; W.2.10; W.2.11; W.2.12; W.2.14 <i>Write in English for a variety of purposes</i> W.3.7; W.3.8; W.3.10; W.3.11 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i> W.4.4; W.4.5; W.4.6 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p>	<p>Other Research Skills Test taking strategies (MEPA, MCAS)</p>		<p><i>Quarter 3 Level C Assessment</i></p>
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ESL C	Quarter: 4	Grades: 9 - 12	Level: Transitioning
Themes: Choices and Making Decisions, The Civil Rights Movement, Autobiography and Memoir			
Content Area Connections: English Language Arts, Social Studies			
ELPBO	Topic	Materials	Assessment
<p>S.1.31; S.1.32; S.1.33 <i>Communicate orally using English vocabulary for personal, social, and academic purposes</i></p> <p>S.3.64; S.3.65 <i>Communicate orally to participate in academic settings</i></p> <p>R.1.11; R.1.12 <i>Apply knowledge of correct syntax to comprehend text</i></p> <p>R.2.14; R.2.15 <i>Use knowledge of oral language to understand the nature of written English</i></p> <p>R.3.9; R.3.10; R.3.11 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.4.11; R.4.12 <i>Identify and analyze text elements and techniques used in various literary genres</i></p> <p>R.5.12 <i>Identify and analyze purposes, structures, and elements of nonfiction texts</i></p> <p>R.6.4 <i>Gather information from a variety of sources</i></p> <p>W.1.7 <i>Plan for writing by</i></p>	<p>Vocabulary <i>Reinforce strategies and Language Terms</i> <i>Transitional words and devices (additive, contrastive, cause and effect, sequence)</i> <i>Use structural and context clues to gain meaning</i> <i>Locate and use definitions</i> <i>Locate word origins</i> Types of language: jargon and slang</p> <p>Grammar Gerunds and infinitives Conditional sentences True in the present or future Untrue in the present/future Untrue in the past</p> <p>Listening/Speaking Panel Discussion</p> <p>Reading/Writing Modals: expressing necessity, lack of necessity, and prohibition expressing advisability expressing degrees of certainty <i>The Writing Process</i></p> <p>Other Research Skills Test taking strategies (MEPA, MCAS)</p>	<p><i>High Point C Unit 4</i></p> <p><i>Warriors Don't Cry</i></p> <p><i>English, Yes! Transitional</i></p> <p><i>Azar: Understanding and Using Grammar</i></p> <p><i>Grammar Dimensions</i></p> <p><i>Longman Dictionary of American English</i></p>	<p>High Point C Unit 4 Assessment</p> <p>Panel Discussion</p> <p>Portfolio Writing: Based on MCAS Rubrics</p> <p>Self-Assessment and Peer Assessment</p> <p>Quizlab: teacher generated online assessment</p> <p>Quizzes and tests</p> <p>Journals and Logs Reading/Viewing Response Journal Entries</p> <p>Note-taking Log</p> <p>Sill-Focused Dictation with Self-Correction</p> <p>Interdisciplinary Project: <i>Warriors Don't Cry</i></p>

<p><i>building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose</i> W.2.8; W.2.10; W.2.11; W.2.12; W.2.14 <i>Write in English for a variety of purposes</i> W.3.7; W.3.8; W.3.10; W.3.11 <i>Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose</i> W.4.4; W.4.5; W.4.6 <i>Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing</i></p>			<p><i>Quarter 4 Level C Assessment</i></p>
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Academic Literacy		Quarter: 1	Grades: 9 - 12	Level: Intermediate - Transitioning
Themes:				
Content Area Connections: Math, Science, Social studies				
ELPBO	Topic	Materials		Assessment
<p>S.3.65 <i>Comprehend and communicate orally to participate in academic settings</i></p> <p>R.1.14 <i>Vocabulary and Syntax in academic content</i></p> <p>R.3. 13; 17 <i>Identify facts and evidence in order to interpret and analyze text</i></p> <p>R.5. 15; 16; 17; 18 <i>Identify and analyze purposes, structures, and elements on nonfiction texts</i></p> <p>W.3. 13; 14; 15 <i>Evaluate and revise for a particular audience and purpose</i></p> <p>W.4. 7; 8; 9 <i>Apply knowledge of standard English to improve writing</i></p>	<p>Vocabulary Academic content SAT Vocabulary Grammar Reinforce ESL A - C</p> <p>Listening/Speaking Participation in classroom discussion about academic content</p> <p>Reading/Writing Reading in the content areas – Literature and Non Fiction Cause and effect in Historical Accounts (the Great Depression) Representing and interpreting data Making Connections, Determining Importance, Making Inferences, and Synthesizing in Science Texts The Writing Process: Revising, Editing, and Proofreading Reading, understanding and interpreting Test Questions and Test taking Strategies</p> <p>Other MEPA Practice</p>	<p><i>Highpoint C Handbook</i> <i>The Good Readers Kit</i> Student Texts from Content classes</p> <p><i>Highpoint C Unit 5</i></p> <p>Leveled National Geographic Readers</p> <p><i>The Good Writers Kit</i></p> <p>SAT Handbooks</p> <p>MCAS Practice Tests</p>		<p><i>Highpoints</i> Diagnostic for targeted instruction</p> <p><i>Highpoint C</i> Unit 5 Assessment</p> <p>Reading Strategy Application Exercises</p> <p>Writing Portfolio</p> <p><i>Quarter 1 Academic Literacy Level Assessment</i></p>

Academic Literacy		Quarter: 2	Grades: 9 - 12	Level: Intermediate - Transitioning
Themes:				
Content Area Connections: Math, Science, Social Studies				
ELPBO	Topic	Materials		Assessment
<p>S.3.65 <i>Comprehend and communicate orally to participate in academic settings</i></p> <p>S.4. 11; S.4.14 <i>Present information orally demonstrating consideration of audience, purpose, and the information to be conveyed</i></p> <p>R.1.14 <i>Vocabulary and Syntax in academic content</i></p> <p>R.5. 19; 20; 21 <i>Identify and analyze purposes, structures, and elements on nonfiction texts</i></p> <p>R.6. 7; 8 <i>Gather information from a variety of sources, analyze and evaluate, and use to answer questions</i></p> <p><i>Need a writing/research connection</i></p> <p>W. 5 15; 16; 17; 18 <i>Use and analyze media</i></p>	<p>Vocabulary Academic content/SAT Vocabulary</p> <p>Grammar Reinforce ESL A - C</p> <p>Listening/Speaking Participation in classroom discussion about academic content Class Debate Multi media presentation</p> <p>Reading/Writing Reading in the content areas – Literature and Non Fiction</p> <p>Making Connections, Determining Importance, Making Inferences, and Synthesizing in Science Texts</p> <p>Research on topic for class debate</p> <p>Elements of a research paper</p> <p>Utilizing Media Sources in debate, research papers, and oral presentation</p> <p>Other MEPA Practice</p>	<p><i>Highpoint C Handbook</i> <i>The Good Readers Kit</i> Student Texts from Content classes</p> <p>Leveled National Geographic Readers</p> <p>Library and Internet Sources</p> <p><i>The Good Readers Kit</i></p> <p><i>The Good Writers Kit</i> Library, Internet, and other technologies</p> <p>SAT Handbooks MCAS Practice Tests</p>		<p><i>Highpoints</i> Diagnostic for targeted instruction</p> <p>Reading Strategy Application Exercises</p> <p>Student Evaluation based on Rubric</p> <p>Writing Portfolio</p> <p>Power Point Presentation</p> <p><i>Quarter 2 Academic Literacy Level Assessment</i></p>

Resource ESL	Quarter: all	Grades: 9 - 12	Level: all
Resource ESL is arranged according to student needs in collaboration with Standard Education and Special Education Staff			
Content Area Connections: Depending on grade level of student			
ELPBO	Topic	Materials	Assessment
<p>Dependent on proficiency Level: S.3 <i>Comprehend and communicate orally in academic settings</i></p> <p>R.1. Acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</p> <p>R.2 Reading in English</p> <p>R.3. Reading Comprehension</p> <p>R.4. Informational and Expository Text</p> <p>W.1 – W. 4 <i>Prewriting, writing, revising, editing</i></p>	<p>Participation in class room discussion about academic content</p> <p>Reading in the content areas – Literature and Non Fiction</p> <p>Making Connections, Determining Importance, Making Inferences, and Synthesizing in Non Fiction Texts</p> <p>Reading, understanding and interpreting Test Questions and Test taking Strategies</p> <p>The Writing Process</p>	<p>Student Texts and assignments from content classes</p> <p><i>English to A Beat</i></p> <p><i>Avenues, High Point Foundations, High Point A – C Texts, Practice, and Grammar Practice</i></p> <p><i>English at Your Command</i></p> <p>Student Texts from Content classes</p> <p>Leveled National Geographic Readers</p> <p><i>The Good Readers Kit</i></p> <p><i>The Good Writers Kit</i></p> <p><i>English at Your Command</i></p> <p>MCAS and MEPA Practice Tests</p>	<p>MELA-O and IPT to determine English Proficiency Level in Listening and Speaking (Pre and Post)</p> <p>Highpoints Diagnostic to determine English Proficiency Level and areas of needed support in Reading and Writing (Pre and Post)</p> <p>Native Language Assessments as applicable</p> <p>Writing Portfolio</p> <p>MEPA</p>

APPENDICES

Appendix 1. Benchmarks for English Proficiency Levels Grade K-5 (TESOL Aligned)

Kindergarten

Listening

Beginning	Early Intermediate	Intermediate	Transitioning
Recognize everyday words and phrases that express personal needs	Understand everyday words and phrases that express personal needs	Understand interpersonal communication and classroom discussion	Understands others in interpersonal and formal classroom conversation
Develop comprehension of simple sentences including statements, questions, and commands	Understand simple words, phrases and questions related to basic personal and academic topics	Comprehend words, phrases, and questions related to classroom and academic topics	Understand questions regarding academic content
Follow one step verbal directions that use basic action verbs	Follow one and two step verbal directions that use basic action verbs	Follow multi-step directions for class activities and assessment procedures with limited teacher support	Follow multi-step directions for class activities and assessment procedures
Begin to develop auditory discrimination skills in conversation, dictation, video, and audiotapes	Develop auditory discrimination skills in conversation, dictation, video, and audiotapes	Demonstrate auditory discrimination skills in conversation, dictation, video, and audiotapes	Increase auditory discrimination skills in conversation, dictation, video, and audiotapes

Kindergarten

Speaking

Beginning	Early Intermediate	Intermediate Level	Transitioning
Begin to use everyday words and or phrases to express personal needs	Develop skills of asking for clarification when one doesn't understand	Answer questions about personal and social topics using basic grammar patterns	Consistently engage in formal and informal classroom conversation
Begin to participate in limited discussion using classroom vocabulary with teacher support	Engage in simple but meaningful conversations in small groups and pairs	Develop communication skills in small cooperative groups and whole group discussion	Engage in group activities with an emphasis on communication towards an outcome
Begin to develop clear pronunciation, enunciation, and syntax	Continue to develop oral fluency through the development of pronunciation, enunciation, and syntax	Begin to prepare and produce oral presentations and engage in role playing	Continue to develop oral presentations using academic language

Kindergarten

Reading

Beginning Level Benchmarks	Early Intermediate Level Benchmarks	Intermediate Level Level Benchmarks	Transitioning Level Benchmarks
Experience simple poems, songs, and familiar nursery rhymes	Engage in simple poems, songs, and familiar nursery rhymes	Engage in simple poems, songs, and familiar nursery rhymes	Engage in simple poems, songs, and familiar nursery rhymes
Begin to develop high frequency words through curriculum	Develop high frequency words	Develop high frequency words	Develop high frequency words
Begin to develop phonemic awareness and letter sound correspondence	Develop phonemic awareness and letter sound correspondence	Develop phonemic awareness and letter sound correspondence	Develop phonemic awareness and letter sound correspondence

Kindergarten

Writing

Beginning Level Benchmarks	Early Intermediate Level Benchmarks	Intermediate Level Level Benchmarks	Transitioning Level Benchmarks
Draw pictures in response to literacy	Draw pictures and label in response to literacy. Work demonstrates understanding of subject matter	Correctly print the capital and lowercase letters of the alphabet	Correctly print the capital and lowercase letters of the alphabet with 90% accuracy
Begin printing the capital and lowercase letters of the alphabet	Begin printing the capital and lowercase letters of the alphabet	Begin to spell independently using pre-phonemic knowledge, sounds of the alphabet, and knowledge of letter names	Spell independently using pre-phonemic knowledge, sounds of the alphabet, and knowledge of letter names
	Begin to construct illustrated word banks and graphic organizers to expand vocabulary for writing	Begin to use some high frequency words in writing	Use and comprehend high frequency words in writing
	Begin to spell independently using pre-phonemic knowledge, sounds of the alphabet, and knowledge of letter names	Develops use of capitals and punctuation	Uses capitals and punctuation correctly
	Begin to use some high frequency words in writing		

Benchmarks for English Proficiency Levels
Grades 1 - 2

Listening

Beginning Level Benchmarks	Early Intermediate Level Benchmarks	Intermediate Level Benchmarks	Transitioning Level Benchmarks
Begin to recognize simple everyday words and phrases that express personal needs	Understand basic interpersonal conversation and classroom interaction	Understand interpersonal communication and classroom discussion	Understands others in interpersonal and formal classroom conversation
Develop comprehension of simple sentences including statements, questions, and commands	Understand simple words, phrases and questions related to basic personal and academic topics	Comprehend words, phrases, and questions related to classroom and academic topics	Understand questions regarding academic content
Follow one step verbal directions that use basic action verbs	Follow one and two step verbal directions that use basic action verbs	Follow multi-step directions for class activities and assessment procedures with limited teacher support	Follow multi-step directions for class activities and assessment procedures
Begin to develop auditory discrimination skills in conversation, dictation, video, and audiotapes	Develop auditory discrimination skills in conversation, dictation, video, and audiotapes	Demonstrate auditory discrimination skills in conversation, dictation, video, and audiotapes	Increase auditory discrimination skills in conversation, dictation, video, and audiotapes

Benchmarks for English Proficiency Levels
Grades 1 - 2

Speaking

Beginning Level Benchmarks	Early Intermediate Level Benchmarks	Intermediate Level Level Benchmarks	Transitioning Level Benchmarks
Begin to use everyday words and or phrases to express personal needs	Develop skills of asking for clarification when one doesn't understand	Answer questions about personal and social topics using basic grammar patterns	Consistently engage in formal and informal classroom conversation
Begin to participate in limited discussion using classroom vocabulary with teacher support	Engage in simple but meaningful conversations in small groups and pairs	Develop communication skills in small cooperative groups and whole group discussion	Engage in group activities with an emphasis on communication towards an outcome
Begin to develop clear pronunciation, enunciation, and syntax	Continue to develop oral fluency through the development of pronunciation, enunciation, and syntax	Begin to prepare and produce oral presentations and engage in role playing	Continue to develop oral presentations using academic language

Benchmarks for English Proficiency Levels
Grades 1 - 2

Reading

Beginning Level Benchmarks	Early Intermediate Level Benchmarks	Intermediate Level Benchmarks	Transitioning Level Benchmarks
Begin to develop basic phonemic awareness in English, decoding skills, use of visual and context cues, basic word analysis (e.g. singular/plural, he/she, simple prefixes) for increased comprehension	Continue to develop visual and context cues, awareness of English phonology, basic word analysis (e.g. singular/plural, he/she, simple prefixes) for increased comprehension	Increase comprehension of short stories, plays, poetry, and magazines	Continue to increase comprehension of short stories, plays, poetry, and magazines
Begin to recognize basic personal, social, and school vocabulary in print form	Decode basic personal, social, and school vocabulary in print form	Continue to identify main ideas in texts; locate facts, draw conclusions, and make predictions	Identify and explain main ideas in texts; locate facts, draw conclusions, and make predictions
Begin to locate words in a picture dictionary	Continue to locate words and definitions in a picture dictionary for increased comprehension	Continue to develop academic vocabulary skills through word analysis and dictionary skills	Increase academic vocabulary skills through advanced word analysis and dictionary skills
Begin to comprehend simple sentences and paragraphs	Understand most basic written sentences and paragraphs in simple text	Identify and begin to explain author's purpose, point of view, plot, setting, character, conflict, and conclusion	Identify and explain author's purpose, point of view, plot, setting, character, conflict, and conclusion
Begin to use text as well as illustrations to gain	Begin to identify and understand the use of	Continue to identify and understand the use of transitional	Summarize and sequence events in a story

meaning of simple text	transitional words in text	words in text	
Test taking skills: MEPA and MCAS preparation	Begin to locate facts, draw conclusions, and make predictions from simple text and illustrations Begin to identify author's purpose, point of view, plot, setting, character, conflict, and conclusion	Identify high frequency words from Kindergarten, first grade, and second grade word lists	Continue to read, interpret and explain graphs, tables, charts, and timelines
	Begin to identify main ideas in simple texts	Begin to summarize and sequence events in a story	Consistently identify high frequency words from Kindergarten, first grade, and second grade word lists
	Begin to distinguish between fiction and non-fiction simple texts	Begin to read, interpret and read simple graphs, tables, timelines, and charts	Distinguish between and continue to develop strategies for reading fiction and non-fiction texts
	Develop test taking skills: MEPA and MCAS preparation	Continue to develop strategies for reading fiction and non-fiction texts	Develop test taking skills: MEPA and MCAS preparation

Benchmarks for English Proficiency Levels

Grades 1 - 2

Writing

Beginning Level Benchmarks	Early Intermediate Level Benchmarks	Intermediate Level Benchmarks	Transitioning Level Benchmarks
Begin to write basic and academic vocabulary	Continue to develop writing and spelling skills through dictation, language experiences, and use of graphic organizers	Continue to develop the usage of correct grammar (verb tenses, subject/verb agreement, etc.) in written sentences	Include topic sentence, supporting sentences, and conclusion in paragraph writing
Begin to develop (with teacher support) a complete sentence	Begin to express themselves and explain (with teacher support) in written sentences	Begin to develop topic sentences, supporting sentences, and concluding sentences in paragraph writing	Follow process writing procedures to develop point of view, voice, and tone in one or two paragraph essays
Develop (with teacher support) basic writing and spelling skills	Write (with teacher support) 3-4 simple sentences using graphic organizers	Begin to write (with teacher support) 1 or 2 paragraph essay with topic sentences and supporting sentences	Develop correct grammar, and basic language mechanics
Begin to develop language mechanics (punctuation, spelling, grammar, word order, etc.)	Begin to incorporate basic transition words in order to clarify sequence of ideas	Use basic transitional words and phrases to clarify organization of ideas	

Benchmarks for English Proficiency Levels
Grades 3-5

Listening

Beginning Level Benchmarks	Early Intermediate Benchmarks	Intermediate Level Benchmarks	Transitioning Level Benchmarks
Recognize everyday words and phrases that express personal needs	Understand basic interpersonal conversation and classroom interaction	Participate more actively in interpersonal communication and classroom discussions	Understand interpersonal communication, academic, technical, and abstract terms and concepts
Understand simple words, phrases and questions related to basic personal and academic topics	Comprehend simple sentences, such as statements, questions, and commands with contextual support	Recognize the difference between formal and informal uses of English	Respond to others in interpersonal and academic classroom conversation
Follow one-step verbal directions that use basic action verbs	Follow one and two-step verbal directions that use basic action verbs	Follow multi-step verbal directions that use more complex verbs	Follow multi-step verbal directions in interpersonal and academic settings
Begin to develop auditory discrimination skills in conversation, songs, simple stories, and dictation	Develop auditory discrimination skills in conversation, songs, simple stories, and dictation	Demonstrate auditory discrimination skills in conversation, songs, stories, and dictation	Master auditory discrimination skills in conversation, songs, stories, and dictation

Benchmarks for English Proficiency Levels
Grades 3-5

Speaking

Beginning Level Benchmarks	Early Intermediate Benchmarks	Intermediate Level Benchmarks	Transitioning Level Benchmarks
Use everyday words and phrases to express personal needs and ask for clarification when one doesn't understand	Answer questions about personal and social topics using basic grammar patterns	Respond with longer phrases/sentences and increasing grammatical accuracy	Participate fluently in interpersonal and academic exchanges in pairs, small groups and whole classroom settings
Demonstrate comprehension of words, phrases, and sentences used in social interactions related to everyday topics.	Use basic grammar patterns in speaking to produce familiar statements, questions and commands	Express one's opinions, preferences and wishes related to familiar topics	Elaborate on personal stories
Participate in basic social conversations and respond to simple oral requests	Answer questions from teachers and peers on social and academic topics	Generate and respond to critical thinking questions in the different content areas	Develop clear pronunciation, enunciation, and syntax
Plan, rehearse, and orally present information about personal experiences or interest	Maintain focus on a topic during an oral presentation	Give formal oral presentations that focus on specified academic content	Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed

Benchmarks for English Proficiency Levels**Grades 3-5****Reading**

Beginning Level Benchmarks	Early Intermediate Benchmarks	Intermediate Level Benchmarks	Transitioning Level Benchmarks
Develop phonemic awareness, decoding skills, use of visual and context clues, basic word analysis (e.g. singular/plural, he/she)	Using visual and context cues and basic word analysis (e.g. singular/plural, pronouns, simple prefixes)	Identify orthographic conventions that signal meaning in various kinds of sentences	Compare differences between oral and written language patterns
Recognize basic personal, survival, social, and school vocabulary in print form	Decode basic personal, survival, social, and school vocabulary from text	Increase academic vocabulary skills through word analysis and dictionary skills	Increase academic vocabulary skills through word analysis and dictionary skills
Locate words and definitions in dictionary	Use dictionary to locate the meanings of unknown vocabulary	Increase comprehension of adapted short stories, poetry, and non-fiction texts	Increase comprehension of adapted short stories, poetry, and non-fiction texts
Recognize the first 100 High Frequency Words	Identify High Frequency Words (from 1 st , 2 nd , 3 rd grade lists)	Read simple stories containing the high frequency words	Read longer passages and content material containing the high frequency words
Begin to comprehend sentences and paragraphs	Understand more complex sentences and paragraphs in short stories	Develop comprehension of literature by identifying the main ideas, describing the details, comparing literary elements, and retelling the story	Identify main ideas in texts, locate facts, draw conclusions, and make predictions
Identify story elements: characters, setting, events, problem, and solution	Make predictions, identify facts and opinions, sequence events and draw conclusions from simple stories	Identify the author's purpose and point of view, and develop your own opinion from facts and inferences	Identify figurative language, idioms, the style, mood, and tone of a variety of literary works
Begin to develop test taking skills in order to prepare for standardized tests.	Practice basic test taking skills and strategies to prepare for standardized tests.	Develop skills to understand short answer and open-response questions in standardized tests.	Demonstrate understanding of a variety of prompts on the long composition in the MCAS.

Benchmarks for English Proficiency Levels
Grades 3-5

Writing

Beginning Level Benchmarks	Early Intermediate Benchmarks	Intermediate Level Benchmarks	Transitioning Level Benchmarks
Begin to write using dictation and graphic organizers	Identify the audience for and the purpose of a writing task	Organize ideas related to a writing topic using graphic representations	Arrange plot events in an order that leads to the climax of a story
Write words that have personal meaning such as name, age, family names, birth country	Write brief summaries of information gathered through research	Write short accounts of personal and familiar experiences, including academic topics	Write supporting paragraphs with topic sentences, details, and concluding sentences for a multi-paragraph composition
Use reference materials and or generated word lists to expand word choices in writing	Identify repetitive sentence patterns	Identify and describe prescribed criteria for evaluating writing	Identify ways in which sentences can be combined to make writing clearer

Appendix 2. Benchmarks for English Proficiency Levels Grades 6-12 (TESOL Aligned)

Beginning Level Benchmarks

Students Will be Able To:

Listening:

- Use everyday words and phrases that express personal needs
- Develop comprehension of simple sentences including statements, questions, and commands
- Follow verbal directions that use basic action verbs
- Develop auditory discrimination skills in conversation, dictation, video, and audiotapes

Speaking:

- Plan, rehearse, and present information orally about personal experiences and interests
- Engage in simple but meaningful conversations in small groups and pairs
- Develop clear pronunciation, enunciation, elision, and syntax
- Develop skills in asking questions using the 5 W's, the How's, and asking for clarification

Reading:

- Develop phonemic awareness, decoding skills, use of visual and context cues, basic word analysis (e.g. singular/plural, he/she, simple prefixes) for increased comprehension
- Recognize basic personal, survival, social, and school vocabulary in print form
- Develop basic dictionary skills
- Progress in comprehension of first sentences, paragraphs, one-page stories/non-fiction and adapted novelettes
- Begin to locate facts, draw conclusions, and make predictions from simple text
- Test taking skills: MEPA and MCAS preparation

Writing:

- Develop writing skills through dictation, process writing, and use of graphic organizers
- Develop (with guidance) sentences and paragraphs
- Develop (with guidance) 4 – 5 paragraph essay using graphic organizers and process writing
- Use (with guidance) basic transition words in order to clarify sequence and ideas
- Develop language mechanics (punctuation, spelling, grammar, word order, etc.)
- Develop note taking and outlining techniques, self- and peer-editing

Early Intermediate Level Benchmarks

Students Will be Able To:

Listening:

- Understand basic interpersonal conversation and classroom interaction
- Understand simple words, phrases and questions related to basic personal and academic topics
- Follow verbal directions that use basic action verbs
- Develop auditory discrimination skills in conversation, dictation, video, and audiotapes

Speaking:

- Increase oral fluency through the development of pronunciation, enunciation, elision, and syntax
- Carry on simple but meaningful conversations in small groups and pairs
- Answer questions from teachers and peers on social and academic topics
- Develop skills in asking questions in both interpersonal and academic situations
- Develop skills of asking for clarification when one doesn't understand

Reading:

- Use techniques such as the use of visual and context cues, basic word analysis (e.g. singular/plural, he/she, simple prefixes) for increased comprehension
- Decode basic personal, survival, social, and school vocabulary in print form
- Develop basic dictionary skills
- Understand written sentences, paragraphs, adapted stories/non-fiction and novelettes
- Locate facts, draw conclusions, and make predictions from simple text
- Develop test taking skills: MEPA and MCAS preparation

Writing:

- Develop writing and spelling skills through dictation, process writing, and use of graphic organizers
- Write (with guidance) sentences and paragraphs
- Write (with guidance) of 4 – 5 paragraph essay using graphic organizers and process writing
- Incorporate basic transition words in order to clarify sequence and ideas
- Develop language mechanics (punctuation, spelling, grammar, word order, etc.)
- Develop note taking skills, outlining techniques, and self- and peer-editing

Intermediate Level Benchmarks

Students Will be Able To:

Listening:

Understand interpersonal communication and classroom discussion
Recognize the difference between informal and formal uses of English
Identify elements of story
Understand verbal instructions for class activities and assessment procedures
Develop auditory discrimination skills in dictation

Speaking:

Answer questions about personal and social topics using basic grammar patterns
Develop communication skills in small cooperative groups and whole group discussion
Prepare and produce oral presentations and engage in role playing
Develop clear pronunciation, enunciation and syntax
Ask and answer open-ended questions using social and academic vocabulary
Express and defend an opinion

Reading:

Increase comprehension of adapted short stories, novels and plays, poetry, newspapers, magazines and electronic media
Identify main ideas in texts; locate facts, draw conclusions, make predictions
Increase academic vocabulary skills through word analysis and dictionary skills
Identify author's purpose, point of view, plot, setting, character, conflict, and conclusion
Understand figurative language, literary terms, idioms, and colloquial expressions
Identify and understand the use of transitional words in text
Interpret graphs, tables, and timelines
Develop test taking skills: MEPA and MCAS preparation

Writing:

Write sentences using correct grammar (verb tenses, subject/verb agreement, etc.)
Write paragraphs: topic sentence, supporting sentences, and concluding sentences
Write (with guidance) 5 paragraph essay with thesis statement and supporting paragraphs
Use basic transitional words and phrases to clarify organization of ideas
Develop summarizing, note-taking, and editing skills

Transitioning Level Benchmarks

Students Will be Able To:

Listening:

Understand academic, technical, and abstract terms and concepts
Participate in interpersonal and formal classroom conversation
Follow verbal directions and take notes about classroom information
Understand questions regarding academic content

Speaking:

Engage in formal and informal classroom conversation with an emphasis on posture, enunciation, pronunciation, and audience
Engage in group activities with an emphasis on communication towards an outcome or product
Prepare and produce oral presentations using academic and technical language
Ask and answer open-ended questions using social and academic vocabulary

Reading:

Increase comprehension of both adapted and non-adapted short stories, novels and plays, poetry, newspapers, magazines and electronic media
Identify main ideas in texts; locate facts, draw conclusions, make predictions
Increase academic vocabulary skills through advanced word analysis and dictionary skills
Identify author's purpose, point of view, plot, setting, character, conflict, and conclusion
Identify figurative language, literary terms, idioms, and colloquial expressions
Read for research purposes and to gather evidence for use in expository writing
Test taking skills: MEPA and MCAS preparation

Writing:

Write paragraph: topic sentence, supporting sentences, and conclusion
Write 5 paragraph essay using process writing that develops thesis and evidence of purpose, point of view, voice, and tone
Use summarizing, note-taking, and editing skills to develop writing with correct grammar usage

Academic Literacy Benchmarks

Students Will be Able To:

Listening:

Understand academic, technical, and abstract terms and concepts of grade-level academic content
Identify jargon as language used by members of particular groups
Participate in formal classroom discussions
Demonstrate comprehension of varied forms of humor and popular or historical cultural referents
Clarify meaning of words, using glossaries, thesauruses, and other resources selectively

Speaking:

Engage in formal and informal classroom conversation with an emphasis on audience and persuasion
Engage in group activities with an emphasis on communication towards an outcome or product
Prepare and produce oral presentations using academic and technical language
Ask and answer open-ended questions using academic and technical vocabulary
Summarize information that is heard during a class or lesson and draw conclusions
Support a conclusion or finding by giving facts or logical reasons
Distinguish and use selected specialized vocabulary and language structures from varied academic areas

Reading:

Increase comprehension of non-adapted short stories, novels and plays, poetry, newspapers, magazines and electronic media
Identify main ideas in texts; locate facts, draw conclusions, make predictions and inferences
Increase academic vocabulary skills through advanced word analysis and dictionary skills
Identify author's purpose, point of view, plot, setting, character, conflict, and conclusion
Identify figurative language, literary terms, idioms, and colloquial expressions
Read for research purposes and to gather evidence for use in expository writing
Test taking skills: MEPA and MCAS preparation

Writing:

Independently write 5 paragraph essay using process writing that develops thesis and evidence of purpose, point of view, voice, and tone
Use summarizing, note-taking, revising, and editing skills to develop writing with correct grammar usage
Apply research skills to developing multimedia projects on academic content

Appendix 3. ONGOING ASSESSMENT OF ELL STUDENTS

Purpose of Assessment

The primary purposes of assessment in the English Learner Programs are for instructional, diagnostic, and placement purposes. Formative classroom assessment is ongoing and takes many forms including observation, work sampling, projects, quizzes and tests. ELL students participate in the Somerville Public Schools Formative and Summative test program (in ELA, Mathematics, and Science) depending upon their level of English proficiency and by the discretion of the school principal in consultation with the ELL Director. ELL students participate in mandated standardized tests (MCAS/MEPA) following state guidelines and requirements.

Schedule of English Learner Assessments

Fall	Avenues Pre Test: grades K – 5 (or upon arrival of new students) Highpoint Diagnostic Test: grades 6 – 12 for placement or reassignment in ESL level
Fall	MEPA: Newly enrolled ELLs and all grade 3 ELL students
Fall	MELA-O: all ELLs (report to state only new students/students who did not participate in previous spring MELA-O administration) <i>Note: The MELA-O is an observational scale that facilitates the on-going assessment of oral language growth in both comprehension and production. MELA-O Matrix sheets including evidence for component scores (Fall and Spring) will be placed in the student record. A class summary sheet containing the assessment results obtained during the Spring observation will be sent to the ELL Office. Staff using the MELA-O have received formal training to become Qualified MELA-O Administrators.</i>
Spring	MEPA: all ELLs
Spring	MELA-O: all ELLs
Spring	Spanish Language Proficiency tests: Students in Unidos Program
Spring	Avenues/Highpoint post tests: all ELLs

Appendix 4. ACADEMIC VOCABULARY LISTS

Academic Vocabulary: Grades 1-2

Language Arts

Genre	Text Elements		Word Study	Writing	Grammar	Research	Speaking/ Listening
<ul style="list-style-type: none"> ◆ Fiction ◆ Nonfiction 	<ul style="list-style-type: none"> ◆ Author ◆ Character ◆ Illustrate ◆ Problem ◆ Main Idea 	<ul style="list-style-type: none"> ◆ Solution ◆ Sequence 	<ul style="list-style-type: none"> ◆ Consonant ◆ Vowel ◆ Word ◆ Family/Chunk ◆ Contraction ◆ Prefix ◆ Suffix ◆ Syllable 	<ul style="list-style-type: none"> ◆ Period ◆ Question Mark ◆ Sentence ◆ Exclamation Point ◆ Transition ◆ Voice 	<ul style="list-style-type: none"> ◆ Apostrophe ◆ Comma ◆ Quotation Mark 	<ul style="list-style-type: none"> ◆ Glossary 	<ul style="list-style-type: none"> ◆ Fluency

Mathematics

Number Sense		Estimation and Measurement		Geometry	Algebra	Data Analysis/Probability
<ul style="list-style-type: none"> ◆ Addition ◆ Difference ◆ Equal ◆ Even Number ◆ Greater Than 	<ul style="list-style-type: none"> ◆ Less Than ◆ Odd Number ◆ Subtraction ◆ Sum 	<ul style="list-style-type: none"> ◆ Coin ◆ Dime ◆ Dollar ◆ Inch ◆ Fahrenheit ◆ Celsius 	<ul style="list-style-type: none"> ◆ Money ◆ Nickel ◆ Penny ◆ Quarter ◆ Temperature 	<ul style="list-style-type: none"> ◆ Hexagon 	<ul style="list-style-type: none"> ◆ Pattern 	<ul style="list-style-type: none"> ◆ Graph ◆ Data

Social Studies

Culture and Society	Economics	Geography		Government/Political Systems	History
<ul style="list-style-type: none"> ◆ Respect ◆ Responsibility 	<ul style="list-style-type: none"> ◆ Needs/Wants ◆ Goods ◆ Resources ◆ Services 	<ul style="list-style-type: none"> ◆ Direction ◆ East ◆ Map 	<ul style="list-style-type: none"> ◆ North ◆ South ◆ West 	<ul style="list-style-type: none"> ◆ Vote ◆ Citizen ◆ Election ◆ Government 	

Science

Scientific Inquiry	Life/Health	Physical	Earth/Science
<ul style="list-style-type: none"> ◆ Label ◆ Observation 	<ul style="list-style-type: none"> ◆ Living/Non-Living ◆ Plant 	<ul style="list-style-type: none"> ◆ Liquid ◆ Solid ◆ Mixture ◆ Balance 	

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Academic Vocabulary: Grades 3-4

Language Arts

Genre	Text Elements	Word Study	Writing	Grammar	Research	Speaking/Listening	Comprehension
<ul style="list-style-type: none"> ◆ Mystery ◆ Tall Tale ◆ Fables ◆ Persuasive ◆ Realistic 	<ul style="list-style-type: none"> ◆ Character Traits ◆ Example ◆ Main Idea ◆ Preview ◆ Text Feature 	<ul style="list-style-type: none"> ◆ Antonym ◆ Homonym ◆ Prefix ◆ Suffix 	<ul style="list-style-type: none"> ◆ Conclusion ◆ Response ◆ Support ◆ Topic Sentence ◆ Focus 	<ul style="list-style-type: none"> ◆ Verb ◆ Adverb 	<ul style="list-style-type: none"> ◆ Thesaurus 		<ul style="list-style-type: none"> ◆ Summarize ◆ Synthesize

Math

Number Sense	Estimation and Measurement		Geometry		Algebra	Data Analysis/Probability
<ul style="list-style-type: none"> ◆ Factor ◆ Billion ◆ Decimals ◆ Exponents ◆ Million 	<ul style="list-style-type: none"> ◆ Capacity ◆ Depth ◆ Fraction ◆ Improper Fraction 	<ul style="list-style-type: none"> ◆ Length ◆ Volume ◆ Width 	<ul style="list-style-type: none"> ◆ Angle ◆ Circumference ◆ Congruent 	<ul style="list-style-type: none"> ◆ Diameter ◆ Intersecting ◆ Parallelogram ◆ Right Angle 	<ul style="list-style-type: none"> ◆ Axis ◆ Ordered pair 	<ul style="list-style-type: none"> ◆ Average ◆ Elapsed time ◆ Mean ◆ Range ◆ Mode

Science

Scientific Method	Life / Health	Physical		Earth/Space
<ul style="list-style-type: none"> ◆ Experiment ◆ Problem 	<ul style="list-style-type: none"> ◆ Adaptation 	<ul style="list-style-type: none"> ◆ Condensation ◆ Electricity ◆ Evaporation ◆ Precipitation 	<ul style="list-style-type: none"> ◆ Insulator ◆ Magnet 	<ul style="list-style-type: none"> ◆ Climate ◆ Orbit ◆ Planet ◆ Solar System ◆ Star

Social Studies

Culture and Society	Economics		Geography		Government/Political Systems	History
<ul style="list-style-type: none"> ◆ Culture ◆ Customs ◆ Ethnicity ◆ Heritage 	<ul style="list-style-type: none"> ◆ Products ◆ Profit 	<ul style="list-style-type: none"> ◆ Import 	<ul style="list-style-type: none"> ◆ Cardinal ◆ Directions ◆ Scale 	<ul style="list-style-type: none"> ◆ Population 	<ul style="list-style-type: none"> ◆ Federal ◆ Local ◆ State 	

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Academic Vocabulary: Grades 5-6

Genre	Text Elements		Writing	Grammar	Research	Speaking/ Listening
<ul style="list-style-type: none"> ◆ Myth ◆ Science Fiction 	<ul style="list-style-type: none"> ◆ Alliteration ◆ Climax ◆ Content ◆ Clue ◆ Dialogue 	<ul style="list-style-type: none"> ◆ Idiom ◆ Metaphor ◆ Third person ◆ Hyperbole 	<ul style="list-style-type: none"> ◆ Explanations ◆ Expository ◆ Persuasive 	<ul style="list-style-type: none"> ◆ Conjunction ◆ Preposition 	<ul style="list-style-type: none"> ◆ Internet ◆ Plagiarism ◆ References 	<ul style="list-style-type: none"> ◆ Dialogue ◆ Narrator ◆ Paraphrase

Mathematics

Number Sense		Estimation and Measurement	Algebra	Geometry		Data Analysis /Probability
<ul style="list-style-type: none"> ◆ Convert ◆ Integer ◆ Like terms 	<ul style="list-style-type: none"> ◆ Percent ◆ Prime number ◆ Scientific notation 	<ul style="list-style-type: none"> ◆ Accurate ◆ Approximate 	<ul style="list-style-type: none"> ◆ Function ◆ Variable ◆ Algebraic Expression ◆ Exponent 	<ul style="list-style-type: none"> ◆ Coordinates ◆ Quadrant ◆ Radius ◆ Reduced form ◆ Simplify 	<ul style="list-style-type: none"> ◆ Regular Polygon ◆ Congruent 	<ul style="list-style-type: none"> ◆ Proportion ◆ Ratio

Science

General Scientific	Health	Life	Physical		
<ul style="list-style-type: none"> ◆ Control ◆ Hypothesis ◆ Validity ◆ Variable 	<ul style="list-style-type: none"> ◆ Body systems ◆ Drug Abuse ◆ Mature ◆ Peer pressure ◆ Puberty 	<ul style="list-style-type: none"> ◆ Social Pressure 	<ul style="list-style-type: none"> ◆ Carbon dioxide 	<ul style="list-style-type: none"> ◆ Element ◆ Neutral ◆ Aquatic 	<ul style="list-style-type: none"> ◆ Biomes ◆ Ecosystem ◆ Environment ◆ Terrestrial ◆ Radiation

Social Studies

Culture and Society	Economics	Government/ Political Systems		History	
<ul style="list-style-type: none"> ◆ Compromise ◆ Conflict ◆ Cooperation 	<ul style="list-style-type: none"> ◆ Free enterprise ◆ Economy 	<ul style="list-style-type: none"> ◆ Bill of Rights ◆ Constitution ◆ Declaration of Independence ◆ Democracy 	<ul style="list-style-type: none"> ◆ Declaration of Independence ◆ Democracy ◆ Dictator ◆ Monarchy 	<ul style="list-style-type: none"> ◆ Ancient 	<ul style="list-style-type: none"> ◆ Revolution ◆ Settlement ◆ Civil War ◆ Migration

Academic Vocabulary: Grade 7

Language Arts

Antagonist Bias Characterization Clarification Conflict – External Conflict - Internal	Connections Connotation Conventions Denotation Elaboration Explicit/implicit	Expository Fact vs opinion Fluency Idiom Imply Inference	Literal phrase Metacognition Metaphor Narrative Paraphrase Persuasive	Plagiarism Point of View Protagonist Questioning Schema Simile	Slang Text Structure Thesis Transition words Visualize
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Math

Number Sense	Estimation and Measurement	Geometry	Algebra	Data Analysis/Probability
Exponent Prefix (bi, tri, quad.) Proportion Ratio Rational number	Area Conversion Dimensions Perimeter	Congruent Similar	Equation Evaluate Properties Sequence Simplify	Probability

Science

Scientific Inquiry	Life	Physical	Earth
Analyzing Characteristic Classify Conclusion Dependent variable Independent variable Interpret Metric unit Observation Relationship	Abiotic /biotic Adaptation Biome Cells Heredity Organism Reproduction Species	Density Mass Matter Volume Weight	Climate Diversity Ecosystem

Social Studies

Culture	Economics	Geography	Government
Culture Diversity Ethnicity* Immigration Literacy Prejudice Refugee Urban/rural	Citizenship* Debt Genocide* Economics Globalization Poverty Resources	Climate Geography Landform	Tax* Technology*

Academic Vocabulary: Grade 8

Language Arts

Active listener Argument Author's purpose Caption Climax Citation Descriptive language	Dialogue Diction Editorial Expository Flash back Generalization Homonym Homophone	Interpretation Irony Literary Device Mechanic/Conventions Narrative Persuasive Personal narrative Relevant detail	Resolution Rhythm Stanza Stereotype Synthesis Target audience Textual clue Transition Verse
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Mathematics

Number Sense	Estimation and Measurement	Geometry	Algebra	Data Analysis/ Probability
Discount Interest Tax Equivalent Irrational Numbers	Volume	Transformation Surface Area Circumference Coordinate Plane Prism Pyramid Cylinder	Distributive Property Inequality Function Slope Linear Equation Intercept Expression Pythagorean Theorem	Compound Probability

Science

Physical		Earth
<ul style="list-style-type: none"> • Acceleration • Atom • Bond • Chemical Reaction • Compound • Conservation • Element • Energy • Friction • Force/Strength 	<ul style="list-style-type: none"> • Inertia • Mixture • Molecule • Motion • Period • Periodic • Properties • Solution • Speed • Velocity • Work 	<ul style="list-style-type: none"> • Atmosphere • Convection • Gravity • Plate Tectonic • Radiation • Seismic Waves • Solar System • Weather

Social Studies

<ul style="list-style-type: none"> • Amend • Appeal • Boycott • Civil rights • Colony • Compromise • Democracy • Domestic/Foreign • Economy • Executive Branch • Federal • Government 	<ul style="list-style-type: none"> • Immigration • Judicial Branch • Legislative Branch • National debt • Nationalism • Representative • Republic • Revolution • Tariff • Tolerance • Treason
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Academic Vocabulary : High School Language Arts

Freshman	Sophomore	Junior	Senior
<ul style="list-style-type: none"> • Acronym • Allusion • Antecedent • Appositive • Audience* • Bias • Citation • Coherence • Compound-Complex Sentence • Conflict • Context • Couplet • Direct quotations* • Epic* • Inference • Irony • Limited Point of View • Metaphor MLA • Omniscient Point of View • Onomatopoeia • Oxymoron • Parable • Paraphrase* • Propaganda • Redundancy • Simile • Soliloquy • Sonnet • Thesis • Tone* 	<ul style="list-style-type: none"> • Active /Passive Voice • Alliteration • Allusion • Appositive • Cohesion • Compare • Contrast • Copyright • Dramatic dialogue • Emotional appeal • Ethics • Extended Metaphor • Flashback • Gerunds • Hyperbole • Inference • Infinitives • Irony • MLA • Onomatopoeia • Parable • Parody • Participles • Propaganda • Redundancy • Revise • Rhetorical Question • Simile • Source • Stream of Consciousness • Thesis • Tone* • Verbals 	<ul style="list-style-type: none"> • Active/Passive Voice • Allegory • Allusion • Ambiguity • Anecdote • Annotated Bibliography* • Artifact • Censorship • Credibility • Dangling Modifier • Diction • Ethics • Extended Metaphor • Generalization • Gerund • Ideology • Inference • Irony • Misplaced Modifier • Mixed Metaphors • MLA • Paradox* • Parallel Structure • Parody • Primary Source • Pronoun Case • Redundancy • Sarcasm • Satire • Secondary Source • Sexist Language • Stream of Consciousness • Summary* • Thesis • Tone* • Understatement 	<ul style="list-style-type: none"> • Annotated Bibliography* • Antithesis • Archetype • Audience* • Ballad • Conceit • Euphemism • Exaggeration • Extended Metaphor • Gerund • Juxtaposition • Literary Criticism • Lyric Poem • MLA • Motif • Nuance • Ode • Paradox* • Parallel Construction • Pastoral • Primary Source • Satire • Secondary Source • Stream of Consciousness • Summary*

Academic Vocabulary: High School Math

Number Sense	Estimation and Measurement	Geometry	Algebra	Data Analysis and Probability
<ul style="list-style-type: none"> • Absolute value • Complex numbers • Integers • Interest • Irrational number • Principal • Scale factor • Rate of change • Rational number 	<ul style="list-style-type: none"> • Conversion factor • Surface area • Volume 	<ul style="list-style-type: none"> • Arc • Axis of symmetry • Central angle • Chord • Congruent figures • Conjecture • Cosine • Diagram • Line • Pi • Plane • Postulate • Proof • Radius • Ray • Reflection • Rotation • Scale factor • Segment • Similar figures • Sine • Tangent • Theorem • Vertex 	<ul style="list-style-type: none"> • Algebraic expressions • Ascending • Coefficient • Constant • Coordinate plane • Descending • Domain • Evaluate • Function • Inequality • Intersecting lines • Intercept • Linear equation • Maximum of a function • Minimum of a function • Polynomial • Quadrant • Radical expression • Range • Reciprocal • Root • Simplify • Substitute 	<ul style="list-style-type: none"> • Central tendency • Combination • Compound event • Probability • Permutation

Academic Vocabulary: High School Science

Scientific Method	Life	Physical	Earth/Space
<ul style="list-style-type: none"> • Analyze • Characteristic • Classify • Conclusion • Control • Dependent variable • Experiment • Hypothesis • Independent variable • Interpret • Observation • Scientific method • Theory • Variable 	<ul style="list-style-type: none"> • Adaptation • Biological evolution • Biology • Cell cycles • Chromosome • DNA • Ecosystem • Embryo • Environment • Enzyme • Gene • Genetics • Genome • Greenhouse effect • Habitat • Interdependence of organisms • Metabolism • Mutation • Natural selection • Organism • Parasite • Photosynthesis • Protein • Reproduction 	<ul style="list-style-type: none"> • Bond • Buoyancy • Calorie • Chemical property • Chemical reaction • Chemistry • Circuit • Constant • Current • Density • Displacement • Dynamics • Electricity • Equilibrium • Exothermic reaction • Force • Frequency • Ion • Isotope • Magnitude • Mass • Matter • Mechanics • Metal • Mole • Momentum • Newton • Nonmetal • Organic/inorganic • Physical property • Physics • Power • Precipitate • Pressure • Product • Radiation • Reactant • Reaction • Reflection • Refraction • Resistance • Solution • Speed • Thermal • Torque • Vector • Water • Water Cycle • Wave • Work 	<ul style="list-style-type: none"> • Climate • Conduction • Core • Crust • Eclipse • Electromagnetic wave • Electron • Fission/Fusion • Galaxy • Inorganic • Mantle • Mass • Matter • Motion • Neutron • Nucleus • Organic • Ozone • Precipitation • Proton • Radiation • Radioactive decay • Universe

Academic Word List – High School Social Studies

U. S. History	Economics	Civics
<ul style="list-style-type: none"> • Affirmative Action • Assimilation • Capitalism • Communism • Demographics • Depression • Feminism • Foreign policy • Genocide • Ideology • Imperialism • Industrialization • Nationalism • Nativism • Neutrality • Propaganda • Radical • Segregation • Socialism 	<ul style="list-style-type: none"> • Annual percentage rate • Assets • Capital • Competition • Consumer • Corporation • Credit • Debt • Deficit • Depression • Economic systems • Economy • Entrepreneur • Factors of production • Fiscal • Globalization • Gross domestic product • Incentive • Inflation • Investment • Liability • Market economy • Monetary policy • Mortgage • Opportunity cost • Recession • Scarcity • Supply and demand • Tariff 	<ul style="list-style-type: none"> • Bureaucracy • Checks and Balances • Citizen • Civil Liberties • Civil Rights • Democracy • Democrat/Republican • Demographics • Domestic policy • Due process • Federalism • Habeas corpus • Ideology • Judicial review • Liberal /Conservative • Politics • Sovereignty • Referendum • Representative government (Republic) • Separation of powers

Appendix 5. Suggested Reading List for teachers and other school personnel

This reading list is taken from the MA DESE OLA web site and is suggested for program directors, teachers and other school personnel who would like to further their knowledge of the academic, sociocultural and socioemotional issues that are relevant to teaching and supporting ELLs.

Allen, J. (2007). *Creating welcoming schools: A practical guide to home-school partnerships with diverse families*. New York: Teachers College Press.

Artiles, A., J., & Ortiz, A. A. (2002). *English language Learners with special education needs: Identification, assessment and instruction*. Brooklyn, NY: Delta Publishing Company.

Ariza, E. N. (2006). *Not for ESOL teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student*. Upper Saddle River, NJ: Pearson Education.

Campano, G. (2007). *Immigrant students and literacy: Reading, writing and remembering*. New York: Teachers College Press.

Chomsky, A. (2007). *"They take our jobs!" And 20 other myths about immigration*. Boston: Beacon Press.

Cornbleth, C. (2008). *Diversity and the new teacher: Learning from experience in urban schools*. New York: Teachers College Press.

Crawford, J., & Krashen, S. (2007). *English language learners in American classrooms: 101 questions, 101 answers*. New York: Scholastic.

Davis, B. M. (2005). *How to teach children who don't look like you: Culturally relevant teaching strategies*. Thousand Oaks, CA: Corwin Press.

de Carvalho, M. E. (2001). *Rethinking family-school relationships: A critique of parental involvement in schooling*. Mahwah, NJ: Lawrence Erlbaum.

Delgado Gaitan, G. (2006). *Building culturally responsive classrooms: A guide for K-6 teachers*. Thousand Oaks, CA: Corwin Press.

Delgado Gaitan, C. (2004). *Involving Latino families in school: Raising student achievement through home-school partnerships*. Thousand Oaks, CA: Corwin Press.

Dilg, M. (2003). *Thriving in the multicultural classroom: Principles and practices for effective teaching*. New York: Teachers College Press.

Falconi, J. L., & Mazzotti, J. A. (Eds.). (2008). *The other Americans: Central and South Americans in the United States*. Cambridge, MA: The David Rockefeller Center for Latin American Studies.

- Faltis, C. J., & Wolfe, P. M. (Eds.).** (1998). *So much to say: Adolescents, bilingualism, and ESL in the secondary school*. New York: Teachers College Press.
- Flaitz, J. J.** (2006). *Understanding your refugee and immigrant students: An educational, cultural and linguistic guide*. Ann Arbor, MI: University of Michigan Press.
- Flores-González, N.** (2002). *School kids/street kids: Identity development in Latino students*. New York: Teachers College Press.
- Freeman, I. S., & Freeman, D.** (2009). *Academic language for English language learners and struggling readers: How to help students succeed across content areas*. Portsmouth, NH: Heinemann.
- Gottlieb, M.** (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.
- Haager, D., Klinger, J., & Aceves, T.** (2009). *How to teach English language learners: Effective strategies from outstanding educators*. San Francisco: Jossey-Bass.
- Hamayan, E., Marler, B., Sanchez-Lopez, C., & Damico, J.** (2007). *Special education considerations for English language learners: Delivering a continuum of services*. Philadelphia, PA: Caslon Publishing.
- Harry, B.** (1992). *Cultural diversity, families and the special education system*. New York: Teachers College Press.
- Harry, B., Kalyanpur, M., & Day, M.** (1999). *Building cultural reciprocity with families: Case studies in special education*. Baltimore, MD: Paul H. Brookes Publishing.
- Harry, B. & Klingner, J.** (2006). *Why are so many minority students in special education?: Understanding race & disability in schools*. New York: Teachers College Press.
- Hoover, J. J.** (2008). *Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention*. Upper Saddle River, NJ: Allyn & Bacon.
- Igoa, C.** (1995). *The inner world of the immigrant child*. Matwah, NJ: Lawrence Erlbaum. Kalyanpur, M. & Harry, B. (1999). *Culture in special education: Building reciprocal family-professional relationships*. Baltimore, MD: Paul H. Brookes Publishing.
- Kasinitz, P., Mollenkopf, J. H., Waters, M. C., & Holdaway, J.** (2008). *Inheriting the city: The children of immigrants come of age*. New York: Russell Sage Foundation.
- Lew, J.** (2006). *Asian Americans in class: Charting the achievement gap among Korean American youth*. New York: Teachers College Press. Martes, A. C. B. (2011). *New immigrants, new land: A study of Brazilians in Massachusetts*. Gainesville, FL: Univ. Press of Florida.

- Nieto, S. & Bode, P.** (2007). *Affirming diversity: The sociopolitical context of multicultural education, (5th edition)*. Upper Saddle River, NJ: Allyn & Bacon.
- Olsen, L.** (2008). *Made in America: Immigrant students in our public schools*. New York: The New Press.
- Orellana, M. F.** (2009) *Translating Childhoods: Immigrant Youth, Language, and Culture*. Piscataway, NJ: Rutgers University Press.
- Pipher, M.** (2003). *The middle of everywhere: Helping refugees enter the American community*. Fort Washington, PA: Harvest Books.
- Pollock, M.** (2006). *Colormute: Race talk dilemmas in an American School*. Princeton, NJ: Princeton University Press.
- Pollock, M. (Ed.)**. (2008). *Everyday antiracism: Getting real about race in school*. New York: The New Press.
- Pransky, K.** (2008). *Beneath the surface: The hidden realities of teaching culturally and linguistically diverse young learners, K-6*. Portsmouth, NH: Heinemann.
- Sheets, R.H.** (2005). *Diversity pedagogy: Examining the role of culture in the teaching-learning process*. Boston, MA: Pearson.
- Singleton, G. E., & Linton, C.** (2006). *Courageous conversations about race: A field guide for achieving equity in schools*. Thousand Oaks, CA: Corwin Press.
- Suárez-Orozco, C. & Suárez-Orozco, M. M.** (2002). *Children of immigration*. Cambridge, MA: Harvard University Press.
- Suárez-Orozco, C., Suárez-Orozco, M. M., & Todorova, I.** (2008). *Learning a new land: Immigrant students in American society*. Cambridge, MA: Belknap Press.
- Valdés, G.** (1996). *Con respeto: Bridging the distances between families and schools: An ethnographic portrait*. New York: Teachers College Press.
- Valdés, G.** (2001). *Learning and not learning English: Latino students in American schools*. New York: Teachers College Press.
- Valdes, G., Capitelli, S., & Alvarez, L.** (2010). *Latino children learning English: Steps in the Journey*. New York: Teachers College Press.
- Yon, D. A.** (2000). *Elusive culture: Schooling, race and identity in global times*. Albany, NY: State University of New York Press.
- Zentella, A. C.** (2005). *Building on strength: Language and literacy in Latino families and communities*. N.Y.: Teachers College Press.

Appendix 6.Websites

If you sign up as a teacher, a number of features are free.	http://voicethread.com/#home
You may need permission to have this on your school computer. Check with your IT specialist	http://www.jingproject.com/
You can make your own classroom visuals to laminate. People post their photos under categories, such as apple or squirrel.	http://www.flickr.com/
Learner English by Michael Swan:	http://www.amazon.com/Learner-English-Interference-Cambridge-Handbooks/dp/0521779391
(Great source for information about reading, support for parents, bilingual Spanish materials, web resources, talking to children about Haiti, book recommendations)	http://www.colorincolorado.org/
Center for Applied Linguistics	www.cal.org
The Alliance at Brown	www.alliance.brown.edu
(Great source for helping early intermediate to advanced students in grades 4-12 with pronunciation. You will need a headphone with microphones and a computer that will allow you to plug in the microphone to access the site. It is free)	http://www.englishcentral.com/en/videos
(This free software allows you to add visuals to an online conversation. If this is daunting you may want to get help from the IT person, or combine an ELL project with an IT project)	www.jingproject.com www.jingproject.com/download
(Free software: allows the teacher and students to post and image and orally post comments on the image, which can be played back for the class or others. The voice thread file is saved and can be reviewed and listened to.)	http://voicethread.com/#home
New York Public Library Kinds (NY)	http://kids.nypl.org/

Tools for Educators – Make dice and board games, crosswords, worksheets, etc.	http://www.toolsforeducators.com/
National Geographic – videos, games, activities and stories related to current events, the environment, animals, etc.	http://kids.nationalgeographic.com/kids/
The Financial Times: Business Studies Resource Center for Teachers and Advanced Students. Includes business vocabulary and discussion generators; case studies	http://thetimes100.co.uk/
Voice of America. Click on “Learning English” which slows down newscasts and interviews	http://www1.voanews.com/english/news/
English Listening Lesson Library Online – Clips, commercials, videos, songs	http://www.ello.org/
Discovery Education (\$100 per year): Science, SS videos	http://www.discoveryeducation.com/
Free Rice: Every time a student gets a vocabulary/grammar, etc. quiz right, grains of rice are donated through the World Food Program and students see the bowl filling up	http://www.freerice.com/
Harvest Eating: Video cooking demonstrations with recipes for teaching cooking vocabulary	http://www.harvesteating.com/
Daily Podcasts, listening exercises, focus on going “green” and sustainability	http://www.islaearth.org/
How Stuff Works – videos about all topics for Intermediate level students	http://www.howstuffworks.com/
Condensed Information from Readers’ Digest	http://www.rd.com/
Online Writing Lab: 2000 free resources including those for ELLs	http://owl.english.purdue.edu/
Download 30,000 + free books for your iphone, Kindle, PC, etc. in dozens of languages:	http://www.gutenberg.org/wiki/Main_Page
The Clearinghouse on Reading, English and Communication:	http://reading.indiana.edu/www/index.html
National Association for Bilingual Education	http://www.nabe.org/
James Crawford’s Language Policy Website	http://ourworld.compuserve.com/homepages/JWCRAWFORD/
Dave’s ESL Café	http://www.eslcafe.com/
Randall’s ESL Cyber Listening Lab	http://www.esl-lab.com/
Dr. Mary Lou McCloskey’s Resource Website	http://www.mindspring.com/~mlmcc/

Colorado Dept. of Education: ELL with Special Needs	http://www.cde.state.co.us/cdesped/SD-ELL.asp
Everything ESL	http://www.everythingsl.net/
Dr. Mora's CLAD Website	http://edweb.sdsu.edu/people/jmora
Activities for ESL Students	http://a4esl.org/
I Teach I Learn Educational Solutions	http://www.iteachilearn.com/
The Internet TESL Journal	http://www.aitech.ac.jp/~iteslj/links/
The Educational Alliance at Brown University	http://www.alliance.brown.edu/tcl/tl-strategies/index.shtml
The Knowledge Loom	http://knowledgeloom.org/index.jsp
National Clearinghouse for Bilingual Education	http://www.ncela.gwu.edu/
SEDL: Paso Partners	http://www.sedl.org/scimath/pasopartners/
SIOP Institute	http://www.siopinstitute.net/
Interesting Things for ESL Students	http://www.manythings.org/
Leslie University: ELL Assessment for Linguistic Differences vs. Disability	http://www.ldldproject.net/
About.com: Teaching English as a 2 nd Language	http://esl.about.com/od/teachingenglish
Center for Research on Education, Diversity and Excellence	http://crede.berkeley.edu/
International Children's Digital Library	http://www.icdlbooks.org/
Teachers of English to Speakers of Other Languages (TESOL)	http://www.tesol.org/s_tesol/index.asp
Speak English Today.com	http://www.eslgold.com/
Santa Maria Bonito School District offers curriculum maps and classroom materials (free) aligned with the Houghton Mifflin reading program from grades K – 6	http://www.smbds.org/page.cfm?p=978
Offers free printables, flashcards, worksheets, projects, games, etc. for English Language Learners	http://www.mes-english.com/
Starfall offers literature where you can highlight a word and it is pronounced for the student	http://www.starfall.com/
Florida Center for Reading Research: Student Center Activities for Grades K - 5	http://www.fcrr.org/curriculum/scaindex.htm
University of Nebraska Kearney: SIOP (Sheltered) lesson plans in all	http://www.unk.edu/coe.aspx?id=20154

content levels at three levels	
Musical English Lessons International, England: provides lyrics to popular songs to teach specific grammar with teacher activities, etc.	http://www.musicalenglishlessons.org/index-ex.htm#rules
Free Presentations in Powerpoint Format	http://www.pppst.com/themes.html
Turn Your Classroom Into An ESL Lab	http://www.esl-lab.com/ http://www.esl-lab.com/videoclips.htm http://www.dailyesl.com/
Instruction materials at seven levels of proficiency	http://www.learnamericanenglishonline.com/
Current news articles which can be listened to or read with teacher lesson plans and activities to follow up. Fabulous for secondary students at the intermediate level of fluency	http://www.breakingnewsenglish.com/
Larry Ferlazzo's Websites of the Day for ELL Students	http://larryferlazzo.edublogs.org/
A review of free technology resources and how teachers can use them	http://www.freetech4teachers.com/2009/10/many-things-lots-of-things-for-esl.html
Hundreds of videos highlighting English vocabulary, idioms, expressions, etc. for all proficiency levels	http://eslbasics.com/
Bloom's Taxonomy prompts	http://www.byrdseed.com/differentiator/
Second Language Vocabulary Resources	http://www.robwaring.org/
Great way of recording your voice for emails, etc.	http://www.screenjelly.com/
Worksheets, flashcards, etc. for ESL teachers	www.bogglesworldesl.com
This is a useful resource for teaching vocabulary words. It is by subscription, although there are free resources found here	www.vocabularya-z.com
Here you can download some children's books in English, Spanish, French, German , etc.	http://www.childrensbooksforever.com/index.html
Great place for supplemental worksheets	http://www.tlsbooks.com/englishworksheets.htm
Parent Place – Massachusetts Parent Information Center – handouts, resource library and workshop listings in English, Spanish and Portuguese	http://www.pplace.org/
Teaching English through animated movies (by subscription)	http://www.brainpopesl.com
Thousands of free lesson plans and educational resources (not ESL-specific)	http://www.thinkfinity.org/home.aspx
Just type in “ESL” in the search field and have fun!	http://www.teachertube.com
Beautiful videos, photographs and information about animals (not ESL specific)	http://video.nationalgeographic.com/video/wildcam/

Reading A – Z (by subscription): downloadable books about every subject under the sun at different reading levels	http://www.readinga-z.com
Leveled reading selections that are appropriate for and valued by adult learners.	http://resources.marshalladulthoodeducation.org/reading_skills_home.htm
Stay informed and learn English	http://www1.voanews.com/english/news/
English idioms from A - Z	http://www.idiomconnection.com/
Day-to-day activities, like Laundromat, Used Cars, and Raising Children. Most of them are read-and-listen (without quiz), and some are read-only.	http://www.dailyesl.com/
Speaking effective English and accent reduction training	http://www.ezslang.com/
Bookflix by Scholastic (by subscription): Get a free trial of program that builds a love for reading by pairing fiction and non-fiction books on line	http://teacher.scholastic.com/products/bookflixfreetrial/
Help student write by having them create their own comic strip... fun for all ages	http://www.makebeliefscomix.com/
By Subscription: (you have to pay \$20) they have an ESL section that is pretty good for games, activities, worksheet, reading, grammar, writing etc. It is better for the younger grades but I have used some of the materials with my middle schoolers--especially for vocabulary development, grammar practice and writing	http://www.abcteach.com
Dr. Catherine Collier's activity downloads...excellent resource! Check out the rest of her site including articles	http://www.crosscultured.com/activities.asp
Check out the You Tube link that talks about how students learn English through this website	http://www.makebeliefscomix.com/How-to-Play/Educators/
Lots of information about students with limited or interrupted formal education (SLIFEs)	http://malp.pbworks.com/
Blog maintained by Susan Ebbers that offers suggestions and ideas for vocabulary instruction. Keep reading this blog every week for new posts	http://vocablog-plc.blogspot.com/
Instructional Strategies: Strategy of the month = concept maps	http://olc.spsd.sk.ca/DE/PD/Instr/strats/conceptmap/index.html
EdHeads: Learning through educational games and activities	http://www.edheads.org/
Learn English through HIP HOP songs!	http://genkienglish.net/bestofthebest.htm
Links to on-line libraries of books!	http://www.childrensbooksonline.org/library.htm http://en.childrenslibrary.org/

	http://www.tumblebooks.com/library/asp/home_tumblebooks.asp http://www.storyplace.org/storyplace.asp http://www.plcmc.org/bookhive/ http://read.gov/kids/ http://www.biguniverse.com/
Recorded books (free) geared toward secondary level students.	www.librovox.org
Teaching Grammar through pop songs	http://tutortunes.net/tutortunes/
Videos for a variety of different purposes	http://www.real-english.com/
Culturally and Linguistically Appropriate Services: Reproducible, informative booklets and brochures in a variety of languages that provide information about the importance of early intervention, general information about child development, guidelines for identifying problems in hearing, vision, and development and other useful items.	http://clas.uiuc.edu/aboutclas.html
Not specifically a site for ELLs, but it is a fun, interactive website for younger learners which incorporates music, games, phonological awareness and curriculum-oriented science and SS content	http://www.primarygames.com/
Interesting things for ESL students: There are quizzes, word games, word puzzles, proverbs, slang expressions, anagrams, a random-sentence generator and other computer assisted language learning activities	http://www.manythings.org/
The Internet Picture Dictionary: Online picture dictionaries in English, Spanish, French, German and Italian. Activities include flash cards, word scramble, fill in the blanks, etc	http://www.pdictionary.com/
Brian Cleary has authored many books which help students learn about content facts. His “Adventures in Memory” books inject humor and make learning fun through mnemonic devices! Here is his website.	http://www.brianpcleary.com/
Create on-line books	http://www.epubbud.com/
Try this online resource, if you need to look up a word. It includes pronunciation symbols and an audio feature so you can hear the correct pronunciation of words.	Online Dictionary/Thesaurus (http://www.merriam-webster.com/
This website explains differences between English and other	

languages, including information about which sounds exist in English that do not exist in other languages, grammatical structures that are difficult for English learners with different native languages, etc. The link takes you to the Spanish example.	Linguistic Differences http://www.ldldproject.net/languages/spanish/spoken/index.html
Everything ESL: great resource for classroom teachers with ESL students	http://www.everythingsl.net/
Reading is Fundamental: select the "Educators" box for useful information.	http://www.rif.org
phonics tutorial with sounds and cartoons for all ages.	http://www.abcfastphonics.com/
PBS KIDS: videos and games for K-2 featuring PBS characters. "WordPlay" can be used for students in grades 3-4. Sequencing activity where students hear a story and put pictures in order (select the Arthur character).	http://pbskids.org
Story Online: terrific site with stories read by actors from the Screen Actors' Guild. Grades 1-4.	http://www.storylineonline.net
great learning games for younger children.	http://www.earobics.com/gamegoo/goeey.html
puzzles, games and listening activities about multiple science subjects (by grade level).	http://www.eduplace.com/kids/hmsc
free educational movies and music (grades 3 – 5)	http://www.kidsknowit.com/interactive-educational-movies/index.php
Mad Libs Junior: for advanced beginners in grades 3-5	http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html
Grammar Gorillas: for advanced beginners in grades 3-5.	http://www.funbrain.com/grammar/index.html
multicultural children's stories told by famous storytellers. Click on "Listen to a story." For Grades 2-5.	http://www.plcmc.org/bookhive/zingertales/
adventures from various places in the U.S. Each city has video, audio, map skills and games. Grades 3-5.	http://pbskids.org/buster
program for children to make flashcards with useful tips on how to	http://www.scholastic.com/kids/homework/flashcards.htm

use the flashcards. Grades 3-8.	
games and puzzles in an endless amount of subject areas.	http://www.surfnetkids.com
Students make a book report sandwich. Grades 4-8.	http://www.scholastic.com/kids/homework/sandwich.asp
Literative: stories for ELL students.	http://www.literative.com/Download/stories.asp?Sub=ESL
The Stacks For Kids: games and activities based on popular children's books	http://www.scholastic.com/kids/stacks/
The Story Starter: provides the first sentence for a story, helpful when a student can't think of anything to write about.	http://www.thestorystarter.com/jr.htm
good, child-friendly examples of different types of poetry and templates for writing poems.	http://pbskids.org/arthur/games/poetry/what.html
Science Vocabulary (Grades 4 – 8): _label pictures using science vocabulary.	http://www.scholastic.com/kids/homework/maggie_science.htm
both sites provide an opportunity for ELL students to learn common English children's songs.	http://kids.niehs.nih.gov/musicchild.htm
FunBrain Reading: intermediate students in grades 5-8	http://www.funbrain.com/books/callahan/book.html
U.S. Government Information: child-friendly site for learning all about the U.S. Government – vocabulary, symbols, games. All grades.	http://bensguide.gpo.gov/index.html
Brain Pop: free sections to teach grammar. Look up "nouns" and watch the videos. Grades 5-8	http://www.brainpopesl.com
Club Bing: Vocabulary Games	www.clubbing.com
ESL Bears: hundreds of exercises and games in pronunciation, reading and vocabulary. Grades 3-8	http://eslbears.homestead.com
Translation Site: useful for translating words from English into an ELL native language. Grades 3-12.	http://translate.reference.com/
Audio Comprehension: audio concentration game for grades 4-12	http://www.manythings.org/ac/family.html
Homophone Game: match homophones in this concentration game. Grades 4-8	http://teacher.scholastic.com/activities/adventure/grammar5.htm#)
U.S. Presidents Word Searches	http://cybersleuth-kids.com/wordsearch/Presidents/pres1.htm
ESL and Archie Comics	http://www.archiecomics.com/podcasts/

A collection of vocabulary games for ELL students. Grades 6-12	http://www.manythings.org/vocabulary/
great site for phonics practice	http://www.iknowthat.com/noshockwave.htm
many educational games with audio to practice listening comprehension organized by grade levels (PK-K, 1-3, 4-6, 7 and up)	http://www.learningplanet.com/stu/index.asp
basic vocabulary for kids and adults	http://www.learnenglish.de/vocabpage.htm
read about children's games from around the world with a special photo gallery.	http://www.topics-mag.com/edition11/games-section.htm
great games for ELLs – especially the sentence structure games	http://www.gamequarium.org/dir/Gamequarium/Language_Arts/
Vocabulary Quizzes: good for beginners	Easy Vocabulary Quizzes (http://www.manythings.org/vq/)
many activities including bilingual quizzes for ELLs organized by level	http://a4esl.org/
listen to a short story and follow-up with an online activity and a take home activity. Great for beginning ELLs of any age	http://www.storyplace.org/preschool/preschool.asp?themeid=21
user-friendly, on-line, bilingual dictionary	http://www.wordreference.com/
fill in different words and click to create a story	http://www.eduplace.com/tales/
Grammar Blast: – variety of grammar activities organized by grade level.	http://www.eduplace.com/kids/hme/k_5/quizzes/index.html
Great sentence sorting activity	http://www.msrossbec.com/scrambleintro.shtml
Monkey Business: child-friendly, sentence building games	http://www.earobics.com/gamegoo/games/monkey/monkey.html
Read Write Think: a good reading and language arts resource with games, activities and project ideas.	http://www.readwritethink.org/parent-afterschool-resources/
Register for a free account to automatically create a bibliography for a research paper, using APA or MLA format.	www.bibme.org
Bridging Refugee Youth and Children's services. You can also sign up for a monthly newsletter	www.brycs.org/documents
This website is 32-page PDF booklet that makes US cultural expectations explicit for our culturally and linguistically diverse families	http://www.brycs.org/documents/RaisingChildren-Handbook.pdf
Refugee Children in US Schools – A Toolkit for Teachers and School Personnel/ Birthdates of Refugee Children and the Impact on grade level placement	www.brycs.org/documents/upload/ageandgradeFAQ.pdf
Weekly teaching tips & you can sign-up to receive free newsletters via email	http://www.inspiringteachers.com
Free grant-funded website where teachers can easily create and save rubrics	http://rubistar.4teachers.org/

A great place to learn about rubrics and view various examples for different projects	www.ncsu.edu/midlink/ho.html
Great site for learning about rubrics, generating rubrics and much more	http://school.discovery.com/schrockguide/assess.html#portfolios
Institute for Foreign Language Policy: Research-Based Advocacy for School & Communities. You can become a member and receive important emails and updates regularly from Stephen Krashen, Jim Crawford, etc.	www.elladvocates.org
Text protocol for book study groups	www.nsrfharmony.org/protocol/doc/consult_stud_work.pdf
To view the Chapter 70 funding for your district	http://finance1.doe.mass.edu/schfin/Chapter70/profile.aspx
a website where you can create FREE cards and the XEROX company will print and send them to soldiers who are overseas in war during the holiday season.	www.letssaythanks.com
This free card site features daily celebrations for each day of the month and includes various countries	www.123greetings.com
You can find several cooperative learning structures that can easily be adapted into any classroom	www.gdrc.org/kmgmt/c-learn/methods.html
Another site with cooperative learning structures	www.utexas.edu/academic/diia/research/projects/hewlett/cooperative.php
To identify the lexile of a book.	http://www.lexile.com/book/details/33222/
This website has daily edits in a monthly archive. These are short excerpts, and you can print them in PDF format with two per page (to cut in half and save paper). In each selection, there are ten errors, and students need to find the errors of spelling, punctuation, or grammar.	http://www.educationworld.com/a_lesson/archives/edit.shtml
for vocabulary development	www.quizlet.com
The Gastón Institute – PDF: <i>September 2009</i> : English Language Learners in Massachusetts: Trends in Enrollments and Outcomes	http://www.gaston.umb.edu/UserFiles/09ELLSinMA%20brief.pdf
The Gastón Institute – PDF: <i>September 2009</i> : English Learners in Boston Public Schools in the Aftermath of Policy Change: Enrollment and Educational Outcomes, AY2003-AY2006	http://www.gaston.umb.edu/UserFiles/File/exec_summary.pdf

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