# 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 Foundations1, 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.

and patterns, verb tenses, reading, and writing

# 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

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.

# 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.

# 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.

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

Speaking and Listening

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|  | 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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| **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** |
| **S.1.1; S.1.2;****S.1.4; S.1.5***Comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes***S.2.2; S.2.16***Comprehend and communicate orally, using spoken English for personal and social purposes***R.1.5***Apply knowledge of vocabulary and syntax to comprehend text* **R.2.5***Use foundations of oral language to understand written English***W.2.1***Write in English for a variety of purposes (personal experience)* | **Vocabulary**School locations and objects Classroom objectsTime words ShapesSchool personnel Library wordsDaily activity words Rooms of the house**Grammar**Give information with “I am” Ask/answer yes or no questionsUse question words (who, what, when, where) Express likesAsk/answer information questions**Listening/Speaking**Oral practice of vocabulary and grammar listed above Greetings and introductionsGive/carry out commands Give personal information**Reading/Writing**AlphabetPhonics: short vowels a,i,oConsonants s, m, f, h, t, n, l, p, g, r, d, c, v Identify nounsIdentify verbsIdentify text features: title and author**Other****MEPA Practice** | *Carlos Comes to Lakeside School*Picture Dictionaries*Highpoints Reading Basics* | *Highpoints* Diagnostic (for student placement in September or upon arrival)MELA-OVocabulary QuizzesTeacher-made Chapter Tests***Quarter One Foundations 1 Level Assessment*** |

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| **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** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.1; S.1.2;****S.1.4; S.1.5***Comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes***S.2.2; S.2.16***Comprehend and communicate orally, using spoken English for personal and social purposes***R.1.5***Apply knowledge of vocabulary and syntax to comprehend text* **R.2.5***Use foundations of oral language to understand written English***W.2.1; W.2.2***Write in English for a variety of purposes (personal experience)* | **Vocabulary**Sports Body PartsFood MoneyClothing ColorsAnimals Days of the weekMonths SeasonsAbbreviations Weather Holidays**Grammar**Express likes and dislikes Express feelingsExpress needs and thoughts Use demonstrative pronouns Use simple present tense verbs**Listening/Speaking**Oral practice of vocabulary and grammar listed above**Reading/Writing**Phonics: short vowels e, uConsonants sv, b, w, k, z, u qu, x Write a sentenceWrite a question Write an exclamationIdentify text features: title, author, illustrator, captions Create basic summary of story (beginning, middle, end)**Other****MEPA Practice** | *Carlos Comes to Lakeside School*Picture DictionariesAdapted stories and novelettes*Highpoints Reading Basics* | Vocabulary QuizzesTeacher-made Chapter Tests***Quarter Two Foundations 1 Level Assessment*** |

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| **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** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.1; S.1.2;****S.1.4; S.1.5***Comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes***S.2.2; S.2.16; S.2.30***Comprehend and communicate orally, using spoken English for personal and social purposes***S.3***Use spoken English to participate in academic settings***R.2.6***Use foundations of oral language to understand written English***R.3.1; R.3.6***Identify facts and evidence in order to interpret and analyze text***W.2.3; W.2.4;** | **Vocabulary**Math operations and measurement Forms of communicationFamily Shapes Colors Sizes Food Careers Tools**Grammar**Give personal information Use subject pronounsIdentify all forms of verb “to be” (present tense) Modify nouns with adjectivesUse correct forms of action verbsCreate negative sentences using “do/does not” Ask and answer yes/no questionsAsk and answer information questions (5 Ws)**Listening/Speaking**Oral practice of vocabulary and grammar listed above Conduct phone conversation**Reading/Writing**Phonics: “ch”/ “tch” / “sh” / “ck” sounds double consonantsPunctuate statements and exclamations Fill out forms and applications Identify steps in a processSequence events in a storyUse sequence words (first, then, next, last) Write a postcard in correct formatWrite a topic sentence Write a paragraph Identify the main ideaExplain in writing the process of building an art piece | *Highpoints Basics* Units 1 – 3 Adapted stories and novelettes*Highpoints Reading Basics* | Vocabulary QuizzesTeacher-made Chapter TestsWrite a postcardWrite steps of building an art pieceUnits 1 – 3 Tests |

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| **W.2.5; W.2.6; W.2.7***Write in English for a variety of purposes* **W.4.4***Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing* | Identify details in a story Use a concept webWrite questions and answers Conduct an interviewWrite a report of the interview**Other****MEPA Practice** |  | ***MEPA******Quarter Three Foundations 1 Level Assessment*** |

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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***(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.3; S.1.5; S.1.6; S.1.10; S.1.11***Comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes***S.3.8; S.3.9;****S.3.14; 3.3.18***Use spoken English to participate in academic settings***R.1.7; R.1.8***Apply knowledge of vocabulary and syntax to comprehend text* **R.2.7***Use foundations of oral language to understand written English* **W.2.5; W.2.7***Write in English for a variety of purposes, coherent organization, and sufficient detail* | **Vocabulary** Cardinal numbers Ordinal numbers Geography terms Location words Neighborhood words**Grammar**Use “do” and “does” to write questions Form negative sentencesUse prepositionsForm regular past tense verbs Use “there is” and “there are”Create pronoun/verb contractions with “to be”**Listening/Speaking**Oral practice of vocabulary and grammar listed above**Reading/Writing**Phonics: Blends and digraphs Blend sounds to read wordsIdentify problems and solutions in a reading Identify details in a readingWrite questions and answers Read for informationAnswer reading comprehension questions Create a fact sheet with questions and answers Create chartsWrite a journal entry using past tense | *Highpoint Basics* Units 4 - 5 Adapted stories and novelettes*Highpoints Reading Basics* | Vocabulary Quizzes Map Fact Sheets Journal Entries*Highpoints Basics*Units 4 and 5 Tests***Quarter Four Foundations 1 Level Assessment*** |

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| **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** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.3; S.1.5; S.1.6;***Comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes***S.2.23; S.2.24***Comprehend and communicate orally for personal and social purposes***S.3.8; S.3.9;****S.3.14; 3.3.18***Use spoken English to participate in academic settings***R.1.5; R.1.7; R.1.8** | **Vocabulary**Words in context; word families; compound words Location and direction words, maps, land forms and transportationNeighborhood TimeAnimals, plants and habitats Feeling words, opinion words Weather and clothing**Grammar** *Prepositions Adverbs**To Be and present tense Regular past tense There is/there are Possessive pronouns* The verb “can”Capitalization and proper nouns Identify statements and exclamations Present progressive verbs**Listening/Speaking***Express likes and wants**Give and carry out commands* Respond to a visual image Recite a chant**Reading/Writing**Long vowels /e/ee, ea/o/oa, ow, ai ay, Classification of soundsNote takingWord patterns (SV, SVS, SVSS) | *Highpoints Basics* Units 7 - 9 On Line materialsTeacher Created MaterialsBasics Book Shelf*Highpoints Reading Basics* | *Highpoints* Diagnostic (for student placement in September or upon arrival)MELA-OTeacher made tests Role PlayOral Presentations DictationPoster projects Writing projects:Family Album Class Travel Book Friendship BookBook Project Family Word Game Write a Postcard Sentence Writing Dictation |

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| *Apply knowledge of vocabulary and syntax to comprehend text***R.2.7; R.2.13; R.2.14***Use foundations of oral language to understand written English***R.3.4; R.3.6; R.3.8***Read English to identify facts and evidence in order to interpret and analyze text***R.4.11***Identify and analyze text elements and techniques of written English as used in a various literary genres***W.2.3; W.2.5;****W.2.6; W.2.7***Write in English for a variety of purposes, coherent organization, and sufficient detail* | Cause and effect Questions and Answers Writing simple sentences PoetryRecognizing and using text featuresUsing Graphic Organizers, charts, timelines Relating steps in a processRecognizing high frequency words Make predictionsDraw conclusions Classifying information Facts and Opinions**Other****MEPA Practice** | Graphic Organizers | Concept Maps Student Interviews***Quarter One Early Intermediate******Level Assessment*** |

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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** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.2; S.1.4; S.1.6; S.2.16***Communicate orally using English vocabulary for personal, social, and academic purposes***S.2.23; S.2.24***Comprehend and communicate orally for personal and social purposes***S.3.9; S.3.12; S.3.19***Communicate orally to participate in academic settings***R.1.3; R.1.9***Apply knowledge of correct syntax to comprehend text***R.2.12; R.2.13; R.2.14** | **Vocabulary**Countries and Nationalities*Time**Directions words*Opinion words: must, should, think, believe*Animals, plants, and habitats High Frequency words**Words in context and word families***Grammar**Conditional verbs (may, might, could) *Regular past tense verbs (was, were) Adjectives**Possessive pronouns*Prepositions**Listening/Speaking**Oral Practice of vocabulary and grammar listed above*Express likes and wants,* and needs Give directions**Reading/Writing** *Note taking Cause and effect**Phonics: long vowels*Express wants and feelingsR controlled vowels (ur, er, ir)Introduce how to write a paragraph (topic sentence, details, conclusionsVisualizeFact and opinionAnalyze story elements: CharactersText Structures: captions, labels | *Highpoints Basics* Units 10 - 12Adapted stories, novelettes, and biographies (Martin Luther King Jr.)On line materials Teacher created materials Graphic Organizers*Highpoints Reading Basics* | Word work PostersTeacher made tests*Highpoints Basics* Units 10 - 12 AssessmentsInterviewsWritten paragraphsFact and Opinion PosterData Chart Book Project Create captions Dictations Clue Games Role Play Treasure HuntRetell the story |

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| *Use knowledge of oral language to understand the nature of written English***R.3.7***Indentify facts and evidence in order to interpret and analyze text***R.5.8; R.5.11;****R.5 12***Identify and analyze purposes, structures, and elements of nonfiction texts***W.2.3; W.2.5***Write in English for a variety of purposes* | SequencingClarifying information Writing suggestions *Using graphic organizers*Produce informational posters with charts, tables, and graphsClassify information using concept maps**Other****MEPA Practice** |  | Oral Presentations Classroom Discussions***Quarter One Early Intermediate******Level Assessment*** |

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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** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.3; S.1. 5; S.1.6***Communicate orally using English vocabulary for personal, social, and academic purposes***S.2.23; S.2.24***Comprehend and communicate orally for personal and social purposes***S.3.9; S.3.10;****S.3.14; S.3.18;****S.3.19; S.3.33***Communicate orally to participate in academic settings***R.1.3; R.1.9; R.1.10***Apply knowledge of correct syntax to comprehend text* | **Vocabulary**Words that compare, opposites*Words in context*Parts of the bodyPhrases for times and places Sports, action verbsStory Elements*High Frequency Words***Grammar** *Nouns Prepositions**Present and past tense Pronouns,* Possessive Pronouns Present progressive verbsConditional verbs (may, might, could) Object pronounsAdverbsPunctuation for commands**Listening/Speaking**Ask for and give information Ask for and give advice Make a speech*Oral presentation***Reading/Writing** *Note taking* Hard/soft g and cDipthongs: oy, oo, ou, owVariant vowels: oo, ew, au, aw, ae, ai Identify quotation marksIdentify indentation of paragraphs | *Highpoints Basics* Units 13 - 15Myths, Tall Tales, and Folk TalesAdapted Novels and NovelettesGraphic Organizers Main Idea Diagrams*Highpoints Reading Basics* | Teacher made tests Poster Project Friendly letter Write an email Write a description Character MapBeginning/middle/end ChartWrite a new story endingClass BookThank you Speech Role Play |

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| **R.2.8; R.2.12;****R.2. 14***Use knowledge of oral language to understand the nature of written English***R.3.7; R.3.8***Indentify facts and evidence in order to interpret and analyze text***R.4.11; R.4.12***Identify and analyze text elements and techniques of written English as used in various literary genres***R.5.8; R.5.11; R.5.12***Identify and analyze purposes, structures, and elements of nonfiction texts***W.2.3; W.2.5; W.2.7***Write in English for a variety of purposes* | Writing emails Compare and contrastElements of a story: character, setting, plot, beginning, middle, endGreek Myths Character ElementsContinuing steps to write a paragraph Identify main ideas and details**Other****MEPA Practice** |  | ***Quarter One Early Intermediate******Level Assessment*** |

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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** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1. 5; S.1.6; S.1.7; S.1.15; S.1.19; S.1.21***Communicate orally using English vocabulary for personal, social, and academic purposes***S.2.23; S.2.24***Comprehend and communicate orally for personal and social purposes***S.3.9; S.3.10;****S.3.14; S.3.17;****S.3.19; S.3.21;****S.3. 28; S.3.37***Communicate orally to participate in academic settings***S.4.5; S.4.7***Present information orally and participate in performances that demonstrate appropriate consideration of audience, purpose, and the information conveyed***R.1.7; R.1.8;** | **Vocabulary***High Frequency Words*Land forms and bodies of waterDirection words (north, south, east and west) Regions of the U. S.Prefixes (un, re) and Suffixes (ly, y, less, ful) Abbreviations and proper namesFarming, Food, and Restaurant words IdiomsSpace and planets Plants**Grammar***Verb tenses (present and past) Subject verb agreement* Capitalization: proper nouns Adjectives (sensory)Future Tense Verbs and contractions (will)**Listening/Speaking***Ask and answer questions with who, what, when, where Express agreement and disagreement*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 | *High Point Basics* Units 16 - 18Adapted Novels and Novelettes (Independent Reading Choices) | *High Point* Unit AssessmentsMELA-ODialogue Role PlayClass Presentations Word WorkPeer Activities Retell the Story Diamante PoemStudent Generated Tests and AnswersBiographical Paragraph Descriptive ParagraphCrop Comparison ReportComparison Chart |

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| **R.1.9; R.1.10; R.1.11***Apply knowledge of correct syntax to comprehend text***R.2.12; R.2.13; R.2.14***Use knowledge of oral language to understand the nature of written English***R.3.7; R.3.8; R.3.12***Indentify facts and evidence in order to interpret and analyze text***R.4.8;***Identify and analyze text elements and techniques of written English as used in various literary genres***R.5.8; R.5.11;****R.5 12***Identify and analyze purposes, structures, and elements of nonfiction texts***W.2.5; W.2.10;****W.2.11; W.2.12;***Write in English for a variety of purposes* | **Reading/Writing**Decode multisyllabic words; words with prefixes and suffixesInteractive and Echo Reading Independent ReadingWrite a paragraph: Biographical SketchUse text structures: Maps and Charts/Diagrams Take notesVisualizeIdentify goal and outcome Make comparisonsRead and write sequencing words Read and write prediction words**Other**Community Connections: Virtual Visit**MEPA Practice** | *Highpoints Reading Basics*Goal and Outcome Graphic OrganizerVenn Diagrams | Compare and Contrast EssayCollageWrite DirectionsCategory Chart Write a Postcard Friendly LetterDictationTimed Reading for Reading Fluency***Quarter One Early Intermediate******Level Assessment*** |

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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** |
| **S.1. 5; S.1.16;****S.1.23; S.1.24***Communicate orally using English vocabulary for personal, social, and academic purposes***S.2.23; S.2.24***Comprehend and communicate orally for personal and social purposes***S.3.9; S.3.14;****S.3.29; S.3.30***Communicate orally to participate in academic settings***S.4.5; S.4.8***Present information orally and participate in performances that demonstrate appropriate consideration of audience, purpose, and information***R.1.8; R.1.9;****R.1.10; R.1.11***Apply knowledge of correct syntax to comprehend text***R.2.12; R.2.13;** | **Vocabulary**Science Word Study: Multiple meaning words, Word origins, Word Parts**Grammar***Verb tenses (present, past, and future) Subject verb agreement**Possessive Nouns and Pronouns***Listening/Speaking***Ask and answer questions with who, what, when, where Express agreement and disagreement**Ask and answer questions with “How” and “Why”; “How many”, “How much”*Give Advise Classroom presentation**Reading/Writing** Sequencing paragraph Comparison paragraph Story telling paragraph**Other****MEPA Practice** | *English to a Beat* Skill Plans 8 – 10Folk Tales: *Anansi, Maria and the Baker’s Bread, The Frog Who Stirred the Cream**Gateway to Science* Life Science: The CellNonfiction Reading & Writing Workshops – selections (*Harvest Festivals, See the U.S.A)**Good Readers* Chapters 1 - 2 *Good Writers* Chapter 1 Content Based Materials Comparison Graphic Organizers Story Maps | *Highpoints* Diagnostic (for student placement in September or upon arrival)MELA-OFolk Tale DramatizationRole Play (Sports Announcer) |

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| **R.2.14***Use knowledge of oral language to understand the nature of written English***R.3.7; R.3.8***Indentify 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*** |

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

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

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

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| **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** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.13; S.1.18***Communicate orally using English vocabulary for personal, social, and academic purposes* **S.3.32; S.3.33;****S.3.36; S.3.46;****S.3.47; S.3.48***Communicate orally to participate in academic settings***R.1.9; R.1.10;****R.1.11. R. 12** *Apply knowledge of correct syntax to comprehend text* **R.2.14***Use knowledge of oral language to understand the nature of written English***R.3.8; R.3.9***Indentify facts and evidence in order to interpret and analyze text***R.4.8; R.4.11***Identify and analyze text elements and techniques used in various literary genres***R.6. 4***Gather information from a variety of sources***R.5.8; R.5.9***Identify and analyze* | **Vocabulary**Describing words Character traits Question words Jobs and skills**Grammar***Review: Present tense, adjectives, articles,*Subject-verb agreement Subject and object pronounsPossessive and reflexive pronouns Prepositions and prepositional phrases Plural nounsCount and non-count nouns**Listening/Speaking**Describe people, make comparisonsConduct an interview, give information in an interview Read a poem aloud; memorize and recite poetryDraw conclusionsMake requests, give and accept suggestions Brainstorm and generate ideasVisualizeDescribe and sequence events Role-playListen and take notes**Reading/Writing**Generate and Classify ideasMake a comparison chart (T-chart); data chart Preview and predictIdentify problems and solutions Identify main ideasSummarize | *Highpoints A* Units 1 – 2On-line encyclopedias, encyclopedias, biographiesRead out loud: *Grandfather’s Journey; Just Like Me; Seven Blind Mice; My Buddy*Supplementary Materials: *Eye on Editing 1 – Developing Editing Skills for Writing**Write Source – Skills Book: Editing and Proofreading Practice**Grammar Work 3: English Exercises in Context**Grammar Express: Intermediate**Even More True Stories – An Intermediate Reader* (Units 11 and 14)*What a Life! Stories of Amazing People* (Units 1, 9, 20)*Cross-Cultural Perspectives* | *Highpoints* Diagnostic (for student placement in September or upon arrival)*Highpoints A* Units 1 – 2 Assessment(Selection tests 1 – 8) MELA-OMEPASelf-Portrait Descriptive Poetry Research Poster Create a chart Written report Oral PresentationBook Projects: Describe a main character; create a timelineMultimedia photo- essay |

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| *purposes, structures, and elements of nonfiction English texts* **R.6.4; R.6.5***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* **W.1.4; W.1.6***Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose* **W.2.8; W.2.12; W.2.13***Write in English for a variety of purposes* **W.3.8; W.3.9***Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose* **W.4.5; W.4.6***Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing***W.5.13***Use, and produce a variety of media* | Set purpose Expository writingWrite a free-verse poemUse a text features in poetry (rhyme) Locate resources and gather information Use graphic organizersRelate cause and effectWriting Process: Pre-write, draft, revise, edit, proofread, publishWrite a thank you letter Add details to paragraph Identify genre: Photo-essay**Other****MEPA Practice** | Stories, novelettes, historical fiction (*Sarah, Plain and Tall)*, biography *(Louis Braille)* | Thank you letter Self-assessment Peer-assessment Portfolio evaluation***Quarter One Intermediate Level Assessment*** |

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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** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.13; S.1.18; S.1.24***Communicate orally using English vocabulary for personal, social, and academic purposes***S.3.32; S.3.33;****S.3.36; S.3.39****S.3.46; S.3.47;****S.3.48; S.3.52***Communicate orally to participate in academic settings***R.1.9; R.1.10; R.1.11***Apply knowledge of correct syntax to comprehend text* **R.2.14***Use knowledge of oral language to understand the nature of written English***R.3.8***Indentify facts and evidence in order to interpret and analyze text***R.4.11***Identify and analyze text elements and techniques used in various literary genres* | **Vocabulary***Words about careers, family, people, friendship Family words*Words about traits**Grammar***Past and present tense Negative sentences Demonstrative pronouns* Linking verbs**Listening/Speaking** Engage in discussion Describe things Generate ideas Define and explain Make judgments Express feelingsAsk for and five advise Make comparisons Make inferences Conduct an interviewExpress likes and dislikes**Reading/Writing**ParaphraseReview, predict, and skim Set purposeIdentify cause and effect Identify genre: fables Identify sequence Compare experiences Identify plot and characterRelate main idea and details | *High Point* A Unit 3Read out loud: *Mrs. Katz and Tush, In My Family**The Jacket*Adapted classics *(Oliver Twist, Moby Dick, Treasure Island)*Supplementary Materials: *Eye on Editing 1 – Developing Editing Skills for Writing**Write Source – Skills Book: Editing and Proofreading Practice**Grammar Work 3: English Exercises in Context**Grammar Express: Intermediate**Even More True Stories – An Intermediate Reader* (Units 2 and 3)*Password 3: A reading and Vocabulary Text* (Unit 3: | *High Point* Diagnostic (for student placement in September or upon arrival)*High Point* Unit 2 Assessment (selection tests 9 – 12)Compare Generations: An Interview (written and oral report)Expressive writing: Writing for personal expressionPortfolio evaluation Self-assessment Peer-assessmentLanguage acquisition assessmentEnd of unit test |

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| **R.6. 4***Gather information from a variety of sources***W.1.4***Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose***W.2.8; W.2.12; W.2.13***Write in English for a variety of purposes***W.3.8***Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose***W.4.4; W.4.5; W.4.6***Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing***W.5.13***Use, analyze, and produce a variety of media* | Identify setting: time and place Identify genre: autobiographyUse graphic organizers: flow chart, concept map, sequence chainWrite a dedication; labels Make a family treeUse text features in non-fictionUse text features in poetry (rhyme, rhythm, repetition) Formulate questionsTake and review notes**Other****MEPA and MCAS Practice** | Genetics and Unit 2: The Challenges of Youth)Thanksgiving Stories | Book Projects: Cereal box (setting, plot, character, summary), interview a character***Quarter 2 Intermediate Level Assessment*** |

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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** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.3.32; S.3.33;****S.3.36; S.3.46;****S.3.47; S.3.48***Communicate orally to participate in academic settings***R.1.9; R.1.10;****R.1.11. R. 12** *Apply knowledge of correct syntax to comprehend text* **R.2.14***Use knowledge of oral language to understand the nature of written English***R.3.8; R.3.9***Indentify facts and evidence in order to interpret and analyze text***R.4.8; R.4.11***Identify and analyze text elements and techniques used in various literary genres***R.6. 4***Gather information from a variety of sources***R.5.8; R.5.9***Identify and analyze purposes, structures, and elements of nonfiction English texts* **R.6.4; R.6.5***Gather information* | **Vocabulary**Words about communities, natural resources, nature, environment, disasters, propaganda**Grammar***Future tense**Statements with there is and there are Plural nouns**Prepositions*Adjectives that compare Indefinite pronouns Modals: should, must, can CommandsIndefinite adjectives Ordinals Contractions Helping verbs**Listening/Speaking** Engage in discussion Formulate solutions Make comparisons ReciteBrainstorm ideasLearn about propagandaGive and carry out commands**Reading/Writing** Make a K-W-L chart Preview and predict Identify genreUse visuals to confirm meaning | *High Point* A Unit 4Newspapers Internet Reference booksNewspaper reports Television coverage Internet postings Personal accounts On-line almanacs LibraryPublic servicesRead out loud: *Nature’s Green Umbrella, Rachel Carson: A Woman who Loved Nature, Hurricane*Supplementary Materials:*What a Life! Stories of Amazing People (Units 8, 12, 13,15, 17,**19)**American Voices**Eye on Editing 1 – Developing Editing Skills for Writing**Write Source – Skills Book:* | *High Point* Diagnostic (for student placement in September or upon arrival)*High Point* A (Selection tests 13 – 16)Oral report Opinion paragraph Haiku poem Friendly letterBook Project: Classroom play based on *Night of the Twisters*Oral presentation Public Service Poster Persuasive essay End of unit test |

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| *from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others’ questions* **W.1.4; W.1.6***Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose* **W.2.8; W.2.12; W.2.13***Write in English for a variety of purposes* **W.3.8; W.3.9***Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose* **W.4.5; W.4.6***Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing***W.5.13***Use, analyze, and produce a variety of media* | Set purposeConfirm and revise predictions ThemeWrite an opinion paragraph Write a friendly letter Write a haiku poemAnalyze persuasive techniques Identify author’s purpose Make a Venn diagram Identify genre: stage playUse text structures and features in plays Evaluate the impact of medium on meaning Analyze characters and settingRewrite the play**Other****MEPA and MCAS Practice** | *Editing and Proofreading Practice**Grammar Work 3: English Exercises in Context**Grammar Express: Intermediate**Even More True Stories – An Intermediate Reader* (Units 5) | Self-assessment Peer assessment Portfolio evaluationLanguage acquisition assessment***Quarter 3 Intermediate Level Assessment*** |

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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** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.2.31; S.2.32***Communicate orally, using spoken English for personal and social reasons***S.3.36; S.3.46;****S.3.47; S.3.48***Communicate orally to participate in academic settings***R.1.9; R.1.10;****R.1.11. R. 12** *Apply knowledge of correct syntax to comprehend text* **R.2.14***Use knowledge of oral language to understand the nature of written English***R.3.8; R.3.9***Indentify facts and evidence in order to interpret and analyze text***R.4.8; R.4.11***Identify and analyze text elements and techniques used in various literary genres***R.6. 4***Gather information from a variety of sources***R.5.8; R.5.9***Identify and analyze purposes, structures,* | **Vocabulary** *Describing words* Storytelling words Antonyms SuffixesTime and cause words Sensory words Colloquialisms Onomatopoeia Alliteration**Grammar** Prepositional phrases Use complete sentences Compound sentencesComplex sentences (dependent and independent clauses)Present perfect tense Past progressive Helping verbs**Listening/Speaking** Engage in discussion Synthesize information Formulate questions Make inferences Express opinions Draw conclusions NegotiatePoem (choral reading) Identify author’s purpose Make comparisons | *High Point* A Unit 5Library and internet sourcesBooks for research, atlas, encyclopediasRead out loud: *Coyote: A Trickster Tale from the American Southwest, The Eagle and the Moon Gold, Gilgamesh the King**Seedfolks**Domitila, a Mexican Folk Tale* | *High Point* Diagnostic (for student placement in September or upon arrival)*High Point* Selection tests 17 – 20Comparison chartMultimedia presentationOral presentationBook project: classroom bookParagraph writing: Goal and outcomeMake a Tall Tale MapReport on Wild AnimalsTravel GuideWrite a friendly letter |

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| *and elements of nonfiction English texts* **R.6.4; R.6.5***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* **W.1.4; W.1.6***Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose* **W.2.8; W.2.12; W.2.13***Write in English for a variety of purposes* **W.3.8; W.3.9***Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose* **W.4.5; W.4.6***Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing***W.5.13***Use, and produce a variety of media* | SummarizeIdentify cause and effect Retell a storyIdentify character’s motive Form generalizations Listen to a poem**Reading/Writing** Preview and predict Set purposeIdentify genre: Greek MythUse text features in fiction and non-fiction Character traits and motivesPlot: goal and outcomes Fantasy and reality Compare myths in an essayCompare fiction and nonfiction Analyze and synthesize information Make judgmentsRelate events in a sequence Make a character chartUse a mind mapMonitor your reading (preview, visualize, clarify, paraphrase)Identify main ideaUse graphic organ1zers (time line, note-taking chart, cause and effect story chart)Write a character study Read a poemSetting Style ThemeInterpret figurative language (hyperbole)**Other****MCAS Practice** | Supplementary Materials: *Eye on Editing 1 – Developing Editing Skills for Writing**Write Source – Skills Book: Editing and Proofreading Practice**Grammar Work 3: English Exercises in Context**Grammar Express: Intermediate**Even More True Stories – An Intermediate Reader* (Unit 8) | Narrative Character chart End of unit test Self-assessment Peer-assessmentPortfolio evaluationLanguage acquisition assessment***Quarter 4 Intermediate Level Assessment*** |

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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** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.31; S.1.33***Communicate orally using English vocabulary for personal, social, and academic purposes***S.3.62***Communicate orally to participate in academic settings***R.1.11; R.1.12***Apply knowledge of correct syntax to comprehend text* **R.2.14***Use knowledge of oral language to understand the nature of written English***R.3.8; R.3.9***Identify facts and evidence in order to interpret and analyze text***R.4.11; R.4.12***Identify and analyze text elements and techniques used in various literary genres* **R.5.12***Indentify and analyze purposes, structures, and elements of nonfiction texts* **R.6.4** | **Vocabulary**Words in contextHomonyms, synonyms, antonyms Multiple meaningsCognatesUsing the dictionary, thesaurus, encyclopedia Word forms**Grammar***Review: Present, past, future (affirmative, negative, interrogative and tag endings)**Singular and plural nouns; adjectives Pronoun agreement**Capitalization, quotation marks, commas, semicolons, and colons**Indefinite, reflexive and possessive pronouns*Compound sentences with conjunctions**Listening/Speaking**Paraphrase ideas and thoughts to express meaning Express feelings, needs, ideas and opinionsWork effectively with a partner Peer conference support Recitations and retelling a story Respond to a visual image**Reading/Writing***Review: Writing process, parts of a 5 paragraph essay, paragraph structure*Main idea and details Setting, plot, conflict, theme Fantasy and reality ParaphrasingMaking inference | *Highpoints B* Unit 1 - 6 CD SelectionsDaily Oral LanguageSuggested Novels:*On My Honor**In the Year of the Boar and Jackie Robinson**Scope Anthology Short Stories: The Last Leaf, Than You Mam*Grade Level Novels | *Highpoints* Diagnostic (for student placement in September or upon arrival)MELA-OOral reports Classroom discussionsRole play or dramatizationsPresentations*Highpoints B* Unit 1 selection tests 1 – 6 and End of Unit TestSelf assessments Peer assessments PoemsPersonal histories Self portraits Journal writing |

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| *Gather information from a variety of sources***W.1.7***Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose***W.2.8; W.2.10;****W.2.12; W.2.13***Write in English for a variety of purposes***W.3.8; W.3.10***Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose***W.4.4; W.4.5; W.4.6***Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing***W.5.13***Use, analyze, and produce a variety of media* | Elaboration Make predictionsWriting DialoguesPoetry (free verse, bio-poem, diamante) Author’s purposeMood/tone Symbolism SummarizationPre-reading activities Alliteration Fact/OpinionElements of a short story SimilePersonification Drawing Conclusions MCAS prepAuthor’s purpose Making judgments Create a visual image FolktaleEditing Revising**Other:****MEPA Practice** | *In the Theme Library* Selections Online materialsGraphic Organizers Teacher created materialsMCAS Tests and Prep materials | Readers’ responseBook ProjectsCreative Writing (Fantasies and Dialogues)Expository Reports Teacher-made testsResponse to a writing prompt (5 paragraphs)Plot diagrams***Quarter 1 Transitioning Level Assessment*** |

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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** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.27; S.1.33***Communicate orally using English vocabulary for personal, social, and academic purposes***S.3.62; S.3.65***Communicate orally to participate in academic settings***R.1.11; R.1.12***Apply knowledge of correct syntax to comprehend text* **R.2.14***Use knowledge of oral language to understand the nature of written English***R.3.8; R.3.9; R.3.11***Identify facts and evidence in order to interpret and analyze text***R.4.11; R.4.12***Identify and analyze text elements and techniques used in various literary genres* | **Vocabulary**Words in Context Multiple Meanings Suffixes and Prefixes IdiomsSynonyms and Antonyms HomonymsWord formsUsing the thesaurus Word Origins**Grammar***Review possessive nouns and pronouns*Adverbs Prepositional phrasesCompound subjects and Predicates Complex sentencesSubordinating Conjunctions Present and Past Continuous ModalsTwo Word Verbs Adjectives(Comparative and Superlative)**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 Image* | *High Point* B Units 7 – 12*Side by Side**Focus on Grammar* Daily Oral Language Online materials*Warriner’s English Grammar and Composition*Teacher created materials Novels:*The Skin I’m In*Supplemental Novels: *Maniac Magee Call it Courage**A Christmas Carol* (adapted) | *High Point* Selection and Unit TestsPoster Projects Book Projects Oral presentations Oral reportsClassroom discussionsRole play or dramatizationsSelf Assessments Peer Assessments |



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| **R.5.12***Identify and analyze purposes, structures, and elements of nonfiction texts* **R.6.4***Gather information from a variety of sources***W.1.7***Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose***W.2.8; W.2.10; W.2.11***Write in English for a variety of purposes***W.3.8; W.3.10; W.3.11***Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose***W.4.4; W.4.5; W.4.6***Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing* | **Reading/Writing** Metaphors Hyperbole Inferences FlashbackPre-reading Activities FolktaleElements of Short Story PoetryTheme5 paragraph essay focusing on introduction and transition wordsPoint of View Making predictions Making Evaluations Summarization DialogueSequence Paraphrase Characterization Elaboration Continue Similes Story Outcome Cause and EffectHow to answer an open response question Drawing conclusionsCompare/ContrastCreate a headline for a newspaper EditingRevising Biography Foreshadowing Realistic Fiction DiaryAuthor’s Purpose**MCAS and MEPA Practice** | *Scope Anthology* Short stories: The Gift of the Magi, The SafecrackerPoems by Maya Angelou and Langston HughesIn the Theme Library SelectionsMCAS tests Graphic OrganizersMCAS Prep MaterialsAim Higher MCAS Level H | Creative Writing Write an outcome Dialogues Diary entriesJournal Writing Readers’ response PoemsDiamanteRhyming Plot diagramsHistorical Events Chart 5 paragraph essays Previous MCAS test Readingselections Writingprompts Open response questionsTeacher created tests Story Outcome Essays***Quarter 2 Transitioning Level Assessment*** |



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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** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.31; S.1.32***Communicate orally using English vocabulary for personal, social, and academic purposes***S.3.62; S.3.65; S.3.68***Communicate orally to participate in academic settings***R.1.11; R.1.12***Apply knowledge of correct syntax to comprehend text* **R.2.14***Use knowledge of oral language to understand the nature of written English***R.3.8; R.3.9; R.3.11***Identify facts and evidence in order to interpret and analyze text***R.4.11; R.4.12***Identify and analyze text elements and techniques used in various literary genres***R.5.12** | **Vocabulary***Words in Context Multiple Meanings Suffixes and Prefixes Synonyms and Antonyms Word forms*Greek and Latin Roots Borrowed Words**Grammar***Modals**Complex Sentences Two Word Verbs* Past Participle Present Perfect Tense Conditionals Relative ClausesIf Clauses**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 Image* | *High Point* B Units 13 - 16*Scope Anthology* Short stories: *The Necklace, The Lady or the Tiger*MCAS Prep materialsAim Higher MCAS Level HIn the Theme Library Selections Online materialsGreek MythsGrade Level Novels and Plays: *The Diary of Anne Frank* Suggested Novels:*Call It Courage The Outsiders Maniac Magee*Graphic Organizers Teacher created materials | High Point B Selection and Unit TestsFriendly Letter/EnvelopeCreate a Timeline Research Paper Self Assessments Peer Assessments Journal writing Readers’ response Book ProjectsTeacher created testsResponse to a writing prompt (5 paragraphs)Plot diagrams |

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| *Identify and analyze purposes, structures, and elements of nonfiction texts* **R.6.4***Gather information from a variety of sources***W.1.7***Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose***W.2.8; W.2.10;****W.2.11; W.2.12; W.2.14***Write in English for a variety of purposes***W.3.7; W.3.8;****W.3.10; W.3.11***Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose***W.4.4; W.4.5; W.4.6***Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing* | **Reading/Writing**Parts of a 5 Paragraph Essay-focus on conclusion and varied sentence patternsMythsPoint of View ConflictPoetry(rhyming scheme) Onomatopoeia CharacterizationTheme Foreshadowing Flashback Imagery PredictionsInterpret a timeline Elaboration Summarization PlayBiography Friendly LetterAddressing an envelope Taking NotesOutliningMaking Generalizations Identify GenreUsing the Internet Fantasy/Reality Plot Diagrams Cause and Effect Story Outcomes Bibliography**Other****MCAS and MEPA Practice** | MCAS testsMCAS Prep MaterialsAim Higher MCAS Level H | Previous MCAS Tests  Readingselections WritingPrompts Open ResponseWebbingPlot Diagram Poem I AMCreative Writing Story Outcome***Quarter 3 Transitioning Level Assessment*** |



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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** *(italics indicate reinforcement of previously introduced topics)* | **Materials** | **Assessment** |
| **S.1.31; S.1.32; S.1.33***Communicate orally using English vocabulary for personal, social, and academic purposes* **S.3.64; S.3.65***Communicate orally to participate in academic settings***R.1.11; R.1.12***Apply knowledge of correct syntax to comprehend text* **R.2.14; R.2.15***Use knowledge of oral language to understand the nature of written English***R.3.9; R.3.10; R.3.11***Identify facts and evidence in order to interpret and analyze text***R.4.11; R.4.12***Identify and analyze text elements and techniques used in various literary genres* **R.5.12***Identify and analyze purposes, structures, and elements of nonfiction texts* **R.6.4***Gather information* | **Vocabulary** *Words in Context Multiple meanings Suffixes**Synonyms Antonyms Homonyms Word forms* AcronymsIdioms continued**Grammar**Past and Future Perfect GerundsUse of infinitives Active/Passive Voice Interjections**Listening/Speaking**Paraphrase ideas and thought s to express meaning Express feelings, needs, ideas and opinionsWork effectively with a partner RecitationsPeer conference support Retell a storyAsk and Answer Questions Respond to a Visual**Reading/Writing** 5 paragraph essay Persuasive Essay | *High Point* B Units 17 - 20*Scope Anthology* Short stories MCAS Prep materialsAim Higher MCAS Level HIn the Theme Library Selections Online materialsGraphic OrganizersGrade Level Novels, Biography, Autobiography and Memoir: Malcolm X Suggested Novels:Call It Courage The Outsiders Maniac MageeTeacher created materials | *High Point* B Selection and Unit TestsPersuasive Essay Journal writing Readers’ response Book Projects Teacher created testsResponse to a writing prompt (5 paragraphs)Plot diagrams Previous MCAS Tests Reading selections Writing Prompts Open ResponseBusiness Letter Writing a ReviewPersonal Experience and |

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| *from a variety of sources***W.1.7***Plan for writing by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose***W.2.8; W.2.10;****W.2.11; W.2.12; W.2.14***Write in English for a variety of purposes***W.3.7; W.3.8;****W.3.10; W.3.11***Evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose***W.4.4; W.4.5; W.4.6***Understand and apply knowledge of standard English grammar, spelling, and conventions to improve writing* | Characterization ImageryPlot Diagram Continue Metaphors InferenceCause and Effect Main idea/Details Theme Predictions Business LetterElements of a Short Story Elaboration SummarizationRevising EditingMaking Judgments Writing a ReviewPre-reading Activities Genre: Autobiography Propaganda**Other****MCAS and MEPA Practice** | MCAS testsMCAS Prep MaterialsAim Higher MCAS Level H | Autobiography***Quarter 4 Transitioning Level Assessment*** |