# 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 objects  Time words Shapes  School personnel Library words  Daily activity words Rooms of the house  **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  **Listening/Speaking**  Oral practice of vocabulary and grammar listed above Greetings and introductions  Give/carry out commands Give personal information  **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  **Other**  **MEPA Practice** | | | *Carlos Comes to Lakeside School*  Picture Dictionaries  *Highpoints Reading Basics* | | *Highpoints* Diagnostic (for student placement in September or upon arrival)  MELA-O  Vocabulary Quizzes  Teacher-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 Parts  Food Money  Clothing Colors  Animals Days of the week  Months Seasons  Abbreviations Weather Holidays  **Grammar**  Express likes and dislikes Express feelings  Express 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, u  Consonants sv, b, w, k, z, u qu, x Write a sentence  Write a question Write an exclamation  Identify text features: title, author, illustrator, captions Create basic summary of story (beginning, middle, end)  **Other**  **MEPA Practice** | | | *Carlos Comes to Lakeside School*  Picture Dictionaries  Adapted stories and novelettes  *Highpoints Reading Basics* | | Vocabulary Quizzes  Teacher-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 communication  Family Shapes Colors Sizes Food Careers Tools  **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)  **Listening/Speaking**  Oral practice of vocabulary and grammar listed above Conduct phone conversation  **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  Explain in writing the process of building an art piece | | | *Highpoints Basics* Units 1 – 3 Adapted stories and novelettes  *Highpoints Reading Basics* | | Vocabulary Quizzes  Teacher-made Chapter Tests  Write a postcard  Write steps of building an art piece  Units 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 web  Write questions and answers Conduct an interview  Write 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 sentences  Use prepositions  Form 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 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 | | | *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 transportation  Neighborhood Time  Animals, 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 sounds  Note taking  Word patterns (SV, SVS, SVSS) | | | *Highpoints Basics* Units 7 - 9 On Line materials  Teacher Created Materials  Basics Book Shelf  *Highpoints Reading Basics* | | *Highpoints* Diagnostic (for student placement in September or upon arrival)  MELA-O  Teacher made tests Role Play  Oral Presentations Dictation  Poster projects Writing projects:  Family Album Class Travel Book Friendship Book  Book 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 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  **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 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  Text Structures: captions, labels | | | *Highpoints Basics* Units 10 - 12  Adapted stories, novelettes, and biographies (Martin Luther King Jr.)  On line materials Teacher created materials Graphic Organizers  *Highpoints Reading Basics* | | Word work Posters  Teacher made tests  *Highpoints Basics* Units 10 - 12 Assessments  Interviews  Written paragraphs  Fact and Opinion Poster  Data Chart Book Project Create captions Dictations Clue Games Role Play Treasure Hunt  Retell 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* | Sequencing  Clarifying information Writing suggestions *Using graphic organizers*  Produce informational posters with charts, tables, and graphs  Classify 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 body  Phrases for times and places Sports, action verbs  Story Elements  *High Frequency Words*  **Grammar** *Nouns Prepositions*  *Present and past tense Pronouns,* Possessive Pronouns Present progressive verbs  Conditional verbs (may, might, could) Object pronouns  Adverbs  Punctuation 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 c  Dipthongs: oy, oo, ou, ow  Variant vowels: oo, ew, au, aw, ae, ai Identify quotation marks  Identify indentation of paragraphs | | | *Highpoints Basics* Units 13 - 15  Myths, Tall Tales, and Folk Tales  Adapted Novels and Novelettes  Graphic Organizers Main Idea Diagrams  *Highpoints Reading Basics* | | Teacher made tests Poster Project Friendly letter Write an email Write a description Character Map  Beginning/middle/end Chart  Write a new story ending  Class Book  Thank 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 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  **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 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  **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 - 18  Adapted Novels and Novelettes (Independent Reading Choices) | | *High Point* Unit Assessments  MELA-O  Dialogue Role Play  Class Presentations Word Work  Peer Activities Retell the Story Diamante Poem  Student Generated Tests and Answers  Biographical Paragraph Descriptive Paragraph  Crop Comparison Report  Comparison 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 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  **Other**  Community Connections: Virtual Visit  **MEPA Practice** | *Highpoints Reading Basics*  Goal and Outcome Graphic Organizer  Venn Diagrams | Compare and Contrast Essay  Collage  Write Directions  Category Chart Write a Postcard Friendly Letter  Dictation  Timed 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 – 10  Folk Tales: *Anansi, Maria and the Baker’s Bread, The Frog Who Stirred the Cream*  *Gateway to Science* Life Science: The Cell  Nonfiction 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-O  Folk Tale Dramatization  Role 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 writing  Personal narrative  **Other**  **MEPA Practice** | | | *English to a Beat* Skill Plans 11  – 12  Folk Tales: *Juan Bobo, The Brother Who Gave Rice*  *Gateway to Science* Life Science: Genetics  Nonfiction 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* Modals  Object pronouns  **Listening/Speaking Reading/Writing**  Write an Advice Column  **Other**  **MEPA Practice** | | | *English to a Beat* Skill Plans 13  - 14  Folk Tales: *Mouse-Deer Must be Quick! Bring Me Three Gifts!*  *Gateway to Science* Earth Science: Space Exploration  Nonfiction Reading & Writing Workshops - selections  *Good Readers Good Writers*  Content Based Materials | | *Highpoints* Diagnostic (for student placement in September or upon arrival)  MELA-O  Advice 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 words  Personal 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  - 16  Folk Tales: *Does a Candle Keep You Warm? The Best Match*  *Gateway to Science* Physical Science: Measuring Matter  Nonfiction 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 pronouns  Possessive and reflexive pronouns Prepositions and prepositional phrases Plural nouns  Count and non-count nouns  **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  **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 | | | *Highpoints A* Units 1 – 2  On-line encyclopedias, encyclopedias, biographies  Read 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-O  MEPA  Self-Portrait Descriptive Poetry Research Poster Create a chart Written report Oral Presentation  Book Projects: Describe a main character; create a timeline  Multimedia 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 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  **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 feelings  Ask for and five advise Make comparisons Make inferences Conduct an interview  Express likes and dislikes  **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 | | | *High Point* A Unit 3  Read 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 expression  Portfolio evaluation Self-assessment Peer-assessment  Language acquisition assessment  End 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: 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  **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 Commands  Indefinite adjectives Ordinals Contractions Helping verbs  **Listening/Speaking** Engage in discussion Formulate solutions Make comparisons Recite  Brainstorm ideas  Learn about propaganda  Give and carry out commands  **Reading/Writing** Make a K-W-L chart Preview and predict Identify genre  Use visuals to confirm meaning | | | *High Point* A Unit 4  Newspapers Internet Reference books  Newspaper reports Television coverage Internet postings Personal accounts On-line almanacs Library  Public services  Read 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 letter  Book 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 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  **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 evaluation  Language 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 Suffixes  Time and cause words Sensory words Colloquialisms Onomatopoeia Alliteration  **Grammar** Prepositional phrases Use complete sentences Compound sentences  Complex 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 Negotiate  Poem (choral reading) Identify author’s purpose Make comparisons | | | *High Point* A Unit 5  Library and internet sources  Books for research, atlas, encyclopedias  Read 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 – 20  Comparison chart  Multimedia presentation  Oral presentation  Book project: classroom book  Paragraph writing: Goal and outcome  Make a Tall Tale Map  Report on Wild Animals  Travel Guide  Write 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* | Summarize  Identify cause and effect Retell a story  Identify character’s motive Form generalizations Listen to a poem  **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 organ1zers (time line, note-taking chart, cause and effect story chart)  Write a character study Read a poem  Setting Style Theme  Interpret 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-assessment  Portfolio evaluation  Language 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 context  Homonyms, synonyms, antonyms Multiple meanings  Cognates  Using 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 opinions  Work 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 Paraphrasing  Making inference | | | *Highpoints B* Unit 1 - 6 CD Selections  Daily Oral Language  Suggested 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-O  Oral reports Classroom discussions  Role play or dramatizations  Presentations  *Highpoints B* Unit 1 selection tests 1 – 6 and End of Unit Test  Self assessments Peer assessments Poems  Personal 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 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  **Other:**  **MEPA Practice** | *In the Theme Library* Selections Online materials  Graphic Organizers Teacher created materials  MCAS Tests and Prep materials | Readers’ response  Book Projects  Creative Writing (Fantasies and Dialogues)  Expository Reports Teacher-made tests  Response 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 Idioms  Synonyms and Antonyms Homonyms  Word forms  Using the thesaurus Word Origins  **Grammar**  *Review possessive nouns and pronouns*  Adverbs Prepositional phrases  Compound subjects and Predicates Complex sentences  Subordinating Conjunctions Present and Past Continuous Modals  Two 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 Tests  Poster Projects Book Projects Oral presentations Oral reports  Classroom discussions  Role play or dramatizations  Self 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 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** | *Scope Anthology* Short stories: The Gift of the Magi, The Safecracker  Poems by Maya Angelou and Langston Hughes  In the Theme Library Selections  MCAS tests Graphic Organizers  MCAS Prep Materials  Aim Higher MCAS Level H | Creative Writing  Write an outcome Dialogues Diary entries  Journal Writing Readers’ response Poems  Diamante  Rhyming Plot diagrams  Historical Events Chart 5 paragraph essays Previous MCAS test  Reading  selections Writing  prompts  Open response questions  Teacher 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 Clauses  If 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 materials  Aim Higher MCAS Level H  In the Theme Library Selections Online materials  Greek Myths  Grade 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 Tests  Friendly Letter/Envelope  Create a Timeline Research Paper Self Assessments Peer Assessments Journal writing Readers’ response Book Projects  Teacher created tests  Response 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 patterns  Myths  Point of View Conflict  Poetry(rhyming scheme) Onomatopoeia Characterization  Theme Foreshadowing Flashback Imagery Predictions  Interpret a timeline Elaboration Summarization Play  Biography Friendly Letter  Addressing an envelope Taking Notes  Outlining  Making Generalizations Identify Genre  Using the Internet Fantasy/Reality Plot Diagrams Cause and Effect Story Outcomes Bibliography  **Other**  **MCAS and MEPA Practice** | MCAS tests  MCAS Prep Materials  Aim Higher MCAS Level H | Previous MCAS Tests  Reading  selections Writing  Prompts Open Response  Webbing  Plot Diagram Poem  I AM  Creative 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* Acronyms  Idioms continued  **Grammar**  Past and Future Perfect Gerunds  Use of infinitives Active/Passive Voice Interjections  **Listening/Speaking**  Paraphrase ideas and thought s 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  **Reading/Writing** 5 paragraph essay Persuasive Essay | | | *High Point* B Units 17 - 20  *Scope Anthology*  Short stories MCAS Prep materials  Aim Higher MCAS Level H  In the Theme Library Selections Online materials  Graphic Organizers  Grade Level Novels, Biography, Autobiography and Memoir:  Malcolm X Suggested Novels:  Call It Courage The Outsiders Maniac Magee  Teacher created materials | | *High Point* B Selection and Unit Tests  Persuasive Essay Journal writing Readers’ response Book Projects Teacher created tests  Response to a writing prompt (5 paragraphs)  Plot diagrams Previous MCAS Tests  Reading selections  Writing Prompts Open Response  Business Letter Writing a Review  Personal 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 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  **Other**  **MCAS and MEPA Practice** | MCAS tests  MCAS Prep Materials  Aim Higher MCAS Level H | Autobiography  ***Quarter 4 Transitioning Level Assessment*** |