

# Lawrence High School

## ESL I

### **Organization:**

The purpose of this document is to offer instructional guidelines and a scope and sequence for teaching English as a Second Language (ESL) courses. While the Massachusetts English Language Arts Curriculum Frameworks serve as the foundational document, we have also included curriculum objectives that aim to develop English communicative competency for social and instructional language (ELD Standard 1 WIDA), academic language and skills necessary for successful achievement in grade level content area instruction (WIDA ELD Standards 2-5). The curriculum documents are organized into six to eight units of study, with dates provided to guide the pacing of the unit. The intention of the document is not to dictate all that teachers teach, or how teachers teach. It is the expectation that teachers will adhere to the minimum requirements for the sake of consistency and cohesion in the delivery of the MA ELA Standards, but that they will also feel free to use the documents as the starting point for their own unit and lesson development. Teachers are further encouraged to tailor the units and themes to the specific needs of their students and theme of their school.

## Instructional Principles

Because English language learners need to be successful in school, and ultimately in the world outside of school, they must be able to use English to accomplish their personal, social, academic, and career goals with the same proficiency as their native English speaking peers. English as a Second Language (ESL) instruction is designed to help students acquire the language necessary to meet those goals. Comprehensive ESL instruction addresses these needs by providing classroom activities in which students learn to use and understand English in a wide variety of academic and social settings.

The content of ESL instruction is the English language. ESL is direct, explicit instruction about the English language that provides a systematic and developmentally appropriate approach to teaching the major language modes of listening, speaking, reading and writing. Instruction in an ESL class provides opportunities for learners to acquire the language necessary to communicate in both social and academic settings. In addition, ESL instruction focuses as well on the cultural aspects and pragmatics of learning the language of their adopted country while building on the cultural background and prior knowledge of the students.

English as a Second Language courses are designed to help students whose first language is not English to acquire native-like levels of proficiency in both social and academic English. This proficiency is acquired through a systematic and developmentally appropriate approach to teaching the major language modes of listening, speaking, reading and writing. ESL instruction involves explicit teaching of social and academic English through ESL techniques. In addition, ESL instruction gives learners the tools to apply their newly acquired language in a culturally appropriate way. Because English language learners need to be successful in school, and ultimately in the world outside school, they must be able to use English to accomplish their personal, social, academic, and career goals with the same proficiency as their native English speaking peers. Comprehensive ESL instruction addresses these needs by providing classroom activities in which students learn to use and understand English in a wide variety of academic and social settings.

The ESL curriculum assumes curriculum features will be implemented in formal ESL instruction based on several principles.

- A. Classroom instruction should integrate effective ESL instructional approaches such as: Language Experience Approach, Cognitive Academic Language Learning Approach (CALLA), Content-Based ESL, Cooperative Learning, Language Across the Curriculum, and Integrated Thematic Instruction. These methods reflect valid theoretical assumptions of how ELLs acquire and learn a second language. They are also appropriate teaching strategies for assisting or accelerating the language learning process.
- B. The curriculum assumes that all lessons and units follow the “gradual release of responsibility” model i.e. “I do. We do. You do.”(introducing, developing, practicing and applying linguistic features, communication strategies and language skills.) Thus, classroom activities will continuously review and use linguistic forms and language skills in new topics and new language experiences.

- C. Language is best learned through interaction in meaningful contexts and intellectually challenging activities. Lessons should integrate appropriate grade-level content area topics and themes. Emphasis upon the learning of grammatical rules, the overcorrection of linguistic errors, and drilling of linguistic patterns to develop automatic responses are not effective in accelerating communicative competence or academic cognitive competence. (Brown, 2007)
- D. Focus on understanding and using grammatical rules accurately should be taught within the context of teaching writing, where students have the time to monitor and correct their output.
- E. The curriculum assumes that features from the four language domains are clustered naturally and appropriately. The aim is to introduce and develop language forms and skills in a manner that duplicates, as closely as possible, the natural language experience of the social and academic setting. Recommended thematic strands are included in each proficiency level. (Gottlieb and Hamayan, 2007)
- F. All lessons, or review lessons are introduced with reading comprehension, listening, and speaking activities. Instruction must be consistent, well organized, well planned, and appropriate to the proficiency level and age of the students.
- G. Lessons should take into consideration the cultural background and prior knowledge of the students. Lessons that link students' prior learning and experiences provide scaffolding for learning new material and concepts. (Escamilla and Hopewell, 2010; Goldenberg and Coleman, 2010)
- H. Teachers use a wide-range of visual materials, supplementary materials, and hands-on activities to reinforce reading comprehension, listening, and speaking skill development.
- I. Students are introduced to a variety of teaching styles and instructional media and technology. Paper and pencil activities should not be the only method of learning.
- J. Assessment of language development should be an ongoing process that informs instruction and addresses the linguistic needs of the students. Teachers should use a variety of informal and formal assessments to gauge and document the progress of students.

<p><b>Welcome Unit</b></p>	<p><b>August 21 – October 25 (Term 1 Ends October 25)</b>  <b>Welcome Unit</b></p>
<p><b>Essential Questions:</b></p>	<p><b>How do I find my way around school?</b>  <b>How are US schools different from schools in my home country?</b>  <b>How do I get to know people?</b></p>
<p><b>MA ELA Standards</b></p>	<p><b>SL1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts</i>.</p> <p><b>SL4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically.</p> <p><b>SL6:</b> Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.</p> <p><b>SL5:</b> Make strategic use of digital media (e.g., textual, graphical) in presentations to enhance understanding of findings.</p> <p><b>L4 c:</b> Consult general and specialized reference materials ( e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p><b>L6:</b> Acquire and use accurately general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>W2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information.</p>

<b>Concepts and Skills</b>	<b>Topics</b>	<b>Skills/Language Functions</b>	<b>Grammar</b>	<b>Cultural Connections</b>
	First Day of School Classroom language Numerals Days of the week, months of year Reading maps Personal information Places in the community	Asking for and giving directions Greetings and Introductions Saying where you are from Describing and asking for objects Asking for and giving personal information Expressing likes and dislikes  <b>Reading</b> Dictionary Skills The Alphabet Phonics Skills  <b>Writing</b> Writing the alphabet and names	Possessive adjectives Simple present tense “to be” Imperatives (giving directions)	Countries and nationalities Feelings for homeland School culture and expectations US Holidays

<b>Content Objectives</b>	<p><b>Students will:</b></p> <p>Recognize the correspondence between phonemes and graphemes and arrange words in alphabetical order</p> <p>Distinguish between vowels and consonants and identify them in various words</p> <p>Differentiate between country names and nationalities and apply to one's background</p> <p>Recognize ordinal and cardinal numerals and analyze their morphological structure by identifying spelling patterns</p> <p>Compare and contrast word order in target language and native language and apply word order knowledge to one's writing</p> <p>Recognize affirmative, negative, and interrogative forms and develop complete sentences for a variety of purposes</p> <p>Identify colors, geometric shapes, and sizes</p> <p>Follow one-, two-, and three-step directions</p> <p>Recognize days of the week and months of the year</p> <p>Read and use a map to answer directional questions</p> <p>Write about favorite food, music, and sports</p>
<b>Assessments/ Products</b>	<p><b><u>Speaking and Listening</u></b></p> <p><b>Personal Website</b></p> <p><i>Prompt: Create a website about your favorite things. Present it to class.</i></p> <p><b><u>Writing</u></b></p> <p><b>Map Project</b></p> <p><i>Prompt: Draw a map of your community. Label important places on your map. Write and orally explain directions from your house to school.</i></p> <p><b><u>Reading</u></b></p> <p><b>Research Project</b></p> <p><i>Prompt: Research the pictures of the flags for 3 different countries. Find out what the symbols on the flags represent. Share that information with your classmates.</i></p>

<b>Texts</b>	<p><b>Web Article</b> <i>A Famous House</i>-Milestones, p. 40</p> <p><b>Informational Text:</b> <i>Color Facts</i>-Milestones, p. 52</p> <p><b>Poem</b> <i>Lost</i>-by Jennifer Meldrum</p> <p><b>Supplementary Materials</b> <i>Heinle Phonics Intervention Program</i></p>

<p><b>Unit 1</b></p>	<p><b>October 25 – November 30</b>  <b>About Me</b></p>
<p><b>Essential Questions:</b></p>	<p><b>Who am I?</b>  <b>What makes us the same?</b>  <b>What makes us different?</b></p>
<p><b>MA ELA Standards</b></p>	<p><b>SL1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts.</p> <p><b>SL4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically.</p> <p><b>SL6:</b> Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.</p> <p><b>SL5:</b> Make strategic use of digital media (e.g., textual, graphical) in presentations to enhance understanding of findings.</p> <p><b>L4 c:</b> Consult general and specialized reference materials ( e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p><b>L6:</b> Acquire and use accurately general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>W2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information.</p>

<b>Concepts and Skills</b>	<b>Topics</b>	<b>Skills/ Language Functions</b>	<b>Grammar</b>	<b>Cultural Connections</b>
	Reading a class schedule School events Graphs and Charts Word Problems	Asking to Borrow Things Welcoming a new student Talking about school events using a calendar <b>Reading</b> Text Purpose Scanning for Information Imagery <b>Writing</b> Informal Letter Filling out an emergency form Invitations and thank-you notes	Possessive adjectives The verb “be” Nouns and subject pronouns Simple present tense – third person singular	American school events School roles and responsibilities School participation Writing an invitation Writing a thank-you note
<b>Content Objectives</b>	<b>Students will:</b> Recognize ordinal and cardinal numbers and analyze their morphological structure by identifying spelling patterns Identify possessive adjectives and explain their usage Analyze simple present tense verbs and differentiate between affirmative, negative, and interrogative forms Recognize and identify subject pronouns Read a schedule for specific information Analyze a text and identify text purpose Scan a text for information Identify imagery elements Analyze graphs and charts and explain the information depicted Read and analyze an emergency form Create a word problem based on a real-life situation			

	<p>Write an informal letter describing a school event</p>
<p><b>Assessments/ Products</b></p>	<p><b><u>Speaking and Listening</u></b>  <b>Describe an Event</b>  <i>Prompt: Describe an activity you do often. Describe a hobby, a sporting event, or something you do. Describe the activity in order. Tell what happens first, second, third, etc.</i></p> <p><b><u>Writing</u></b>  <b>Informal Letter</b>  <i>Prompt: Write a letter to a friend. Tell your friend about your school, your teacher, and your friends. Use the verb be, subject pronouns, and possessive adjectives correctly. Use adjectives to describe people and things.</i></p> <p><b>Word Problem</b>  <i>Prompt: Write and solve a word problem for each: add, subtract, multiply, and divide. Follow the steps in solving a word problem in the correct order. Use appropriate math vocabulary in each problem.</i></p> <p><b><u>Reading</u></b>  <b>Bar Graphs and Charts</b>  <i>Read and analyze bar graphs and charts provided by the teacher.</i></p>
<p><b>Texts</b></p>	<p><b>Informal Letter</b>  <i>A Letter to a Friend-Milestones, p. 115</i></p> <p><b>Informational Text</b>  <i>How to Solve a Word Problem-Milestones, p. 133</i></p> <p><b>Milestone Library</b>  <i>The Cave-by Rob Waring and Maurice Jamall</i>  <i>Goodbye, Hello! by Rob Waring and Maurice Jamall</i>  <i>Where's Lorena? by Rob Waring and Maurice Jamall</i></p>

<b>Unit 2</b>	<p><b>November 30 – December 20</b></p> <p><b>Relationships</b></p>
<b>Essential Questions:</b>	<p><b>What makes a family?</b></p> <p><b>Who are the important people in my life?</b></p> <p><b>How do you maintain relationships?</b></p>
<b>MA ELA Standards</b>	<p><b>SL1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts</i>.</p> <p><b>SL4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically.</p> <p><b>SL6:</b> Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.</p> <p><b>L4 c:</b> Consult general and specialized reference materials ( e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p><b>L6:</b> Acquire and use accurately general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p><b>W6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information.</p>

<b>Concepts and Skills</b>	<b>Topics</b>	<b>Skills/Language Functions</b>	<b>Grammar</b>	<b>Cultural Connections</b>
	Everyday and home activities Family structure Telling time Figurative language in poetry	Describing people’s appearance Identifying people by their appearance Asking about daily routines Asking about tasks Explaining diagrams <b>Reading</b> Compare and contrast Reading informational text Understanding author’s message <b>Writing</b> Personal narrative Descriptive paragraphs Informational paragraph	Past tense verbs – ed endings Pronunciation of –ed ending of simple past tense Past tense verb – to be Irregular past tense verbs Questions and short answers; simple present and simple past Positive and negative statements Positive and negative questions	Family roles and responsibilities Family expectations Gender roles Changes in dress in new culture Cultural norms regarding punctuality and responsibility

<p><b>Content Objectives</b></p>	<p><b>Students will:</b>          Identify appearance characteristics (i.e. hair color, eye color, hair length, glasses, etc.)          Identify simple past tense regular verbs and their corresponding spelling and pronunciation rules          Identify common roots for regular past tense verbs          Write affirmative, negative, interrogative statements          Recognize initial blends and identify them in various words          Identify common irregular past tense verbs and some common rules for irregular past tense verbs          Compare and contrast family vocabulary in target language and native language          Determine the author’s message in various text types (i.e. poetry, short stories, informational text)          Recognize repetition and alliteration in a text          Identify and name common homophones          Identify common everyday activities and write about them          Read a clock and write the time in both numerals and words          Write yes/no questions and yes/no short answers          Read a text and use context clues to determine meaning of unfamiliar words</p>
<p><b>Assessments/ Products</b></p>	<p><b><u>Listening and Speaking</u></b>  <b>Presentation</b>  <i>Prompt: Give an informational presentation about a topic that interests you. Research topic online and use an article for information (i.e. Time for Kids, National Geographic Kids, Ranger Rick). Brainstorm, organize ideas, use note cards for you presentation, and present to the class. Evaluate your own presentation using a checklist.</i></p> <p><b><u>Writing</u></b>  <b>Narrative Paragraph</b>  <i>Prompt: Think about what you did last weekend. Write a paragraph about what happened. Use past tense verbs in the paragraph.</i></p> <p><b>Descriptive Paragraph</b>  <i>Prompt: Write a paragraph to describe your best friend when you were a young child.</i></p> <p><i>Prompt: Create an illustrated poster depicting a food chain. Write a paragraph describing the relationships between the elements of in your food chain.</i></p>

	<p><b>Reading</b>  <b>Reading Comprehension</b>  <i>Prompt: Read Milestones book of your choice and answer comprehension questions based on the text.</i></p>
<b>Texts</b>	<p><b>Milestones-</b>          What Is a Family?          Our Grandmother          What Is a Food Chain?          Family Pictures  <b>Supplementary Texts-</b>          Current newspaper articles          Milestones Intro Reading Library:  <i>Think Daniela!</i> By Rob Waring and Maurice Jamall  <i>The Tickets</i> By Rob Waring and Maurice Jamall  <i>Sk8 for Jake</i> By Rob Waring and Maurice Jamall</p>

<b>Unit 3</b>	<b>January 6 –February 27</b> <b>Weather and Activities</b>
<b>Essential Questions:</b>	<b>How does weather influence our moods?</b> <b>What makes an activity interesting?</b> <b>How does weather influence culture?</b> <b>How has the weather changed your activities since coming to the US?</b>
<b>MA ELA Standards</b>	<p><b>SL1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts</i>.</p> <p><b>SL4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically.</p> <p><b>SL6:</b> Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.</p> <p><b>SL5:</b> Make strategic use of digital media (e.g., textual, graphical) in presentations to enhance understanding of findings.</p> <p><b>RI2:</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RI3:</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RI2:</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RI5:</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>L4 c:</b> Consult general and specialized reference materials ( e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p><b>L6:</b> Acquire and use accurately general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>W2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the</p>

	<p>effective selection, organization, and analysis of content.</p> <p><b>W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p><b>W6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information.</p> <p><b>W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			
<p><b>Concepts and Skills</b></p>	<p><b>Topics</b></p> <p>Weather Weather Report After-school Activities</p>	<p><b>Skills/Language Functions</b></p> <p>Talking about after-school activities</p> <p>Talking about the weather</p> <p>Describing the weather</p> <p>Retelling a story in sequence</p> <p>Giving reminders</p> <p><b>Reading</b></p> <p>Analyze elements of short story – characters, plot, settings</p> <p><b>Writing</b></p> <p>Narrative</p>	<p><b>Grammar</b></p> <p>Present Continuous Tense Imperatives Object Pronouns Frequency adverbs Prefixes – <i>un, dis, non, im</i></p>	<p><b>Cultural Connections</b></p> <p>Impact of weather on culture and day-to-day activities</p> <p>Role of extracurricular activities</p> <p>Safety behavior during different seasons</p> <p>Appropriate clothing for weather</p>

<p><b>Content Objectives</b></p>	<p><b>Students will:</b>            Create dialogues about the weather            Identify sequence in a short story and retell the story in sequence            Determine the main idea and identify details in a short story.            Explain why a short story is a narrative and identify features of a narrative: characters, setting, and plot            Write a narrative            Determine the main idea and identify details in an informational text            Give a weather report            Analyze present continuous verbs and explain the –ing spelling rules            Distinguish between subject pronouns and object pronouns and explain the differences between them            Analyze imperatives and identify imperatives in a text</p>			
<p><b>Assessments/ Products</b></p>	<p><b><u>Speaking and Listening</u></b>  <b>Weather Report</b>  <i>Prompt: Create a weather report with your partner. Draw a map of the United States and decide what the weather is like in other cities. Present your weather report to the class.</i></p> <p><b><u>Writing</u></b>  <b>Narrative</b>  <i>Prompt: Write a narrative about an after-school activity. Use the simple present tense, present continuous tense, and sequence words. Make sure your narrative has a beginning, middle, and an end.</i></p> <p><b><u>Reading</u></b>  <b>Main Idea and Details</b>  <i>Prompt: Identify the main idea and the details in Rain, Rain, Rain and Weather and Climate. Support your answers with evidence from text.</i></p>			

<b>Texts</b>	<p><b>Short Story:</b> <i>Rain, Rain, Rain</i>-by Rob Waring and Maurice Jamal</p> <p><b>Informational Text:</b> <i>Weather and Climate</i>-Milestones, pp.237-239</p> <p><b>Extended works of literature</b> <i>Milestones Reading Library</i></p>
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<b>Unit 4</b>	<b>February 27-March 25</b> <b>At Home</b>
<b>Essential Questions:</b>	<b>What things make a place a home?</b> <b>What is important in a home?</b> <b>What is important to me at my home?</b>
<b>MA ELA Standards</b>	<p><b>RL2:</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL&amp;RI4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</p> <p><b>SL1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> building on others’ ideas.</p> <p><b>SL4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.</p> <p><b>W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p>

<b>Concepts and Skills</b>	<b>Topic</b>  Home vocabulary  Literary Genre: <i>Myths</i>	<b>Skills/Language Functions</b>  Describing rooms in your home  <b>Reading</b>  Identify cause and effect  <b>Writing</b>  Note taking and using a graphic organizer	<b>Grammar</b>  Plural nouns  Irregular plural nouns Count and non-count nouns  Articles  Suffixes  Homophones	<b>Cultural Connections</b>  Traditional stories and forms of storytelling  Different types of housing  Relationship between climate and types of buildings  Symbols of the US
<b>Content Objectives</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify and describe rooms found in a home</li> <li>Identify and categorize furniture found in a home</li> <li>Recognize regular plural nouns and apply the rules to make the noun plural</li> <li>Distinguish the difference between regular and irregular plural nouns</li> <li>Determine the rules for deciding which article to use depending on the situation (i.e. a, an, some, any).</li> <li>Distinguish between the silent e phoneme and non-silent e phoneme.</li> <li>Distinguish between the oo digraph and the u digraph</li> <li>Use the suffixes -er, -or, -ist and determine how they change the meaning of a word</li> <li>Determine the cause and effect in a text</li> <li>Determine problems and solutions from a text and independently create a list of problems and solutions from their own experiences.</li> <li>Distinguish between the homophones two, to, and too</li> <li>Evaluate healthy and unhealthy choices of food and drink</li> <li>Describe favorite meals with food and drink vocabulary</li> <li>Distinguish between count and non-count nouns and determine their appropriate usages</li> <li>Determine appropriate comma use</li> <li>Identify words with the long a sound</li> <li>Read an expository text and extract information from the text</li> </ul>			

	<p>Recognize common symbols and their meanings</p> <p>Take notes and use a graphic organizer to organize notes</p> <p>Recognize symbols of the United States</p>
<p><b>Assessments/ Products</b></p>	<p><b><u>Listening and Speaking</u></b>  <b>Myth Presentation</b>  <i>Prompt: Given an oral presentation of a myth. Describe the characters and the plot of the myth. Evaluate your speaking skills using a checklist.</i></p> <p><b><u>Writing</u></b>  <b>Descriptive Writing</b>  <i>Prompt: Create a real estate ad describing your dream home. Illustrate and write a descriptive paragraph.</i></p> <p><b>Short Story</b>  <i>Prompt: Write an alternative ending to “The Story of Arachne” by developing a new solution to the problem. Determine a message they want their audience to receive.</i></p> <p><b><u>Reading</u></b>  <b>Reading Comprehension</b>  <i>Prompt: Read “The Story of Arachne” and answer comprehension questions based on text.</i></p>
<p><b>Texts</b></p>	<p><b>Milestones-</b>          The Story of Arachne          Symbols of the United States          Thanksgiving          Mount Rushmore</p> <p><b>Supplementary Texts-</b>          Current newspaper articles          Milestones Intro Reading Library:  <i>Old Boat, New Boat</i> By Rob Waring and Maurice Jamall  <i>Who’s Best?</i> By Rob Waring and Maurice Jamall  <i>The Shipwreck</i> By Rob Waring and Maurice Jamall</p>

<b>Unit 5</b>	<b>March 25-April 25</b> <b>Important People</b>
<b>Essential Questions:</b>	<b>What are the qualities of hero?</b> <b>Is it circumstance or personal character that makes a hero?</b> <b>Who do you consider to be a hero?</b>
<b>MA ELA Standards</b>	<p><b>SL1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.</p> <p><b>SL4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically.</p> <p><b>SL6:</b> Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.</p> <p><b>SL5:</b> Make strategic use of digital media (e.g., textual, graphical) in presentations to enhance understanding of findings.</p> <p><b>RL2:</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL3:</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RI2:</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RI5:</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>L6:</b> Acquire and use accurately general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>W2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>

**W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

**W6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information.

**RL2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**W2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<b>Concepts and Skills</b>	<b>Topic</b>	<b>Skills/Language Functions</b>	<b>Grammar</b>	<b>Cultural Connections</b>
	<p>Occupations</p> <p>Tools and equipment</p> <p>Figurative language</p>	<p>Talking about occupations and workplaces</p> <p>Describing people at work</p> <p>Retelling details about person’s life</p> <p>Giving advice</p> <p>Talking about abilities</p> <p><b>Reading</b></p> <p>Elements of a play – dialogue, characters, stage directions, scene, narrator</p> <p>Identify and Similes and metaphors in text</p> <p>Understand purpose of similes and metaphors</p> <p><b>Writing</b></p> <p>Autobiography</p> <p>Biography</p>	<p>Modals: Can, could, should, would, may</p> <p>Adjectives</p> <p>Adverbs</p>	<p>Native American contributions</p> <p>Civil Rights Movement</p>
<b>Content Objectives</b>	<p><b>Students will:</b></p> <p>Match occupations with workplaces</p> <p>Distinguish between adjectives and adverbs and identify them in a text</p> <p>Transform adjectives into adverbs following the –ly rules</p> <p>Identify features of a play: characters, setting, plot, scenes, lines, stage directions, narrator, and audience</p> <p>Identify similes and metaphors in the play</p> <p>Identify features of a biography: events, actions, dates, and sequence</p>			

	<p>Summarize a text</p> <p>Write an autobiography</p> <p>Differentiate between the modal verbs <i>can</i> and <i>should</i></p>
<p><b>Assessments/ Products</b></p>	<p><b><u>Listening and Speaking-</u></b></p> <p><b>Memorize and recite a poem (original or otherwise)</b></p> <p><i>Give a dramatic interpretation of a poem. Choose a poem about an important person. Practice and present your reading to a group.</i></p> <p><b>Perform a Play</b></p> <p><i>Perform the play “Enter Rosa Parks.”</i></p> <p><b><u>Writing</u></b></p> <p><b>Summary</b></p> <p><i>Prompt: Write a summary of the biography “Sequoyah: Father of the Written Cherokee Language.” Make sure it has a beginning, a middle, and an end.</i></p> <p><b>Informational Text</b></p> <p><i>Prompt: Write an informational text about a famous person. Tell why the person is important. Write details about events in the person’s life.</i></p> <p><b><u>Reading</u></b></p> <p><b>Summarize</b></p> <p><i>Summarize “Sequoyah, Father of the Written Cherokee Language.”</i></p>
<p><b>Texts</b></p>	<p><b>Biography:</b></p> <p><i>Sequoyah, Father of the Written Cherokee Language-pp.343-347</i></p> <p><b>Play:</b></p> <p><i>Enter Rosa Parks-by Emily Dendinger</i></p> <p><b>Extended Work of Literature-</b></p> <p><b>Milestones Library</b></p> <p><i>I Always Win!-by Rob Waring and Maurice Jamall</i></p> <p><i>Trouble at the Zoo-by Rob Waring and Maurice Jamall</i></p> <p><i>Quiz Night-by Rob Waring and Maurice Jamall</i></p> <p><i>Helen Keller-by Margaret Davidson, Scholastic Paperbacks, 1989</i></p> <p><i>In Their Own Words Series: Pocahontas-by George Sullivan, Scholastic Reference, 2002</i></p>

<b>Unit 6</b>	<b>April 25-May 16</b> <b>Community</b>
Essential Questions:	<p><b>What makes a community?</b>  <b>What are different types of community?</b>  <b>What does it mean to be a member of a community?</b>  <b>How can I improve my community?</b>  <b>How can I be an active participant in my community?</b>  <b>What do I like about my community?</b></p>
MA ELA Standards	<p><b>RL2:</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL&amp;RI4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</p> <p><b>SL1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues building on others’ ideas.</p> <p><b>SL4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.</p> <p><b>W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p>

<b>Concepts and Skills</b>	<b>Topics</b>	<b>Skills/Language Functions</b>	<b>Grammar</b>	<b>Cultural Connections</b>
	Community Places Chores and errands Famous places and attractions Folktales Fables Morals	Talking about locations around town Giving directions around town Talking about chores and errands Giving reasons <b>Reading</b> Author's Purpose Elements of an informational text Identify personification <b>Writing</b> Outline	Comparative and superlatives adjectives Suffixes – <i>ful, -less, -ion, -ous, -ish, -ness, -able</i> Partitives – <i>some, any</i>	Roles and responsibilities Household chores Folktales and fables around the world Seven Wonders of the World
<b>Content Objectives</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Determine places that are important in the community</li> <li>Recognize and give directions for various locations (i.e. in front of, across from, on, between, beside, on the corner)</li> <li>Give and follow multi-step directions</li> <li>Compare and contrast their current community to that of their native country</li> <li>Use comparative adjectives to create independent sentences</li> <li>Recognize –er rules for comparative adjectives</li> <li>Distinguish between –ful, -less, -able, -ish suffixes and explain how they change root words</li> <li>Distinguish between –ion, -ious, -ness suffixes and explain how they change root words</li> <li>Create a timeline depicting events that have occurred in their lives</li> <li>Identify character traits and motives from a text</li> </ul>			

	<p>Compare and contrast two texts with specific focus on character traits and motives</p> <p>Create an outline to organize ideas</p> <p>Identify chores and errands done in their communities (i.e. returning books, buying stamps, doing laundry, etc.)</p> <p>Recognize famous places and attractions in the United States and around the world</p> <p>Use superlative adjectives to describe familiar people, places, and activities</p> <p>Identify the author’s purpose of a text</p> <p>Identify the author’s intended audience of a text</p> <p>Use an index to find information in a text</p>
<p><b>Assessments/ Products</b></p>	<p><b><u>Listening and Speaking</u></b> <b>Presentation</b> <i>Prompt: Give a dramatic presentation of a story. Chose a story or event that had occurred in the community. Evaluate your speaking skills using a checklist.</i></p> <p><b><u>Writing:</u></b> <b>Personal Narrative</b> <i>Prompt: Write a narrative comparing your life now to five years ago. Use comparative and superlative adjectives</i></p> <p><b>Descriptive Essay</b> <i>Prompt: Write a five-paragraph essay about the best or worst place you have visited</i></p> <p><b><u>Reading:</u></b> <b>Folktale</b> <i>Prompt: Read a folktale and a fable from textbook. Compare and contrast one character from each story.</i></p>
<p><b>Texts</b></p>	<p><b>Milestones</b> Real Brotherly Love The Ant and the Dove The Crow and the Water How Local Government Works The Little Red Hen</p> <p><b>Supplementary Texts-</b> The Mouse and the Lion</p>

	<p>The Trouble with Helping Out Fair Weather If You Traveled on the Underground Railroad The Day It Snowed Tortillas Hoot Milestones Intro Reading Library: <i>Slam Dunk for Mark</i> By Rob Waring and Maurice Jamall <i>Go Jimmy Go!</i> By Rob Waring and Maurice Jamall <i>Singer Wanted</i> By Rob Waring and Maurice Jamall</p>
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<b>Unit 7</b>	<b>May 16-June 17</b> <b>Shopping</b>
<b>Essential Questions:</b>	<b>How does advertisement influence what we buy?</b> <b>Why is it important to have a budget?</b> <b>How much do we have? And how much do we need?</b>
<b>MA ELA Standards</b>	<p><b>SL1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.</p> <p><b>SL4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically.</p> <p><b>SL6:</b> Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.</p> <p><b>SL5:</b> Make strategic use of digital media (e.g., textual, graphical) in presentations to enhance understanding of findings.</p> <p><b>RI5:</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>L6:</b> Acquire and use accurately general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>W2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p><b>W6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information.</p>

<b>Concepts and Skills</b>	<b>Topic</b> Budgeting Advertising Healthy Lifestyles	<b>Skills/Language Function</b>  Talking about shopping  Using shopping questions and answers  <b>Reading</b>  Distinguishing fact from opinion Making and confirming predictions  <b>Writing</b>  Persuasive email  Advertisement  Formal letter	<b>Grammar</b>  Future with <i>will</i> , <i>going to</i>  Questions with <i>will</i>  Transition words and phrases – <i>but</i> , <i>now</i> , <i>for example</i> , <i>as a result</i> , <i>on the other hand</i> , <i>at first</i>	<b>Cultural Connections</b>  Consumerism in America  Health and exercise
<b>Content Objectives</b>	<b>Students will:</b> Distinguish between facts and opinions  Analyze a persuasive text and identify features of a persuasive text: author’s opinion, facts, and instructions  Identify the main opinion in a persuasive text  Recognize key words and identify key words in a text  Identify and analyze future tense verbs with <i>will</i> and <i>be going to</i>  Write a persuasive letter  Analyze an informational text and identify features in an informational text: headings, facts, predictions, and instructions  Make and confirm predictions about a text  Recognize and identify headings and signpost words			

	<p>Explain how headings and signpost words help the reader make predictions</p> <p>Examine and compare sales advertisements</p> <p>Create an advertisement for a product</p>
<p><b>Assessments/ Products</b></p>	<p><b><u>Listening and Speaking</u></b></p> <p><b>Advertisement</b> <i>Prompt: Create an advertisement for a product of your choice. Present it to your class.</i></p> <p><b>Give a Descriptive Presentation</b> <i>Prompt: Imagine you have \$500 to buy things for other people. Make a presentation that describes what gifts you are going to buy.</i></p> <p><b><u>Writing</u></b></p> <p><b>Letter to the Editor</b> <i>Prompt: Write a letter to the editor of “The Daily News.” The editor is the person who wrote “Get Healthy!” Tell the editor your opinion about kids and exercise.</i></p> <p><b>Persuasive E-mail</b> <i>Prompt: Your class is planning a party. Your group is in charge of the decorations. You have a budget of \$25.00 for decorations. Write an e-mail to your group members with suggestions.</i></p> <p><b><u>Reading</u></b></p> <p><b>Facts and Opinions in Advertisement</b> <i>Prompt: Find an interesting advertisement in a newspaper or magazine. Write down the facts and the opinions from the advertisement.</i></p>
<p><b>Texts</b></p>	<p><b>Editorial</b> <i>Get Healthy-Milestones, pp.433-435</i></p> <p><b>Web Article</b> <i>Money Math for kids-Milestones, pp.453-457</i></p> <p><b>Extended Work of Literature</b> <i>Let’s Exercise-by Alice McGinty, Rosen Publishing Group, 1997.</i> <i>Stone Fox-by John Reynolds Gardiner, HarperCollins, 1980</i></p>

