

Lawrence High School

ESL 2

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>Unit 1</p>	<p>August 21 – September 27 Family Connections</p>
<p>Essential Questions:</p>	<p>What is a family? How do families teach us about ourselves? What do parents pass on to their children?</p>
<p>MA ELA Standards</p>	<p>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says.</p> <p>RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative meanings.</p> <p>SL1: 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>SL4: Present information, findings, and supporting evidence clearly, concisely, and logically.</p> <p>SL5: Make strategic use of digital media (e.g., textual, graphical) in presentations to enhance understanding of findings.</p> <p>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</p> <p>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.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L6: Acquire and use accurately general academic and domain-specific words and phrases.</p>

Concepts and Skills	Topics	Skills/Language Functions	Grammar	Cultural Connections
	<p>Family</p> <p>Identity</p>	<p>Drawing conclusions</p> <p>Paraphrasing</p> <p>Reading</p> <p>Identify text structure</p> <p>Roots and affixes</p> <p>Use context to determine meaning of new words</p> <p>Identify characters</p> <p>Identify theme</p> <p>Identify main idea</p> <p>Identify plot</p> <p>Identify sequence of events</p> <p>Writing</p> <p>Write a descriptive paragraph</p>	<p>Distinguishing simple and progressive present tense</p>	<p>Family and Communication</p>
Content Objectives	<p>Students will:</p> <p>Apply visualization as a reading strategy</p> <p>Identify themes in <i>My Korean Name</i>, and explain how the theme is revealed through the literary elements represented in the short story.</p> <p>Explain how the author uses characterization to demonstrate characters' traits and motives</p> <p>Identify elements of an informational text</p> <p>Compare and contrast how two texts can express similar themes and ideas, but in different ways, i.e. through the use of literary elements in unique ways, using a graphic organizer</p>			

	<p>Analyze roots and affixes and explain how they change parts of speech</p> <p>Apply orthographical rules to form plural nouns</p> <p>Paraphrase a short informational text</p> <p>Identify elements of a web site</p> <p>Draw conclusions about events and characters in a story</p> <p>Identify elements of a biography</p> <p>Identify Greek roots in English words.</p> <p>Apply simple present tense and present progressive tense in short writing.</p> <p>Use context clues to determine meaning</p> <p>Apply correct placement of adjectives in a descriptive paragraph.</p>
<p>Assessments/ Products</p>	<p><u>Reading</u> End-of-Unit Reading Assessment Milestones to Achievement Unit 1 reading comprehension assessment</p> <p><u>Writing</u> Routine Writing: Students will write Do Nows, Exit Slips, reading comprehension questions, dictations using target structures, multiple entry vocabulary journals and the Frayer Model.</p> <p>Descriptive Paragraphs: <i>Prompt: Write a paragraph about yourself. Use descriptive words and details to paint a picture of yourself for the reader, using simple present tense.</i></p> <p><i>Prompt: Write a descriptive paragraph about a place you visited recently. Use adjectives and details to help readers imagine it. Use the present progressive tense to talk about what is happening there right now.</i></p> <p><u>Listening</u> Routine Dictations- Students listen and write target vocabulary and sentence structures on a weekly basis.</p>

	<p><u>Speaking</u> Presentation <i>Prompt: Give a response to literature presentation, presenting your ideas about aspects of a reading. Tell about the traits and characteristics of two characters in the unit.</i></p> <p>Essential Questions Analysis Prompt: Participate in small group and whole group discussions on a daily basis to justify your positions in regards to unit’s essential questions. *More specific information regarding Common, district-wide, end-of-term assessments forthcoming.</p>
Texts	<p>Family Connections: My Korean Name (short Story) Homelife in Ancient Greece (informational text) Genes: A Family Inheritance (Informational text: Internet article) Pride of Puerto Rico (biography)</p>

<p>Unit 2</p>	<p>September 30 – November 1 (Term 1 Ends October 25) Discovery</p>
<p>Essential Questions:</p>	<p>How can discoveries teach us about ourselves and the world around us? How do discoveries change us and change our world?</p>
<p>MA ELA Standards</p>	<p>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says.</p> <p>RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative meanings.</p> <p>SL1: 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>.</p> <p>SL4: Present information, findings, and supporting evidence clearly, concisely, and logically.</p> <p>SL5: Make strategic use of digital media (e.g., textual, graphical) in presentations to enhance understanding of findings.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>strengths and limitations of both.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L6: Acquire and use accurately general academic and domain-specific words and phrases.</p>

	<p>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.</p> <p>RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time create such effects as mystery, tension, or surprise.</p> <p>RL7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p>			
<p>Concepts and Skills</p>	<p>Topics</p> <p>Discovery</p> <p>“Eureka” Moments in History</p>	<p>Skills/Language Functions</p> <p>Give synonyms</p> <p>Make predictions</p> <p>Reading</p> <p>Identify Latin root words</p> <p>Recognize sequence words</p> <p>Recognize mood in poetry</p> <p>Use context clues</p> <p>Writing</p> <p>Write a play</p> <p>Write a historical fiction paragraph</p>	<p>Grammar</p> <p>Identify imperative sentences</p> <p>Use subject and object pronouns</p> <p>Identify simple past verbs</p>	<p>Cultural Connections</p> <p>Self-discovery</p>

<p>Content Objectives</p>	<p>Students will: Make predictions as a reading strategy Understand the text genre “play”. Understand the use of dialogue and stage directions. Understand how symbols represent concepts. Enhance reading fluency through Reader’s Theater Recognize common Latin roots of English words. Use subject and object pronouns Make imperative sentences Write a scene from a play Apply correct capitalization in writing. Understand sequence of events. Recognize features of an informational text. Recognize writing style and tone. Determine mood in poetry Use a thesaurus to find synonyms and antonyms Determine form and function of simple past tense Use appropriate end marks in sentences Write a historical fiction paragraph.</p>
<p>Assessments/ Products</p>	<p><u>Reading</u> End-of-Unit Reading Assessment Milestones to Achievement Unit 2 reading comprehension assessment</p> <p>Persuasive Techniques <i>Prompt: Pay attention to advertisements on TV, in newspapers, and in magazines. Take notes on each advertisement. Identify persuasive techniques used in advertisements.</i></p>

	<p><u>Writing</u> Routine Writing: Students will write Do Nows, Exit Slips, reading comprehension questions, dictations using target structures, multiple entry vocabulary journals and the Frayer Model.</p> <p>Creative Writing <i>Prompt: Write a scene from a play.</i></p> <p><i>Prompt: Write a historical fiction paragraph about a famous “eureka” moment in history. Use the simple past tense.</i></p> <p><u>Listening</u> Routine Dictations- Students listen and write target vocabulary and sentence structures on a weekly basis.</p> <p><u>Listening and Speaking</u> <i>Prompt: Deliver a “how-to” presentation to help your classmates discover a new skill.</i></p> <p>Essential Questions Analysis <i>Prompt: Participate in small group and whole group discussions on a daily basis to justify your positions in regards to unit’s essential questions.</i> *More specific information regarding Common, district-wide, end-of-term assessments forthcoming.</p>
Texts	<p>Milestones Level A selections <i>The Strongest One</i> by Joseph Bruchac <i>Circles and Circumference</i> Math text excerpt <i>Eureka!</i> By Richard Platt <i>The First Book</i> by Rita Dove <i>Unfolding Bud</i> by Naoshi Koriyama</p>

Unit 3	November 4 – December 30 Dreams
Essential Questions:	How can dreams lead to new inventions and new ideas? How do dreams help people make changes in their lives and the lives of others?
MA ELA Standards	<p>RI2: 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>RI5: 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>RI6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>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</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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</p> <p>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.</p> <p>W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

	<p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L4: Determine or clarify the meaning of unknown and multiple leaning words and phrases.</p> <p>L6: Acquire and use accurately general academic and domain-specific words and phrases.</p>			
Concepts and Skills	<p>Topics</p> <p>Dreams</p> <p>Aspirations</p> <p>Ideals</p>	<p>Skills/Language Functions</p> <p>Relate text to self</p> <p>Reading</p> <p>Make inferences</p> <p>Use a dictionary</p> <p>Construct compound sentences</p> <p>Compare and Contrast</p> <p>Distinguish fact from opinion</p> <p>Identify multiple meaning words</p> <p>Writing</p> <p>Write a persuasive essay</p>	<p>Grammar</p> <p>Use conjunctions</p> <p>Use modal auxiliary verbs</p> <p>Identify pronoun referents</p>	<p>Cultural Connections</p> <p>Dreams: Then and Now</p>

<p>Content Objectives</p>	<p>Students will: Distinguish homophones and homonyms Analyze pronouns and their referents Perceive relationships between text and personal experience Use evidence to draw inferences Assess appropriate modal forms to express ability, advisability, probability, and necessity Determine fact from opinion Construct a compare and contrast paragraph Use a dictionary to search for definitions and morphological information Use coordinating conjunctions to create compound sentences Distinguish words which are spelled the same but have different meanings Distinguish between commonly confused words</p>			
<p>Assessments/ Products</p>	<p><u>Reading</u> End-of-Unit Reading Assessment Milestones to Achievement Unit 3 reading comprehension assessment</p> <p><u>Writing</u> Routine Writing: Students will write Do Nows, Exit Slips, reading comprehension questions, dictations using target structures, multiple entry vocabulary journals and the Frayer Model.</p> <p>Expository Writing <i>Prompt: Write a compare and contrast paragraph.</i></p> <p>Persuasive Essay <i>Prompt: Nominate a person to honor. Write a persuasive essay, explaining why this person deserves a holiday in his or her name. Use modals in your essay.</i></p> <p><u>Listening</u> Routine Dictations- Students listen and write target vocabulary and sentence structures on a weekly basis.</p>			

	<p><u>Listening and Speaking</u> Presentation <i>Prompt: Deliver an informative presentation about a famous person who made a dream come true.</i></p> <p>Essential Questions Analysis <i>Prompt: Participate in small group and whole group discussions on a daily basis to justify your positions in regards to unit's essential questions.</i> *More specific information regarding Common, district-wide, end-of-term assessments forthcoming.</p>
<p>Texts</p>	<p>Milestones Level A Selections <i>Dragonwings</i> by Laurence Yep <i>Da Vinci's Dream</i> by Nick D'Alto <i>Martin Luther King Jr. Day</i> by Mir Tamim Ansary <i>Dreams</i> by Langston Hughes <i>The Dream on My Wall &</i> <i>The Student Teacher</i> by Jane Medina</p>

Unit 4	January 6 – February 14 (Term 2 Ends January 10) Conflict and Resolution
Essential Questions:	How can people work out conflicts they have with each other? What kinds of things cause conflicts?
MA ELA Standards	<p>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.</p> <p>RL3: 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>RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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</p> <p>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.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>

	<p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L3: Apply knowledge of language to understand how language functions in different contexts.</p> <p>L4: Determine or clarify the meaning of unknown and multiple meaning words and phrases.</p> <p>L6: Acquire and use accurately general academic and domain-specific words and phrases.</p>			
<p>Concepts and Skills</p>	<p>Topics</p> <p>Conflict</p> <p>Resolution</p> <p>Historical fiction</p>	<p>Skills/Language Functions</p> <p>Use idioms</p> <p>Explain figurative language</p> <p>Express cause and effect</p> <p>Reading</p> <p>Identify literary elements: plot, conflict, climax and resolution</p> <p>Recognize point of view</p> <p>Extract information from graphs</p> <p>Identify personification</p> <p>Identify elements of fable</p> <p>Writing</p> <p>Write a research report</p> <p>Construct an outline</p> <p>Write a persuasive article</p>	<p>Grammar</p> <p>Recognize future tense will and be going to</p> <p>Identify adverbs of frequency</p> <p>Use the definite article</p> <p>Use partitives</p>	<p>Cultural Connections</p> <p>Wars</p>

<p>Content Objectives</p>	<p>Students will: Identify cause and effect relationships Analyze features of historical fiction Distinguish elements of story structure: plot, conflict, climax and resolution Understand common idioms Distinguish literal and figurative meaning of words Express future meaning using will and be going to Write sentences using adverbs of frequency Construct an outline of an informational text Recognize elements of a fable, including personification Analyze morphological structure of adjectives with prefixes Understand the use of the definite article Use the partitives some and any in declarative and interrogative sentences Construct similes Read and construct pie charts and bar graphs</p>			
<p>Assessments/Products</p>	<p><u>Reading</u> End-of-Unit Reading Assessment Milestones to Achievement Unit 4 reading comprehension assessment</p> <p><u>Writing</u> Routine Writing: Students will write Do Nows, Exit Slips, reading comprehension questions, dictations using target structures, multiple entry vocabulary journals and the Frayer Model.</p> <p>Persuasive Writing <i>Prompt: Write a newspaper editorial.</i></p>			

	<p>Research Report <i>Prompt: In this unit you learned about conflict and resolution. Write a research report on a war.</i></p> <p><u>Listening</u> Routine Dictations- Students listen and write target vocabulary and sentence structures on a weekly basis.</p> <p><u>Listening and Speaking</u> Response to Literature Presentation <i>Prompt: Analyze a conflict in a piece of literature. Deliver a presentation on this conflict.</i></p> <p>Essential Questions Analysis <i>Prompt: Participate in small group and whole group discussions on a daily basis to justify your positions in regards to unit's essential questions.</i></p> <p>*More specific information regarding Common, district-wide, end-of-term assessments forthcoming. .</p>
<p>Texts</p>	<p>Milestones Level A Selections <i>Suzy and Leah (abridged) by Jane Yolen</i> <i>The Kids' Guide to Working Out Conflict by Naomi Drew</i> <i>Civil War: Background to Conflict Social Studies Text excerpt</i></p>

<p>Unit 5</p>	<p>February 24 – April 11 (Term 3 Ends March 25) Survival</p>
<p>Essential Questions:</p>	<p>What does survival mean? What do people need to survive in dangerous situations? How can big storms be a challenge to survival?</p>
<p>MA ELA Standards</p>	<p>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.</p> <p>MA.8.A: Relate a work of fiction, poetry, or drama to the seminal ideas of its time.</p> <p>RI3: 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>RI2: 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>RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>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.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

	<p>L3: Apply knowledge of language to understand how language functions in different contexts.</p> <p>L4: Determine or clarify the meaning of unknown and multiple leaning words and phrases.</p> <p>L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L6: Acquire and use accurately general academic and domain-specific words and phrases.</p>			
<p>Concepts and Skills</p>	<p>Topics</p> <p>Survival</p> <p>Survival Skills</p>	<p>Skills/Language Functions</p> <p>Give directions</p> <p>Use transition words</p> <p>Reading</p> <p>Identify and analyze headings and subheadings in an informational text</p> <p>Understand shades of meaning in related words</p> <p>Identify main idea and details</p> <p>Identify character traits</p> <p>Recognize setting and mood</p> <p>Identify elements of a graphic novel</p> <p>Recognize chronological order</p> <p>Writing</p> <p>Use commas in a series</p> <p>Create a journal</p>	<p>Grammar</p> <p>Use present and past progressive tenses</p> <p>Form and function of adverbs</p> <p>Identify form and function of present and past progressive verbs</p> <p>Identify form and function of comparative and superlative adjectives</p>	<p>Cultural Connections</p> <p>Survival in a new world</p>

<p>Content Objectives</p>	<p>Students will: Complete a graphic organizer showing chronological order of events from a text. Give examples of elements in a graphic novel Analyze character traits Understand how setting creates conflict Use text features to understand a story Understand mood in a story Create sentences using adverbs Create sentences using present and past progressive tenses Analyze a text for main idea and supporting details Describe shades of meaning in related words Use comparative and superlative adjectives in context Use commas in a series</p>
<p>Assessments/ Products</p>	<p><u>Reading</u> End-of-Unit Reading Assessment Milestones to Achievement Unit 5 reading comprehension assessment</p> <p><u>Writing</u> Routine Writing: Students will write Do Nows, Exit Slips, reading comprehension questions, dictations using target structures, multiple entry vocabulary journals and the Frayer Model.</p> <p>Creative Writing <i>Prompt: Write a survival journal</i></p> <p>Expository Writing: <i>Prompt: Write a How to Pamphlet</i></p> <p><u>Listening</u> Routine Dictations- Students listen and write target vocabulary and sentence structures on a weekly basis.</p> <p><u>Listening and Speaking</u> Presentation <i>Prompt: Deliver a persuasive presentation about the ten most important items needed to survive in the wild..</i></p>

	<p>Essential Questions Analysis <i>Prompt: Participate in small group and whole group discussions on a daily basis to justify your positions in regards to unit's essential questions.</i></p> <p>*More specific information regarding common, district-wide, end-of-term assessments forthcoming</p>
<p>Texts</p>	<p><i>Shackleton and the Lost Antarctic Expedition</i> by Blake A. Hoena <i>Using Math to Survive in the Wild</i> by Hilary Koll, Steve Mills, and Jonny Crockett <i>The Fiercest Storms on Earth</i> Science text excerpt <i>Hurricane Friends</i> by Anilu Bernardo</p>

Unit 6	April 21 – June 17 (Term 4 Ends) Belonging
Essential Questions:	What does it mean to belong? How do immigrants find a sense of belonging in a new country?
MA ELA Standards	<p>RI2: 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>RI5: 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>RI6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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</p> <p>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 and to display information flexibly and dynamically.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L3: Apply knowledge of language to understand how language functions in different contexts.</p>

	<p>L4: Determine or clarify the meaning of unknown and multiple leaning words and phrases.</p> <p>L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L6: Acquire and use accurately general academic and domain-specific words and phrases.</p>			
Concepts and Skills	<p>Topics</p> <p>Belonging</p> <p>Biome</p>	<p>Skills/Language Functions</p> <p>Paraphrase</p> <p>Summarize</p> <p>Retell a story</p> <p>Relate text to self</p> <p>Reading</p> <p>Make inferences</p> <p>Use context clues to gain meaning</p> <p>Identify elements of a novel</p> <p>Identify characteristics a primary source documents</p> <p>Recognize point of view in a narrative</p> <p>Distinguish denotative and connotative meaning</p>	<p>Grammar</p> <p>Identify adverb clauses of time in complex sentences</p> <p>Use present and past perfect tenses</p>	<p>Cultural Connections</p> <p>Belonging</p> <p>My Place in the World</p>

		<p>Writing</p> <p>Write a biography</p> <p>Write a business letters</p>		
<p>Content Objectives</p>	<p>Students will:</p> <p>Make inferences using information from a text and background knowledge</p> <p>Identify text elements in a novel.</p> <p>Recognize first- and third-person narratives</p> <p>Use context clues to determine meaning.</p> <p>Paraphrase informational text</p> <p>Identify elements of informational textbooks</p> <p>Recognize loan words</p> <p>Analyze and apply form and function of present and past perfect tenses</p> <p>Write a formal business letter</p> <p>Summarize an informational text</p> <p>Identify elements of a primary source document</p> <p>Relate one’s own experiences to those of characters in a text</p> <p>Analyze a word’s denotative and connotative meaning</p> <p>Construct complex sentences using time clauses</p> <p>Write a short biography about an immigrant</p> <p>Use direct quotations in writing</p>			

<p>Assessments/ Products</p>	<p><u>Reading</u> End-of-Unit Reading Assessment Milestones to Achievement Unit 6 reading comprehension assessment</p> <p><u>Writing</u> Routine Writing: Students will write Do Nows, Exit Slips, reading comprehension questions, dictations using target structures, multiple entry vocabulary journals and the Frayer Model.</p> <p>Personal Narrative <i>Prompt: Write a personal narrative about a time when you felt you did not belong somewhere</i></p> <p><u>Listening</u> Routine Dictations- Students listen and write target vocabulary and sentence structures on a weekly basis.</p> <p><u>Listening and Speaking</u> Informational Presentation <i>Prompt: Prepare and deliver an informational presentation about a biome.</i></p> <p>Essential Questions Analysis <i>Prompt: Participate in small group and whole group discussions on a daily basis to justify your positions in regards to unit's essential questions.</i></p> <p>End of the Year Assessment</p> <p>*More specific information regarding common, district-wide, end-of-term assessments forthcoming.</p>
<p>Texts</p>	<p>Milestone Level A Selections <i>Bless Me Ultima (excerpt)</i> by Rudolfa Anaya <i>Biomes and Ecosystems</i> Science text Excerpt <i>If Your Name was Changed at Ellis Island</i> by Elen Levine <i>I Was Dreaming to Come to America</i> by Veronica Lawlor <i>Seedfolks</i> by Paul Fleischman</p>

