

Lawrence High School

ESL 3

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 Together as One</p>
<p>Essential Questions:</p>	<p>How can someone or something be part of a group and also be unique or special? What do all people have in common?</p>
<p>MA ELA Standards</p>	<p>WIDA ELD1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>WIDA ELD2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>WIDA ELD4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p> <p>WIDA ELD5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</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, or poetry to the seminal ideas of its time.</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>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or 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, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</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, 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>			
Concepts and Skills	<p>Topic</p> <p>Race</p> <p>Identity</p> <p>Migration</p> <p>Immigration</p>	<p>Skills/Language Functions</p> <p>Explain, Respond, and Identify</p> <p>Sequence of Events</p> <p>Reading</p> <p>Analyze Problem/ Solution</p> <p>Analyze Cause and Effect</p> <p>Understand Theme</p> <p>Main Idea and Details</p> <p>Text Structure</p>	<p>Grammar</p> <p>Subject and Predicate</p> <p>Nouns and Pronouns</p> <p>Syntax</p>	<p>Cultural Connections</p> <p>The Immigration Experience</p> <p>Acculturation</p> <p>Exploring Racial Identity</p>

		<p>Writing Literary Analysis (fiction/short story/fable), Journal Entry Writing, Speech Writing, Narrative Writing</p>		
<p>Content Objectives</p>	<p>Students will: Identify problems and solutions experienced by characters in a story Analyze cause and effect in an informational text Analyze thematic connections between a story and an informational text Identify main idea and supporting details in a story and an informational text Analyze text structure in an informational text Explain events and processes based on a text Identify the sequence of events in a story Identify and analyze nouns and pronouns Distinguish between subject and object pronouns Make inferences about causes and effects of behaviors of characters in a story</p>			
<p>Assessments/ Products</p>	<p>Reading Problem-Solving Think Sheet <i>Prompt: Analyze the reading Half and Half and complete the problem-solving think sheet based on the reading.</i></p> <p>End-of-Unit Reading Assessment <i>Milestones to Achievement Unit 1 reading comprehension assessment</i></p> <p>Writing Routine Writing: <i>Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</i></p> <p>Informational Writing</p>			

	<p><i>Prompt: Write a nonfiction paragraph about one of the senses.</i></p> <p>Narrative Writing <i>Prompt: Write a real life journal entry related to the theme of moving to a new place.</i></p> <p>Listening Routine Dictations- Students listen and write target vocabulary and sentence structures on a weekly basis.</p> <p>Speaking Presentation <i>Prompt: Give a speech to the class and present your position on a topic about which you feel strongly.</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>
Texts	<p>Milestones Level B <i>Together as One- Half and Half (excerpt)</i> by Lensey Namioka <i>The Monarch Migration</i> (Content: Geography/Science) <i>Cells and Organisms</i> (Content: Science) <i>We Are All One</i> by Laurence Yep</p> <p>Milestones Adapted Readers</p> <p>Suggested Supplementary Reading/Materials: Half and Half –Lensey Namioka, Yearling, 2004 An Island Like You: Stories of the Barrio-Judith Ortiz Cofer, Puffin Books, 1995 Cuba 15-Nancy Osa, Delacorte Books for Young Readers, 2005 Seedfolks-Paul Fleischman, HarperTeen, 2004 The Storyteller’s Beads-Jane Kurtz, Harcourt Brace, 1998</p>

<p>Unit 2</p>	<p>September 30 – November 1 (Term 1 Ends October 25) Relationships</p>
<p>Essential Questions:</p>	<p>Why are relationships essential for people? What makes a good relationship? How can you build and sustain good relationships?</p>
<p>MA ELA Standards</p>	<p>WIDA ELD1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>WIDA ELD2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>WIDA ELD3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> <p>WIDA ELD5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</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>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>RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>MA.8.A: Relate a work of fiction, or poetry to the seminal ideas of its time.</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>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says. RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative meanings.</p>

SL1: 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*.

SL4: Present information, findings, and supporting evidence clearly, concisely, and logically.

SL5: Make strategic use of digital media (e.g., textual, graphical) in presentations to enhance understanding of findings.

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.

W9: Draw evidence from literary or informational texts to support analysis, reflection, and research

L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L6: 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.

Concepts and Skills	Topics	Skills/Language Functions	Grammar	Cultural Connections
	<p>The Holocaust</p> <p>Feudalism</p> <p>Ratios in Art</p>	<p>Explain, Respond, and Identify</p> <p>Sequence of Events</p> <p>Summarize</p> <p>Make Inferences</p> <p>Idioms</p> <p>Reading</p> <p>Analyze Problem/ Solution</p> <p>Analyze Cause and Effect</p> <p>Understand Theme</p> <p>Main Idea and Details</p> <p>Text Structure</p> <p>Picture a Setting</p> <p>Writing</p> <p>Literary Analysis (fiction/short story/fable), Journal Entry</p> <p>Writing, Speech Writing, Narrative Writing</p> <p>Writing Personal Narratives</p> <p>Writing Informal Letters</p>	<p>Review of the Simple Tenses</p> <p>Compound Sentences</p> <p>Subject-Verb Agreement</p>	<p>Exploring relationship differences in different places and times</p>

<p>Content Objectives</p>	<p>Students will: Identify and analyze author’s viewpoint Identify problems and solutions experienced by characters in a story Compare and contrast character motivation Analyze thematic connections between a story and an informational text Identify main idea and supporting details in a story and an informational text Explain a procedure using sequence words Write an informal letter Identify the sequence of events in a story Identify and analyze simple present tense verbs and explain spelling rules Evaluate sentences for subject and verb agreement Combine simple sentences to form compound sentences Make inferences about causes and effects of behaviors of characters in a story Identify and analyze idioms Summarize a text</p>
<p>Assessments/ Products</p>	<p>Reading Compare and Contrast Text Structure <i>Prompt: Compare and contrast the text structure of Feudalism: A System for Living and Friends using a graphic organizer.</i></p> <p>End-of-Unit Reading Assessment Administer Milestones to Achievement Unit 2 reading comprehension assessment.</p> <p>Writing Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Informal letter <i>Prompt: Write a letter to a friend about something that happened recently. Tell what happened, how you feel about it, and what you hope is going to happen next. Use correct verb tenses to make your writing clear.</i></p>

	<p>Narrative Writing <i>Prompt: Write an autobiography about your life experiences. Use compound sentences when appropriate. Be sure your subjects agree with your verbs.</i></p> <p>Listening Routine Dictations- Students listen and write target vocabulary and sentence structures on a weekly basis.</p> <p>Speaking Presentations <i>Prompt: Give an oral presentation about an artist such as daVinci or Mondrian. Your purpose is to inform your audience about an interesting artist.</i></p> <p>Group Discussions-Students participate in small group and whole group discussions on a daily basis to justify their positions in regards to unit’s essential questions.</p> <p>Listening and Speaking Talk a Mile-a-Minute <i>Prompt: Play Talk a mile-a-minute to see how well you learned the key vocabulary words. Give clues to help your partner guess five words from the readings. See how many terms your partner guesses in one minute.</i></p> <p>*More specific information regarding Common, district-wide, end-of-term assessments forthcoming.</p>
<p>Texts</p>	<p>Milestones Level B <i>The Diary of Anne Frank (excerpt)</i> Literary Analysis (Play) <i>The Golden Rectangle</i> by Piet Mondrian Informational Text (Math and Art Article) <i>Feudalism: A System for Living</i> Informational Text: Social Studies Textbook <i>Friends</i> by Naomi Shihab Nye Literary Analysis (Novel Excerpt)</p> <p>Milestones Adapted Readers</p> <p>Suggested Supplementary Reading/Materials: The Diary of a Young Girl- Anne Frank, Bantam Books,1993 Habibi – Naomi Shihab Nye, Aladdin Paperbacks, 1999 Old Yeller- Fred Gipson, Perennial, 2001 The View from Saturday-E.L. Koningsburg, Aladdin Paperbacks, 1996 Dance with Me- Barbara Juster Esbensen, Harper Collins, 1995 See list of supplementary titles in the appendix for additional titles.</p>

<p>Unit 3</p>	<p>November 4 – December 30 Justice</p>
<p>Essential Questions:</p>	<p>What is justice? Why do we have rules and laws? How do rules and laws help to create a fair and just society?</p>
<p>MA ELA Standards</p>	<p>WIDA ELD1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>WIDA ELD2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>WIDA ELD4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</p> <p>WIDA ELD5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</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>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>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly.</p>

RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

SL1: 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.

SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.

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.

W9: Draw evidence from literary or informational texts to support analysis, reflection, and research

L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L6: 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>Concepts and Skills</p>	<p>Topics</p> <p>Law</p> <p>Legal System</p> <p>Justice</p>	<p>Skills/ Language Functions</p> <p>Think Aloud</p> <p>Question the Author</p> <p>Paraphrase</p> <p>Writing</p> <p>Writing a Story</p> <p>Writing an Essay</p> <p>Reading</p> <p>Make Predictions</p>	<p>Grammar</p> <p>Review of the Progressive Tense</p> <p>The Perfect Tenses</p> <p>Adjectives</p> <p>Adverbs</p>	<p>Cultural Connections</p> <p>Explore the differences between the US Legal Systems and other societies.</p> <p>Explore the Differences between Legal and Moral Actions</p>
<p>Content Objectives</p>	<p>Students will:</p> <p>Compare and contrast literary elements in a novella and an informational text</p> <p>Identify and analyze simple present tense verbs and explain spelling rules</p> <p>Distinguish between adjectives and adverbs and transform adjectives into adverbs following the -ly rules</p> <p>Make inferences about causes and effects of behaviors of characters in a story</p> <p>Identify and analyze progressive tense verbs and explain spelling rules</p> <p>Differentiate among the perfect tenses</p> <p>Make and confirm predictions based on text</p> <p>Apply the reading strategy of paraphrasing text</p> <p>Analyze and identify elements of an informational text</p>			
<p>Assessments/ Products</p>	<p>Reading</p> <p>End-of-Unit Reading Assessment</p> <p>Administer Milestones to Achievement Unit 3 reading comprehension assessment.</p> <p>Paraphrase</p> <p><i>Prompt: Paraphrase a paragraph from Justice First using a two-column chart.</i></p>			

Writing

Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.

Magazine Article

Prompt: Write a magazine article about a person you know who you believe is a hero for justice. Describe the acts of courage and justice this person has done in his or her everyday life. Analyze and judge the person's life from your point of view. Use examples to support your opinions.

Narrative Writing

Prompt: Write a story about healing to read to a child. It should teach a moral or a lesson. Use the progressive and perfect tenses when appropriate.

Essay Writing

Prompt: Imagine you are an art critic. Write an essay about a piece of art for a museum magazine. As an art critic you will describe, analyze, interpret, and judge a painting from your viewpoint. Use adjectives and adverbs so the readers of the magazine will get a clear idea of your viewpoint.

Listening

Routine Dictations- Students listen and write target vocabulary and sentence structures on a weekly basis.

Speaking**Debates**

Prompt: Take a stand in a debate. Prepare your thoughts and ideas to justify your position centered around the theme of justice.

Group Discussions

Students participate in small group and whole group discussions on a daily basis to justify their positions in regards to unit's essential questions.

Midterm Assessment: Exam – Common ESL 3 Assessment based on skills and concepts learned in units 1-3.

***More specific information regarding common, district-wide, end-of-term assessments forthcoming**

Texts	<p>Milestones Level B <i>The Pearl (excerpt)</i> by John Steinbeck, retold by Sally Stockton <i>Genes & DNA (Content: Science)</i> by Richard Walker <i>Justice First (Content: Social Studies)</i> by R. Anthony Kugler <i>Blowin' in the Wind</i> by Bob Dylan Literary Analysis (Fiction)</p> <p>Milestones Adapted Readers</p> <p>Suggested Supplementary Reading/Materials: The Pearl- John Steineck, Retold by Sally M. Stockton, Black Cat Publishing, 2005 Journey Home-Yoshiko Uchida, Aladdin, 1992 Gandhi-Leonard Everett Fisher, Atheneum, 1995 Left for Dead: A Young Man's Search for Justice for the USS Indianapolis-Pete Nelson, Delacorte, 2002</p> <p>See list of supplementary titles in the appendix for additional titles.</p>
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Unit 4	<p>January 6 – February 14 (Term 2 Ends January 10) Learning from Experience</p>
Essential Questions:	<p>What does it mean to learn from experience? How do people learn from experience? What are different kinds of learning experiences?</p>
MA ELA Standards	<p>WIDA ELD1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>WIDA ELD2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>WIDA ELD3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p>

WIDA ELD5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

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.

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.

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.

W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

W7: Conduct short as well as more sustained research projects to answer a question (including 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 matter under investigation.

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.

RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly.

RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

SL1: 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.

SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.

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

	<p>is most significant for a specific purpose and audience.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or 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, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</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, 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>Concepts and Skills</p>	<p>Topics</p> <p>Cultural Traditions</p> <p>The Age of Discovery</p>	<p>Skills/Language Functions</p> <p>Ask Questions</p> <p>Writing</p> <p>Writing an I-Search Paper</p> <p>Writing a Narrative Account</p> <p>Reading</p> <p>Create Mental Images</p> <p>Visualize Location</p> <p>Visualize Movement</p>	<p>Grammar</p> <p>Frequently Misused Verbs</p> <p>Participles and Participial Phrases</p>	<p>Cultural Connections</p> <p>Cultural Traditions</p>

		Identifying effective sources of information		
Content Objectives	<p>Students will: Write an I-Search paper based on various cultural traditions Compare and contrast traditions of home and other cultures Identify and analyze frequently misused verbs Create mental images of characters and events from a reading Identify and analyze elements of a short story Cite textual evidence to support claims Identify and analyze character traits Identify context clues to determine meanings of new vocabulary words Identify and find effective sources of information Analyze features of an interview Formulate “who, what, where, when, why, how” questions based on text Compare and contrast features of a short story and an interview Interview a classmate about a learning experience Differentiate between participles and participial phrases and explain the differences between them Identify Greek and Latin prefixes Analyze features of a myth</p>			
Assessments/ Products	<p>Reading End-of-Unit Reading Assessment Administer Milestones to Achievement Unit 4 reading comprehension assessment.</p> <p>Analyze Implied Media Messages <i>Prompt: Look at the covers of two different popular magazines. Describe what each cover looks like. What do you notice about the image on each cover? What implied messages do you get from these details? How do implied messages try to convince people to think in a certain way? How does media cause you to focus on certain events and form certain ideas and opinions on issues?</i></p> <p>Writing</p>			

	<p>Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Narrative Account <i>Prompt: Write a narrative account about your first day of school this year. Tell what you saw, what you did, and how you felt. Use participial phrases.</i></p> <p>I-Search Paper <i>Prompt: Research a cultural tradition that interests you and write an I-Search Paper about it. Use correct verbs and verb forms.</i></p> <p>Listening Routine Dictations- Students listen and write target vocabulary and sentence structures on a weekly basis.</p> <p>Speaking Group Discussions-Students participate in small group and whole group discussions on a daily basis to justify their positions in regards to unit’s essential questions.</p> <p>Listening and Speaking Take the Hot Seat <i>Prompt: Put one of the characters you read about in the hot seat. One student will play the part of the character and respond to a series of questions from the hot seat. You will ask the questions.</i></p> <p>Tell a Story About a Journey <i>Prompt: Brainstorm ideas for a story. It can be fictional or based on the real experience of someone you know. Create an outline for narrating your story. Tell your story to the class.</i></p> <p>*More specific information regarding common, district-wide, end-of-term assessments forthcoming.</p>
<p>Texts</p>	<p>Milestones Level B <i>Seventh Grade</i> (excerpt) by Gary Soto <i>Eratosthenes</i> (Content: Mathematics) <i>Magellan’s Remarkable Voyage</i> (Content: Social Studies/Geography) <i>Coyote Flies with the Geese</i> by Jane Louise Curry</p> <p>Milestones Adapted Readers</p> <p>Suggested Supplementary Reading/Materials: <i>Baseball in April and Other Stories</i> - Gary Soto, Harcourt, 2000</p>

	<p>Mythology – Edith Hamilton, Little, Brown and Company, 1942 A Long Way From Chicago-Richard Peck, Puffin Books, 1998 The Ashwater Experiment-Amy Goldman Koss, Dial Books, 1999 Midnight Fox-Betsy Byars, Puffin Books, 1968</p> <p>See list of supplementary titles in the appendix for additional titles.</p>
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Unit 5	<p>February 24 – April 11 (Term 3 Ends March 25) Change</p>
Essential Questions:	<p>To what extent does my culture define my identity? What impact does culture have on one’s identity and actions? What happens when there is a clash between cultural values and principles?</p>
MA ELA Standards	<p>WIDA ELD1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>WIDA ELD2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>WIDA ELD3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> <p>WIDA ELD4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</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>

MA.8.A: Relate a work of fiction, poetry, or drama to the seminal ideas of its time.

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.

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.

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.

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.

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.

RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

SL1: 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 and expressing their own clearly and persuasively.

SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

W2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topics.

	<p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or 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, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</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, 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>			
Concepts and Skills	<p>Topics</p> <p>Author’s Purpose</p> <p>Shopping Patterns</p> <p>Moving</p> <p>Ecological Changes</p>	<p>Skills/Language Skills</p> <p>Synthesize</p> <p>Reading</p> <p>Read Closely</p> <p>Read With a Purpose</p> <p>Read and Reread</p> <p>Writing</p> <p>Writing a Business Letter</p> <p>Writing a Poem</p>	<p>Grammar</p> <p>Prepositions and Prepositional Phrases</p> <p>Infinitives and Prepositional Phrases</p> <p>Independent and Dependent Clauses</p> <p>Adverb Clauses</p>	<p>Cultural Connections</p> <p>The effect of change on people’s everyday lives</p>

<p>Content Objectives</p>	<p>Students will: Read with a purpose to understand the meaning of a text Identify and analyze features of an autobiographical short story Identify and analyze features of an informational text Identify and analyze features of a free verse poem Compare and contrast features of an autobiographical short story and an informational text Recognize personification and identify personification in a text Differentiate between a prepositional phrase and an infinitive Identify independent and dependent clauses Recognize prepositions and prepositional phrases Synthesize information from a reading Write a business letter Write a poem</p>			
<p>Assessments /Products</p>	<p><u>Reading</u> End-of-Unit Reading Assessment Administer Milestones to Achievement Unit 5 reading comprehension assessment.</p> <p>Analyze Product Packaging <i>Prompt: Look at two cereal boxes. Think about the words, images, and design of each box. Which features might attract someone who wants to stay healthy/to have fun? Who is the target audience for each cereal?</i></p> <p><u>Writing</u> Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Business Letter <i>Prompt: Think of a public event you enjoy, such as a school book fair or a community event. Write a business letter to thank those who run the event. Explain why you like it. Suggest an idea to make the event better. Include all six parts of a business letter. Use prepositional phrases and dependent clauses when appropriate.</i></p>			

	<p><i>Prompt: Write a business letter about a defective product.</i></p> <p>Poem <i>Prompt: Think about the idea of change. Write a poem in free verse to tell your classmates how you feel about change. Include at least one dependent clause in your poem.</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> Group Discussions-Students participate in small group and whole group discussions on a daily basis to justify their positions in regards to unit’s essential questions.</p> <p><u>Listening and Speaking</u> Poetry Slam- Students participate in a poetry slam with classmates to show that poetry is an art form, not just words on a page.</p> <p>*More specific information regarding common, district-wide, end-of-term assessments forthcoming.</p>
Texts	<p>Milestones Level B <i>The Circuit</i> (abridged) by Francisco Jimenez <i>Many Changes</i> (Content: Mathematics) <i>Our Changing Earth</i> (Content: Science) <i>Change</i> by Charlotte Zolotow <i>Old Snake</i> by Pat Mora <i>Walking on the Boundaries of Change</i> by Sara Holbrook Literary Analysis (Fiction), Business Letter, Poem</p> <p>Milestones Adapted Readers</p> <p>Suggested Supplementary Reading/Materials: <i>The Circuit</i>-Francisco Jimenez, Houghton Mifflin, 1997 Margaret Bourke- White: <i>Racing With a Dream</i>-Catherine A. Welch, Carolrhoda Books, 1998 No More Dead Dogs-Gordon Korman, Hyperion Books, 2000 Dear Mr. Henshaw-Beverly, Cleary, HarperCollins, 1983 Through My Eyes-Ruby Bridges, Scholastic Press, 1999</p> <p>See list of supplementary titles in the appendix for additional titles.</p>

<p>Unit 6</p>	<p>April 21 – June 17 (Term 4 Ends) Courage</p>
<p>Essential Questions:</p>	<p>What can we learn from the stories of others? How do these stories affect our lives? Why is it important for people and cultures to construct narratives about their experience In the face of adversity what causes some individuals to prevail, while others fail?</p>
<p>MA ELA Standards</p>	<p>WIDA ELD1: English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>WIDA ELD2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>WIDA ELD4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.</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>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>

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.

W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

SL1: 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 and expressing their own clearly and persuasively.

SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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.

W1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Concepts and Skills	Topics Heroes Heroic Traits Courageous Deeds	Skills/Language Functions Think to Connect Make Personal Connections Reading Visualize (Sensory Images) Read Actively Writing Writing a Script Creative Writing	Grammar Present/Future Real Conditionals Present/ Future Unreal Conditionals Adjective Clauses	Cultural Connections Important heroes in one’s culture How does one demonstrate courage in one’s culture?
Content Objectives	Students will: Make personal connections based on text Create sensory images to visualize while reading Identify and analyze features of a novel			

	<p>Analyze and describe the traits of a hero</p> <p>Identify setting and mood in a story</p> <p>Identify and analyze features of a personal narrative</p> <p>Compare and contrast features of a novel and personal narrative</p> <p>Distinguish between adjectives and adjective clauses</p> <p>Identify similes and metaphors in a reading</p> <p>Write a script for a one-act play about showing courage</p> <p>Identify and analyze features of a narrative nonfiction article</p>
<p>Assessments/ Products</p>	<p><u>Reading</u> End-of-Unit Reading Assessment Administer Milestones to Achievement Unit 6 reading comprehension assessment.</p> <p>Analyze Advertising Techniques <i>Prompt: Discuss persuasive techniques with your classmates. How do advertisers try to convince people to buy their products? Observe different kinds of advertisements. Take notes on the persuasive techniques you observe in words, images, layout, and sound.</i></p> <p><u>Writing</u> Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Scene from a Play <i>Prompt: Write the script for a scene in a play. Use adjective clauses and conditional sentences.</i></p> <p>Creative Writing <i>Prompt: Write a narrative from a different point of view.</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> Group Discussions-Students participate in small group and whole group discussions on a daily basis to justify their positions in regards to unit’s essential questions.</p> <p><u>Listening and Speaking</u> <i>Prompt: Discuss two characters you read about in unit 6. Describe the characters’ thoughts, words, and actions. Tell how the characters reflect what courage means to you.</i></p> <p>End of the Year ESL 3 Common Assessment</p> <p>*More specific information regarding common, district-wide, end-of-term assessments forthcoming.</p>
Texts	<p>Milestones Level B <i>What the Moon Saw</i> (excerpt) by Laura Resau <i>The Meaning of Courage</i> (Content: English) by Seth Korti <i>Coaching Brian</i> (Content: Health) by Peter Michelmore <i>Call It Courage</i> (excerpt) by Armstrong Sperry Literary Analysis (Fiction), One Act Play Script, Narrative</p> <p>Milestones Adapted Readers</p> <p>Suggested Supplementary Reading/Materials: What the Moon Saw- Laura Resau, Delacorte Books, 2006 Call It Courage- Armstrong Sperry, Simon and Schuster, 1968 Black Star, Bright Dawn- Scott O’Dell, Fawcett, 1989 Sojourner Truth: Slave, Abolitionist, Fighter for Women’s Rights- Aletha J. Lindstrom, Julian Messner, 1980. Blackwater- Eve Bunting, HarperCollins, 2000</p> <p>See list of supplementary titles in the appendix for additional titles.</p>