

ENGLISH AS A SECOND LANGUAGE (ESL)

A 9-12 Curriculum Guide

**Atlantic City Board of Education
2013-2014**

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A special task force representing the administrators and teachers of the Atlantic City Schools produced this guide. Their names and schools are listed below.

We wish to acknowledge our thanks to all of them for the excellent work they have done in producing a guide that represents the current pedagogy within the teaching of English as a Second Language and the special needs of the teachers and the students in the school system.

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PHILOSOPHY OF THE CURRICULUM

The English as a Second Language curriculum is not a stand-alone document. It is an integrated curriculum that is aligned to prepare English language learners (ELLs) to meet the English language proficiency standards, the common core state standards (CCSS), and the World-Class Instructional Design and Assessment English Language Development (WIDA ELD) standards. In order to accomplish this, the ESL curriculum incorporates the development of language and literacy skills for use across all subject areas. Rigor and relevance is introduced in the form of discourse, technological applications, and sociocultural contexts for language use involving interaction between the student and the language environment.

Although the listening and speaking skills are stressed for students at the lowest levels of English language acquisition, reading and writing should be included from the beginning. Specifically, efforts are made at the start to connect listening and speaking at all levels. These skills should be taught together with reading assignments related to, or coming out of writing tasks whenever possible. ESL writing instruction begins early on to support the development of increased vocabulary and improved thinking skills. The writing is used as concrete evidence of individual achievement, and serves to enrich comprehension of both written and spoken language at all levels.

The instructional model used by sheltered and ESL staff is Sheltered Instruction Observation Protocol (SIOP). This is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

Using instructional strategies connected to each of these components ESL instruction is designed to deliver lessons that address the academic and linguistic needs of ESL students. Differentiation addresses the prominent and competing values of excellence, efficiency, equity, and choice as fluent factors of the curriculum. The operational goal of the grades 9-12 English as a Second Language curriculum is to foster higher levels of cognition and deep subject matter understanding, to assist the transference of learning via differentiated strategies, and to present relevant performance based projects that lead to an authentic engagement in English language usage.

Curricular Assessment

The WIDA standards can be applied to the Common Core State Standards in language arts. They are designed so that students will graduate with a strong methodology for listening, speaking, reading and writing in English as a second language. The English as a second language curriculum also supports and perpetuates a dynamic for English language learners to talk about the cultural, historical, political, and social context of their native countries. Cultural competency and inclusion of the contributions of immigrants enhances the philosophy of the curriculum which rests on a platform of essentialism in keeping with the fundamental approach to teaching a foreign language by listening, speaking, reading and writing English; but it is also progressive enough to encompass a world-view and utilize the students and their families to develop a greater perspective of what it is to be a member of American society. The curriculum remains in need of flow and flex as each new wave of immigrants pass through our doors. Our students must be fully equipped to immerse themselves in American society as a result of their experience in the ESL program at Atlantic City High School. We envision their exit from the program and subsequent graduation as a demonstration of their ability to genuinely participate in conversations that involve the Atlantic City High School experience and society at large. That type of ideology is borne out through classroom activities.

The ESL classroom is special because the cultural capital in the room is so rich. Each student is recognized for who they are which in turn brings about a level of acceptance. Everyone contributes to the difference in the academic environment. The same is true for any situation in which the distinction exists because of the similarity within the group. They all

speak English as a second or other language and their approach to learning is manifested in the output they contribute. Consequently, classroom tasks can flourish if the targeted objective reflects their presence in the classroom as well as the society in which they currently live. In other words, ESL educators should continue to look for opportunities to do things *their* way, not the cut and dried approach of learning to do it *our* way. The National Association of State Boards of Education (2002) offers the following key recommendations for culturally competent schools:

- Use high academic standards as the basis of instruction for all students.
- Adopt a curriculum that fosters cultural competency.
- Demonstrate respect for students’ identities and welcome a diverse community to participate in schools.
- Acknowledge students’ diverse learning styles.
- Ensure qualified personnel for all students.
- Provide extra help for schools and students who need it.

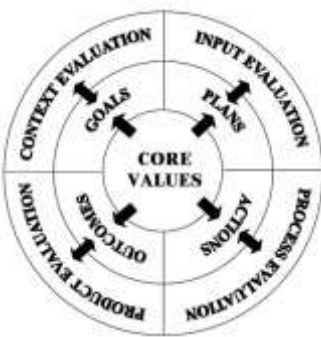
Atlantic City High School follows the protocols for a school that demonstrates cultural competency. The following researched material is offered as a reference for establishing a curriculum that addresses the needs of preparing our ESL students for the demands of 21st century learning. Please see the wiki spaces page and click “pages and files” in order to see the power point presentation regarding types of curriculum models, articles and videos on cultural competence, and frameworks for understanding by design. Ideas for infusing technology into

classes are found in the right margin. Go to:

www.teacheslachs.wikispaces.com A curriculum review for the ESL program at Atlantic City High School includes the following models in an effort to determine a direction in which to proceed.

(See left and following page) One suggestion is for a whole faculty study group (WFSG) that meets regularly throughout the year to determine the curricular needs of our students. This group could

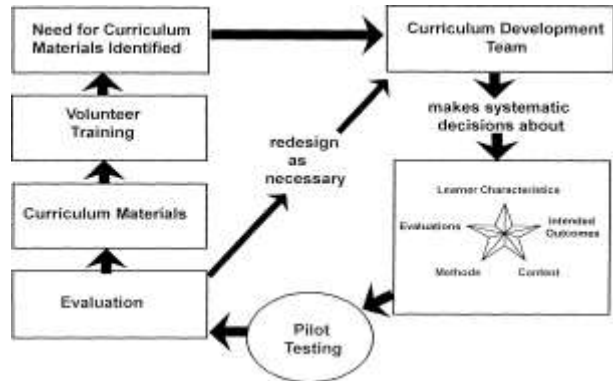
investigate the possibility of incorporating integrative thematic instruction which would enhance the teaching/learning process, through lessons that link the language and serve to increase knowledge of the subjects studied. As the ESL populations are foreign born members of our



society we recognize the importance of expanding their sense of awareness around values that are imbedded in our culture. Furthermore, a shift in the language

arts and literacy standards created an imperative for analytical thinking as well as college and career readiness in all aspects of English language development. Therefore, it is vital to examine our curriculum materials and turn our attention toward preparing the students for reading literary works that encompass every

element of language and literacy (i.e. Listening, speaking, reading, writing, theme, style, rhetoric etc.) Relatable texts that reflect the core values of the group, with the goal of providing a relevant context for learning and understanding have been selected.



As per the English Language Arts (ELA) English Language Learners (ELL) model curriculum recommendations for scaffolding Student Learning Objectives (SLO), instructional input must include plans that include methods used for activating and/or building background knowledge, key vocabulary and critical language structures connected to the actual tasks, and activities that are related to the texts. These points must be emphasized throughout the lesson as instructional input, to evaluate student success.

The ESL department will incorporate diagnostic and benchmark testing in order to view pre-and post-test scores as a means of identifying student strengths and weaknesses. Additional process evaluation includes alternative assessments, which are usually designed by the teacher to gauge students' understanding of material. Examples of these measurements are open-ended questions, written compositions, oral presentations, projects, experiments, and portfolios of student work. Alternative assessments are designed so that the content of the assessment matches the content of the instruction. Process evaluation will also include authentic assessment practice such as the following: Observation, essays, interviews, performance tasks, exhibitions and demonstrations, portfolios, journals, teacher-created tests, rubrics, self- and peer-evaluations.

Bibliography

Atlantic City English as a Second Language (ESL) 9-12 Curriculum, Atlantic City Schools, Atlantic City, N.J. 2013

www.edutopia.org Edutopia “*What are some types of assessment?*” (SEARCH)

<http://www.state.nj.us/education/sca/> Common Core State Standards (CCSS) / Model Curriculum / Partnership for Assessment of Readiness for College and Careers (PARCC)

<http://www.wida.us/standards/eld>. The English Language Development Standards

Wiggins, Grant and McTighe, Jay, Understanding by Design, Pearson Education, Inc., Upper Saddle river, N.J. 07458, 2006.

THE 9-12 PROGRAM OF STUDY

In grades 9-12, the ESL classes use a variety of texts and technological applications to assist the progression of English language acquisition. Newcomer students use the text **Taking Off** (*McGraw Hill*) as level one learners entering linguistic complexity. ESL I and ESL II students study content and academic language forms and conventions through various publications: ESL One: **Keys to Learning** (*Pearson*) and **Side by Side** (*Pearson*) ESL Two: **Shining Star** (*Pearson*) and **World Literature** (*Globe Fearon*). ESL Three and ESL Four course content parallels mainstream English courses. ESL Three and ESL Four: **English Language Learner Adapted Interactive Readers** (*Holt McDougal*)

All English language learners (ELLs) are introduced to readings that expand and bridge the language through internet (websites) or software programs (Rosetta Stone), reflective thinking practice, poetic, political, and creative inquiry, global awareness, and readings that concern moral and social responsibility.

ACHS ESL Program Course Offerings

LANGUAGE COURSES	
Code	Title
6000	Newcomer ESL
6004	ESL 1
6024	ESL 2
6034	ESL 3
6044	ESL 4
6014	ESL Reading 1
6015	ESL Reading 2
6014S	ESL Reading 3
6001	ESL Enhancement
1800L	ESL HSPAT Skills
1405L	Bilingual Literacy 1
1406L	Bilingual Literacy 2

CONTENT COURSES	
Code	Title
2100S	Sheltered World History
2300S	Sheltered U.S. History 1
2400S	Sheltered U.S. History 2
3200S	Sheltered Intro to Secondary Science
3100S	Sheltered Environmental Science
3201S	Sheltered Biology
4000S	Sheltered Intro to Secondary Math
4100S	Sheltered Algebra 1
4200S	Sheltered Geometry
2100L	Bilingual World History
2300L	Bilingual U.S. History 1
2400L	Bilingual U.S. History 2
3100L	Bilingual Environmental Science
3201L	Bilingual Biology
4100L	Bilingual Algebra 1
4300L	Bilingual Algebra 2
4200L	Bilingual Geometry
5800L	Bilingual Keys to Finance

ACHS ESL Program Course Descriptions (*Language Courses*)

Title	Description
Newcomer ESL	This course is offered to English language learners with limited or no formal schooling in their native language and no experience with English. <i>ESL Newcomer</i> is a three period class.
ESL 1	This course is offered to English language learners with no or very limited experience in English. <i>ESL 1</i> is a double period class. Students are introduced to the necessary skills to achieve academic and social success.
ESL 2	This course places a greater emphasis on those reading and writing skills required for success in content area classes. Students enrolled in <i>ESL 2</i> are typically considered to be low intermediate. This is a double period class.
ESL 3	This course continues to emphasize the requisite skills of the content area classroom. Students enrolled in <i>ESL 3</i> are typically considered to be high intermediate students. This is a single period class.
ESL 4	This course prepares students for exiting the ESL program. <i>ESL 4</i> is typically reserved for sophomore, juniors and seniors. This is a single period class.
ESL Reading 1	This course is offered to <i>ESL 1</i> students whose reading proficiency level is below that of their <i>ESL 1</i> peers.
ESL Reading 2	This course is offered to <i>ESL 2</i> students whose reading proficiency level is below that of their <i>ESL 2</i> peers. This course is a continuation of <i>ESL Reading 1</i> .
ESL Reading 3	This course is offered to <i>ESL 3</i> students whose reading proficiency level is below that of their <i>ESL 3</i> peers. This course is a continuation of <i>ESL Reading 2</i> .
ESL Enhancement	This course is typically offered to upper level ESL seniors and exited ESL students in need of support in core content area classes. Individual instruction will support the students as they transition to English-only instruction. Emphasis is placed on developing advanced literacy skills.
ESL HSPA Skills	This course is designed to provide ESL juniors with additional preparation for the state mandated HSPA. Utilizing the PLATO math and language arts components, students set individual learning objectives to acquire HSPA proficiencies. Seniors who have not previously registered for <i>ESL HSPA Skills</i> are also eligible to enroll.
Bilingual Literacy 1	This course is offered to Spanish-speaking students with limited formal schooling in their native language. <i>Bilingual Literacy 1</i> provides students with language arts literacy in their native language.
Bilingual Literacy 2	This course is a continuation of <i>Bilingual Literacy 1</i> .

ACHS ESL Program Course Descriptions (*Content Courses*)

	Content Area	Description
SOCIAL STUDIES	<p style="text-align: center;">World History (<i>Sheltered & Bilingual</i>)</p> <p style="text-align: center;">U.S. 1 (<i>Sheltered & Bilingual</i>)</p> <p style="text-align: center;">U.S. 2 (<i>Sheltered & Bilingual</i>)</p>	<p>Students are required to complete three courses in the subject area of history. Typically, incoming freshman enroll in <i>World History</i>. This course is then followed by <i>United States History 1</i> and <i>United States History 2</i>. Generally, Spanish-speaking students registered for Newcomer ESL or ESL One enroll in bilingual history classes.</p>
SCIENCE	<p style="text-align: center;">Sheltered Intro to Secondary Science</p> <p style="text-align: center;">Environmental Science (<i>Sheltered & Bilingual</i>)</p> <p style="text-align: center;">Biology (<i>Sheltered & Bilingual</i>)</p>	<p>Students are required to complete three courses in the subject area of science. <i>Sheltered Intro to Secondary Science</i> provides students with a basic understanding of key scientific principles. <i>Environmental Science</i> prepares students for success in <i>Biology</i> and more advanced science classes. Generally, non-Spanish speaking students registered for Newcomer ESL or ESL One enroll in <i>Sheltered Intro to Secondary Science</i> while Spanish-speaking students registered for Newcomer ESL or ESL One enroll in bilingual science classes.</p>
MATH	<p style="text-align: center;">Sheltered Intro to Secondary Math</p> <p style="text-align: center;">Algebra One (<i>Sheltered & Bilingual</i>)</p> <p style="text-align: center;">Algebra Two (<i>Bilingual</i>)</p> <p style="text-align: center;">Geometry (<i>Sheltered & Bilingual</i>)</p>	<p>Students are required to complete three courses in the subject area of math. <i>Sheltered Intro to Secondary Math</i> provides students with a basic understanding of key terms and concepts necessary to succeed in <i>Algebra One</i>. <i>Geometry</i> is offered to both bilingual and sheltered students while <i>Algebra Two</i> is offered only to those enrolled in the bilingual program.</p>

***Sheltered and bilingual content classes follow the board approved curricula. Instructors utilize the techniques of Sheltered Instruction and are provided assistance from a certified Sheltered Instruction coach.**

ESL

NEWCOMER

ESL NEWCOMER

Curriculum Overview

ESL Newcomer provides the requisite language skills and strategies newly arrived students need to function in society. Basic interpersonal communication skills are emphasized in conjunction with critical academic language proficiencies. Literacy development ranges from phonological awareness and the formation of letters to the tasks of writing and reading both stories and informational texts. Although the initial focus is on the development of key listening and speaking skills, basic reading and writing is included from the beginning.

Critical “survival” vocabulary is emphasized along with the introduction of key academic vocabulary. ESL Newcomer prepares students for the demands of a more rigorous focus on the development of advanced literacy skills required in ESL One. Instruction in grammar and mechanics is a part of all formal written work augmented with teacher chosen lessons. Students utilize the Rosetta Stone interactive language learning software to supplement and reinforce the key concepts and skills acquired throughout the year.

Instructional Materials

Taking Off, McGraw Hill
ACCESS Newcomers, Great Source
Very Easy True Stories, Pearson-Longman
Word by Word Basic, Pearson-Longman
Rosetta Stone Interactive Software



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ESL Newcomer Syllabus

*Preparing students to meet the rigorous demands of college, career, and citizenship through
an analytical, inquiry-based approach.*

E S L Newcomer

“Achieving Maximum Potential as Lifelong Learners”

I. Overview:

ESL Newcomer provides students with the requisite language skills and strategies newly arrived students need to function in society. Basic interpersonal communication skills are emphasized in conjunction with critical cognitive academic language proficiencies. Literacy development ranges from phonological awareness and the formation of letters to the tasks of writing and reading both stories and informational texts. Although the initial focus is on the development of key listening and speaking skills, basic reading and writing is included from the beginning.

Critical “survival” vocabulary is emphasized along with the introduction of key academic vocabulary. ESL Newcomer prepares students for the demands of a more rigorous focus on the development of advanced literacy skills required in ESL One. Instruction in grammar and mechanics is a part of all formal written work augmented with teacher chosen lessons. Students utilize the Rosetta Stone interactive language learning software daily to supplement and reinforce the key concepts and skills acquired throughout the year.

II. Course Aims and Objectives:

Aims

Students will:

- Develop critical thinking skills which enable them to function as lifelong learners.
- Acquire basic literacy in their second language and have the basic understandings needed to apply this knowledge to their lives as citizens.
- Use effective strategies for locating information.
- Initiate and participate effectively in a range of discussions.
- Demonstrate command of the conventions of standard English.
- Gain an understanding of the essential components of American culture.

Specific Learning Objectives:

Students will:

- Read and write alphabet letters
- Say and write numbers 1-100
- Write and read personal information
- Read a map
- Compare and contrast physical characteristics
- Complete an information form
- Read and write about a dream house
- Create a garage sale announcement
- Compare and contrast cardinal and ordinal numbers
- Write and email
- Describe articles of clothing
- Identify American coins and bills
- Write a shopping list
- Compare and contrast food items
- Compare and contrast physical ailments
- Write a health plan
- Read and complete a job application

III. Critical Questions:

- How do various reading strategies assist in comprehension?
- What are the critical components of an essay?
- What strategies can be employed for vocabulary acquisition?
- What are effective techniques to present and evaluate written and oral information?
- What are the key components to be successful academically/socially?

III. Format and Procedures:

Students are expected to:

- Be on time for class
- Be prepared for class with all necessary materials
- Be respectful of others
- Listen attentively
- Complete all assignments on time
- Take responsibility for their learning

IV. Course Requirements:

1. Grading Policy

Class Participation:	40%
Tests:	20%
Quizzes:	15%
Projects:	15%
Homework:	10%

2. Course readings:

Taking Off, McGraw Hill
ACCESS Newcomers, Great Source
Very Easy True Stories, Pearson-Longman
Word by Word Basic, Pearson-Longman
Rosetta Stone Interactive Software

V. Academic Integrity

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work.

During examinations, students must do their own work. Talking or discussion is not permitted during the examinations, nor may students compare papers, copy from others, or collaborate in any way.

ESL NEWCOMER

UNIT ONE

Suggested Timeline: 2-3 weeks

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
RL: 9-10 1, 2, 4 RI: 9-10 1, 2, 4 SLS: 9-10 1-6 LS: 9-10 1-4 WS: 9-10 3-6, 10 WIDA 1, 2 LSRW	Introduce oneself Say and write the alphabet Spell names Identify classroom objects and people Follow classroom directions Read and write classroom directions Say and write numbers 0-10 Read about homework Use contractions Complete an emergency form	OEQ Discussion Oral Reading Homework Test/Quizzes Projects Writing: Alphabet Proper names Emergency form	Meeting new people The alphabet Greetings Countries Classroom language Classroom objects Homework Learning log	address, alphabet, backpack, board, book, chair, check, circle, classroom, close, complete, computer, desk, door, email address fill in, first, go to, homework, I am, It is, last, match, meet, name, nice, notebook, numbers, open, paper, pen phone number, point to, put away, read, spell student, take out, teacher, What is, write, (numbers 1-10)	Microsoft Word -Emergency form Rosetta Stone	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - Autobiography Grammar lessons
Essential Question		What critical vocabulary is necessary to introduce oneself, follow classroom directions and identify key classroom objects?				

ESL NEWCOMER

Suggested Timeline: 2-3 weeks

UNIT TWO

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
<p>RL: 9-10 1, 2, 4</p> <p>RI: 9-10 1, 2, 4</p> <p>SLS: 9-10 1-6</p> <p>LS: 9-10 1-4</p> <p>WS: 9-10 3-6, 10</p> <p>WIDA 1, 2 LSRW</p>	<p>Introduce an individual's country of origin and language</p> <p>Describe an individual's physical appearance</p> <p>Say and write addresses</p> <p>Say and write numbers 11-19</p> <p>Complete an identification form</p> <p>Use the "to be" verb forms</p> <p>Read a map</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Projects</p> <p>Writing:</p> <p>ID form</p> <p>Physical description</p> <p>Biography</p>	<p>Native language</p> <p>Country of origin</p> <p>Marital status</p> <p>Physical appearance</p> <p>Address</p> <p>U.S. map</p> <p>Identification form</p>	<p>address, am, are, average height, Bangladesh, Bengali, black, blond, blue, Brazil, brown, China, Chinese, Colombia, country divorced, eyes, from, glasses, gray, green, hair, has, have, ID form, is, language, married, Mexico, middle initial, Pakistan, Portuguese, red, Russia, short, single, Somali, Somalia, Spanish, speak, tall, The United States, Urdu, Vietnam, Vietnamese, white, widowed, zip code, (numbers 11-19)</p>	<p>Microsoft Word -Biography</p> <p>Rosetta Stone</p>	<p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning</p> <p>Oral reading</p> <p>Writing assignments - Biography</p> <p>Grammar lessons</p> <p>Reading - "The Surprise" (Very Easy True Stories)</p>
<p>Essential Question</p>		<p>What critical vocabulary is necessary to solicit and provide key personal information?</p>				

ESL NEWCOMER**UNIT THREE**

Suggested Timeline: 2-3 weeks

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
RL: 9-10 1, 2, 4 RI: 9-10 1, 2, 4 SLS: 9-10 1-6 LS: 9-10 1-4 WS: 9-10 3-6, 10 WIDA 1, 2 LSRW	Identify and ask/answer questions about family members Write personal descriptions Write personal titles Recognize numbers 20-100 Complete a family form Use possessive adjectives Analyze a family story Write about families	OEQ Discussion Oral Reading Homework Test/Quizzes Projects Writing: Family tree Family form	Relatives Name titles Family tree Ages Family form Children	aunt, brother, children, cousin, daughter, do/don't, family, father, granddaughter, grandfather, grandmother, have, her, his, husband, middle-aged, Miss, mother, Mr., Mrs., Ms., my, old, relative, sister, son, their, uncle, wife, your, (numbers 20-100)	Microsoft Word -Family Tree Rosetta Stone	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - Biography Grammar lessons Reading - "Hiccup! Hiccup!" (Very Easy True Stories)
Essential Question		What critical vocabulary is necessary to talk about families?				

ESL NEWCOMER

Suggested Timeline: 2-3 weeks

UNIT FOUR

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
RL: 9-10 1, 2, 4 RI: 9-10 1, 2, 4 SLS: 9-10 1-6 LS: 9-10 1-4 WS: 9-10 3-6, 10 WIDA 1, 2 LSRW	Identify rooms in a house, furniture and appliances Talk about household needs Talk about activities and places Distinguish numbers Talk about garage sales Compare/contrast singular and plural nouns Read about a home Write about a dream home Create a garage sale flyer Write a note about a housing problem	OEQ Discussion Oral Reading Homework Test/Quizzes Projects Writing: Dream house Garage sale Household problem	Rooms in a house Items in a house Types of houses Household needs Your dream house Garage sales	air conditioner, apartment, backyard, balcony, bathroom, beach, bed, bedroom, bike, building, city, closet, cook, dining room, dream house, dresser, eat, fan, fireplace, floor, furniture, garage, garage sale, house, kitchen, lamp, living room, microwave, need, pan, refrigerator, rented room, rug, sale, shower, sink, sleep, small, sofa, stove, study, suburbs, table, toaster, tub, window	Microsoft Word -My Dream House -Garage Sale flyer Rosetta Stone	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - Persuasive essay Grammar lessons Reading - "Wrong Number" (Very Easy True Stories)
Essential Question		What critical vocabulary is necessary to compare and contrast residences and discuss items in a house?				

ESL NEWCOMER

Suggested Timeline: 2-3 weeks

UNIT FIVE

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
RL: 9-10 1, 2, 4 RI: 9-10 1, 2, 4 SLS: 9-10 1-6 LS: 9-10 1-4 WS: 9-10 3-6, 10 WIDA 1, 2 LSRW	Talk about everyday activities Say the days of the week, months, times and dates Make an appointment Talk about frequency of activities Fill out a medical history form Use the simple present tense Read about birthdays Read an email	OEQ Discussion Oral Reading Homework Test/Quizzes Projects Writing: Picture prompt E-mail	Daily activities Days of the week Months of the year Dates Time Appointments Medical form Birthdays	appointment, birthday, breakfast, brush, call, checkup, cleaning, clock, comb, date of birth, dinner, eat, every day, give, haircut, home, listen, lunch, movie, newspaper, o'clock, often, once a month, once a week, party, people, phone, play, shop, start, study, teeth, time, tune- up, TV, watch, week, work,(days of the week), (months of the year), (ordinal numbers 1-31)	Microsoft Word -picture prompt -e-mail Rosetta Stone	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - email Grammar lessons Reading - "Fufu Returns" (Very Easy True Stories)
Essential Questions		What critical vocabulary is necessary to discuss daily activities?				

ESL NEWCOMER

Suggested Timeline: 2-3 weeks

UNIT SIX

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
RL: 9-10 1, 2, 4 RI: 9-10 1, 2, 4 SLS: 9-10 1-6 LS: 9-10 1-4 WS: 9-10 3-6, 10 WIDA 1, 2 LSRW	Ask for merchandise Ask for help in a store Identify colors Talk about clothing sizes, colors and problems Recognize American money Write checks Use nouns and adjectives Read a catalog and shopping list	OEQ Discussion Oral Reading Homework Test/Quizzes Projects Writing: Check Shopping list Favorite clothes	Clothes Colors Clothing sizes Problems with clothing Money Paying by check	bathing suit, belt, big, black, blouse, blue, brown, cap, catalog, cent, clothes, coat, color, dime, dollar, dress, favorite, green, help, jacket, large, long, medium, money, nickel, orange, pants, penny, pink, price, purple, quarter, red, scarf, shirt, shoes, shopping list, short, size, skirt, small, socks, suit, sweater, watch, wear, white, yellow	Microsoft Word -Shopping list -Favorite clothes Rosetta Stone	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - Fashion show script Grammar lessons Reading - "The Present" (Very Easy True Stories)
Essential Question		What critical vocabulary is necessary to compare and contrast clothing and American currency?				

ESL NEWCOMER

Suggested Timeline: 2-3 weeks

UNIT SEVEN

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
RL: 9-10 1, 2, 4 RI: 9-10 1, 2, 4 SLS: 9-10 1-6 LS: 9-10 1-4 WS: 9-10 3-6, 10 WIDA 1, 2 LSRW	Categorize and ask for food items in a supermarket Order food in a restaurant Compare/contrast meals Compare/contrast containers Talk about a potluck dinner Compare/contrast count and non-count nouns Read supermarket coupons Write a shopping list	OEQ Discussion Oral Reading Homework Test/Quizzes Projects Writing: Shopping list Menu Dialogue	Grocery shopping Food Food groups Containers for food Meals Supermarket coupons Potluck dinner	aisle, always, apple, bag, bakery, banana, beans, beef, bottle, box, bread, breakfast, butter, cake, can, carrot, carton, cereal, cheese, chicken, coffee, container, coupon, dairy, dessert, dinner, egg fish, hamburger, hungry, ice cream, jar, lettuce, lunch, meal, meat, milk, oil, orange, pasta, peanut butter, pizza, potato, potluck, produce, rice, sandwich, soda, sometimes, sugar, taco, tea, tuna, usually, vegetable	Microsoft Word -menu Video Role Play -the restaurant Rosetta Stone	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - Menu Grammar lessons Reading - “Mario’s Rabbits” (Very Easy True Stories)
Essential Question		What critical vocabulary is necessary to compare and contrast food items in supermarkets, restaurants and at home?				

ESL NEWCOMER

Suggested Timeline: 2-3 weeks

UNIT EIGHT

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
RL: 9-10 1, 2, 4 RI: 9-10 1, 2, 4 SLS: 9-10 1-6 LS: 9-10 1-4 WS: 9-10 3-6, 10 WIDA 1, 2 LSRW	Talk about the weather, temperatures and seasons Talk about leisure activities in different seasons Read a weather map Use the present continuous tense Use contractions with the present continuous Read e-mails Write a personal letter Create a weather report	OEQ Discussion Oral Reading Homework Test/Quizzes Projects Writing: Seasons Personal letter Weather report	Weather Seasons Leisure activities Temperature U.S. Map Weather Map	Celsius, cloudy, cold, cook, cool, dance, degrees, drink, dry, fall, Fahrenheit, hot, listen, map, music, play, raining, read, season, snowing, soccer, spring, summer, sunny, swim, temperature, walk, warm, watch, weather, weather map, windy, winter	Microsoft Word Compare/Contrast Seasons in two countries Video Role Play -Weather Report Rosetta Stone	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - weather report - friendly letter Grammar lessons Reading - “An Expensive Vacation” (Very Easy True Stories)
Essential Question		What critical vocabulary is necessary to describe the weather and interpret a weather map?				

ESL NEWCOMER

Suggested Timeline: 2-3 weeks

UNIT NINE

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
<p>RL: 9-10 1, 2, 4</p> <p>RI: 9-10 1, 2, 4</p> <p>SLS: 9-10 1-6</p> <p>LS: 9-10 1-4</p> <p>WS: 9-10 3-6, 10</p> <p>WIDA 1, 2 LSRW</p>	<p>Talk places in the community Ask for and give locations that are near and far Make a deposit Use and ATM Use prepositions of place Read about cashing a check Complete an application for a supermarket card</p>	<p>OEQ Discussion Oral Reading Homework Test/Quizzes Projects</p> <p>Writing: Directions Check Supermarket card application</p>	<p>Neighborhood map Places in the community Banking</p>	<p>account number, across from, application, ATM, bank, between, bus stop, buy stamps, cash a check, checking account, corner, deposit, deposit slip, drugstore, excuse me, far from, fire station, gas station, hospital, in, laundromat, library, make a deposit, movie theater, near, neighborhood, next to, on, park, PIN, police station, post office, restaurant, savings account, see a movie, supermarket, thanks, wash clothes, withdrawal</p>	<p>Microsoft Word -Directions -Check</p> <p>Rosetta Stone</p>	<p>Class discussions Partner activities Cooperative learning Oral reading Writing assignments - Neighborhood directions Grammar lessons Reading - "No Brakes!" (Very Easy True Stories)</p>
<p>Essential Question</p>		<p>What critical vocabulary is necessary to solicit and provide directions?</p>				

ESL NEWCOMER

Suggested Timeline: 2-3 weeks

UNIT TEN

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
RL: 9-10 1, 2, 4 RI: 9-10 1, 2, 4 SLS: 9-10 1-6 LS: 9-10 1-4 WS: 9-10 3-6, 10 WIDA 1, 2 LSRW	Identify health problems, symptoms, remedies and parts of the body Make a doctor's appointment Recognize healthy habits Understand instructions for taking medicine Fill out an insurance form Use action verbs Use negative forms Read about people with healthy habits Write a health plan	OEQ Discussion Oral Reading Homework Test/Quizzes Projects Writing: Phone conversation Insurance form Health plan	Health problems Body parts Medicine Healthy food Exercise Health Insurance	antibiotic, arm, aspirin, backache, bandage, broken arm, capsule, chest, cold, co-payment, cough, cough syrup, cut, drink, crops, ear, earache, enough, exercise, eye, fever, finger, foot, hand, head, headache, health insurance, healthy home remedy, hurt, infection, junk food, leg, lift weights, medicine, nose, once, orange juice, pill, raise, rest, run, sick, sleep, smoke, sore throat, stomach, stomachache, stretch, swim, teaspoon, three times, toes, toothache, touch, twice, water	Microsoft Word -Health Plan Video Role Play -Visit to the doctor Rosetta Stone	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - Health Plan Grammar lessons Reading - "Internet Friend" (Very Easy True Stories)
Essential Question		What critical vocabulary is necessary to make a doctor's appointment and discuss health concerns?				

ESL NEWCOMER

UNIT ELEVEN

Suggested Timeline: 2-3 weeks

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
RL: 9-10 1, 2, 4 RI: 9-10 1, 2, 4 SLS: 9-10 1-6 LS: 9-10 1-4 WS: 9-10 3-6, 10 WIDA 1, 2 LSRW	Talk about occupations, tools of the trade and job environments Ask and answer questions about job skills Read want ads, a paycheck and safety signs Use the simple past of “to be” Use “can” and “can’t” Write a telephone conversation	OEQ Discussion Oral Reading Homework Test/Quizzes Projects Writing: Job application Telephone conversation Job interview script	Jobs Workplaces Driving Want ads Safety signs Paychecks Job applications Job items Work skills	application, cash register, cashier, caution, computer, computer programmer, construction worker, cook, deliver, delivery person, drive, emergency, employer, exit, fire extinguisher, fix, health aide, high voltage, indoors, job application, keep out, machines, office worker, order pad, outdoors, paycheck people, pots and pans, safety signs, sales clerk, sell, take-home pay, taxes, taxi cab, taxi driver, tools, use, waiter, want ad, was, were, work	Microsoft Word -Job application -Telephone conversation Video Role Play -Job Interview Rosetta Stone	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - Job application Grammar lessons Reading - “The Taxi Ride” (Very Easy True Stories)
Essential Question		What critical vocabulary is necessary to discuss occupations and job related skills?				

ESL NEWCOMER**UNIT TWELVE**

Suggested Timeline: 2-3 weeks

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
RL: 9-10 1, 2, 4 RI: 9-10 1, 2, 4 SLS: 9-10 1-6 LS: 9-10 1-4 WS: 9-10 3-6, 10 WIDA 1, 2 LSRW	Ask and answer questions about modes of transportation. Ask for and give directions Apply for a learner's permit Read road signs and bus schedules Use "wh" questions with "to be" and "do/does" Read about car safety Write about transportation	OEQ Discussion Oral Reading Homework Test/Quizzes Projects Writing: Directions	Transportation Directions Learner's permit Road signs Bus schedules	across from, airport, appointment, arrive, behind, between, bike, bus, car seat, drive, every, half hour, hospital, hour, learner's permit, leave, left, minute, near, next to, no parking, one way, ride, right, road sign, safety, schedule, seat belt, speed limit, stop, straight ahead, subway, taxicab, test, train, walk, what, when, where, who	Microsoft Word -Directions Rosetta Stone	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - Directions to school Grammar lessons Reading - "The Parking Ticket" (Very Easy True Stories)
Essential Question		What critical vocabulary is necessary to solicit and provide directions, analyze a bus schedule and operate a motor vehicle?				

ESL NEWCOMER
WRITING PORTFOLIO

UNIT	ASSIGNMENT	BENCHMARK
1	AUTOBIOGRAPHY	1
2	BIOGRAPHY: "MY CLASSMATE"	
3	BIOGRAPHY: "MY FAVORITE RELATIVE"	
4	PERSUASIVE ESSAY: "MY DREAM HOUSE"	2
5	E-MAIL: "A TYPICAL DAY"	
6	SCRIPT: "A FASHION SHOW"	
7	MENU	3
8	WEATHER REPORT	
9	DESCRIPTIVE ESSAY: "MY NEIGHBORHOOD"	4
10	DESCRIPTIVE ESSAY: "MY HEALTH PLAN"	
11	JOB APPLICATION	
12	DIRECTIONS	

Newcomer ESL

Ancillary Materials

Unit One

WELCOME TO ESL

Student Information

Name: _____

Address: _____

Phone Number: _____

Period	Class	Teacher	Room
1			
2			
3			
4			
5			
6			
7			
8			

WHAT'S IN THE CLASSROOM?

O R G J K J P K S O I M R P G
 D R A O B C O K C V F Y E A S
 T D M T Q O A H S L O Q T P T
 E E P H B S A P U E H T U E E
 B X A E A I Z V K Z D V P R V
 W Q T C R T T J Q C M K M O X
 O O M I H K R B U F A Y O O Q
 N A X V O E K W I B I B C D L
 U J P O I L R W E N A S X V B
 D J B J W Q M N F J B V E V T
 O Y A C B E K Z R P K H X R G
 U P Q V D O S V O L V H E W B
 H C O Z X P E N M B R I Y Q J
 L F C F L A L S T U D E N T E
 V F E M P C H A Q G G C O F L

BACKPACK
 COMPUTER
 PAPER

BOARD
 DESK
 PEN

BOOK
 DOOR
 STUDENT

CHAIR
 NOTEBOOK
 TEACHER

ESL Newcomer

Name: _____

A: Hello. I'm _____. What's your name?

B: My first name is _____.

A: How do you spell that? _____

B: My last name is _____.

A: How do you spell that? _____ Where are you from?

B: I'm from _____

A: How do you spell that? _____

ESL Newcomer

Name: _____

A: Hello. I'm _____. What's your name?

B: My first name is _____.

A: How do you spell that? _____

B: My last name is _____.

A: How do you spell that? _____ Where are you from?

B: I'm from _____

A: How do you spell that? _____

ESL Newcomer

Name: _____

A: Hello. I'm _____. What's your name?

B: My first name is _____.

A: How do you spell that? _____

B: My last name is _____.

A: How do you spell that? _____ Where are you from?

B: I'm from _____

A: How do you spell that? _____

ESL Newcomer

Name: _____

Name	Phone Number	Address	E-mail

Unit Two

What is your name?

My name is

Where are you from?

I am from

What language do you speak?

I speak

Are you married or single?

I am

What is your height?

I am short average tall

What is your eye color?

I have eyes.

What is your hair color?

I have hair.

ESL Newcomer

Where are you from?

Name: _____

Name	Country	Language

IDENTIFICATION FORM

_____	_____	_____	
Last Name	First Name	Middle Initial	

Address	City	State	Zip Code

Circle One:

Marital Status: _____ Single _____ Married _____ Divorced _____ Widowed

Eye Color: _____ Blue _____ Brown _____ Green _____ Black _____

Hair Color: _____ Brown _____ Black _____ Gray _____ Red _____ Brown _____

IDENTIFICATION FORM

_____	_____	_____	
Last Name	First Name	Middle Initial	

Address	City	State	Zip Code

Circle One:

Marital Status: _____ Single _____ Married _____ Divorced _____ Widowed

Eye Color: _____ Blue _____ Brown _____ Green _____ Black _____

Hair Color: _____ Brown _____ Black _____ Gray _____ Red _____ Brown _____

Unit Three

Ask your partner the following questions:

1. What is your name? _____
2. What is your grandfather's name? _____
3. What is your grandmother's name? _____
4. How many children do they have? _____
5. What are their names? _____
6. What is your mother's name? _____
7. What is your father's name? _____
8. How many children do they have? _____
9. What are their names? _____

Use the information to write an essay about your partner's family.

See the example below:

Jose's family is big. Jose's grandfather's name is Reynaldo. His grandmother's name is Lucia. They have three children. Their names are Isabel, Daniel and Louisa. Jose's mother's name is Isabel. His father's name is Alejandro. They have four children. Their names are Alexandra, Carmen, Jose and Jorge. Jose has two sisters. Their names are Alexandra and Carmen. He has one brother. His name is Jorge. Jose has a large family.

By: _____

ESL Newcomer Interview Name: _____

Ask 8 different students: “Do you have _____?”

Answer: “*Yes, I do.*” “*No, I don’t*”

You: “Do you have . . .

Student: “*Yes, I do.*”

You: “*Please sign here.*”

a tall uncle? _____	a short sister? _____	a middle-aged uncle? _____
a son? _____	a cousin? _____	a grandfather? _____
two sisters? _____	a young aunt? _____	a tall brother? _____

My Family

R E T H G U A D D N A R G Y P
O E L H F Y M G A V D E A T F
L N H I I O O R U E W H U N A
D W F T T R E G G F D T N E T
D T C H A L T A H R A O T V H
Y N E H A F E Y T I E M B E E
Y R A T I L D R E E F D I S R
T T I B D L N N R H I N U L Z
W V X D S I D U A T W A L X Y
E G I I S U O R O R H R H E R
N M A U S Y H H E P G G N O S
T U O R O N E H U N D R E D Z
Y C Y T E N I N I E I G H T Y
R E H T O R B S I S T E R V P
Y T R O F U N C L E S S I M J

AUNT BROTHER CHILDREN COUSIN
DAUGHTER EIGHTY FAMILY FATHER
FIFTY FORTY GRANDDAUGHTER
GRANDFATHER GRANDMOTHER HER HIS
HUSBAND MIDDLE AGED MISS MOTHER
NINETY OLD ONE HUNDRED RELATIVE
SEVENTY SISTER SIXTY SON THEIR
THIRTY TWENTY UNCLE WIFE
YOUR

ESL Newcomer This is My Family Name: _____

1. What is your name? _____
2. What is your mother's name? _____
3. What is your father's name? _____
4. What is your grandmother's name? _____
5. What is your grandfather's name? _____
6. What is your brother's name? _____
7. What is your sister's name? _____

ESL Newcomer This is My Family Name: _____

1. What is your name? _____
2. What is your mother's name? _____
3. What is your father's name? _____
4. What is your grandmother's name? _____
5. What is your grandfather's name? _____
6. What is your brother's name? _____
7. What is your sister's name? _____

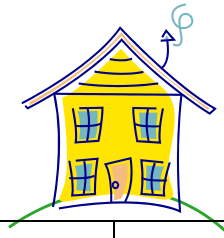
Unit Four

ESL Newcomer

“Welcome to Our House”

Name: _____

Ask five students these questions:



What is your name?	
Do you live in a house or an apartment?	
How many bedrooms do you have?	
How many bathrooms do you have?	
Do you have a garage?	
Do you have a refrigerator?	

What is your name?	
Do you live in a house or an apartment?	
How many bedrooms do you have?	
How many bathrooms do you have?	
Do you have a garage?	
Do you have a refrigerator?	

What is your name?	
Do you live in a house or an apartment?	
How many bedrooms do you have?	
How many bathrooms do you have?	
Do you have a garage?	
Do you have a refrigerator?	

What is your name?	
Do you live in a house or an apartment?	
How many bedrooms do you have?	
How many bathrooms do you have?	
Do you have a garage?	
Do you have a refrigerator?	

What is your name?	
Do you live in a house or an apartment?	
How many bedrooms do you have?	
How many bathrooms do you have?	
Do you have a garage?	
Do you have a refrigerator?	

ESL Newcomer “Welcome to Our House” Name: _____

Name	Where do you eat?	Where do you cook?	Where do you study?	Where do you watch tv?	Where do you sleep?

Select one student. Write about that student.

Example: *Maria eats and cooks in her kitchen. She studies and sleeps in her bedroom. Maria watches tv in her living room.*

ESL Newcomer “Welcome to Our House” Name: _____

Brainstorm: List objects in a house

<p>Objects in a House</p>

ESL Newcomer

“Welcome to Our House”

Name _____

R N R J C K H B P M E E G F O R E H B R
K U C E O L A C O B V C N T E O R Y U O
U J G O S L O O A A K J A P F T U E I O
D B C A C S R S W E R Q Y L D A T O L L
P A N O R G E O E E B N X A P R I J D F
V B N E N A R R N T A E J U Q E N H I M
R Y A I E C G T D F F H J K K G R F N T
N E N T I D E E M S S C Y S Y E U I G O
W I N M H D E E S I T T C T Y R F U F G
D J C O R R S B N A L I R O T F O O L G
T X X O I U O K M A L K L V I E R B I O
U K O D O T T O A S T E R E C R T K V K
B M Y H G L I S M R B A C K Y A R D I G
M O O R D E B D D R E A M H O U S E N A
S L E E P R S T N E M T R A P A C T G R
A F O S U H Z M S O W T E L B A T A R A
L Z K B O O E T A C C W O D N I W E O G
E U U W O Q U K M L G R L A M P V J O E
A S E R T D K X I G L H I A H O K Y M D
H R M C Y V H O S B N V K A X B E Y D C

AIR CONDITIONER	APARTMENT	BACKYARD	BALCONY	BATHROOM		
BEACH	BED	BEDROOM	BIKE	BUILDING	CITY	CLOSET
COOK	DINING ROOM	DREAM HOUSE	DRESSER	EAT	FAN	
FIREPLACE	FLOOR	FURNITURE	GARAGE	GARAGE SALE	HOUSE	
KITCHEN	LAMP	LIVING ROOM	MICROWAVE	NEED	PAN	
REFREGERATOR	RENTED ROOM	RUG	SALE	SHOWER	SINK	
SLEEP	SMALL	SOFA	STOVE	STUDY	SUBURBS	TABLE
TOASTER	TUB	WINDOW				

Unit Five

ESL Newcomer

“Daily Routines”

Name: _____

Time	Activity	M	Time	Activity
Friday Morning		Y	Friday Morning	
Friday Afternoon			Friday Afternoon	
Friday Evening		P	Friday Evening	
Saturday Morning		A	Saturday Morning	
Saturday Afternoon		R	Saturday Afternoon	
Saturday Evening		T	Saturday Evening	
Sunday Morning		N	Sunday Morning	
Sunday Afternoon		E	Sunday Afternoon	
Sunday Evening		R	Sunday Evening	

Write about your daily routines and your partner’s daily routines.

Unit Six

Creating a Bar Graph

1. **Start** → **Programs** → **Microsoft Office** → **Microsoft Excel**
2. Click on the first cell (1A)
3. Type "*Favorite Color*"
4. Tab twice (two times)
5. Type "*Number of Students*"
6. Click the third cell
7. Type your first color
8. Tab Twice
9. Type the number of students who like your first color
10. Click the fourth cell
11. Type your second color
12. Tab Twice
13. Type the number of students who like your second color
14. (Repeat for all colors and number of students)
15. Highlight the second column (*number of students*) beginning with cell 3C
16. Click **Insert** → **chart** → **column** → **3D column**
17. Click **Layout** → **chart title** → "**Centered Overlay Title**"
18. Highlight the words "*Chart Title*" (*on the chart*)
19. Type "*Favorite Colors by (your name)*"
20. Click **Layout** → **Axis titles** → **Primary Horizontal Axis Title** → **Title Below Axis**
21. Highlight the words "*Axis Title*" (*on the chart*)
22. Type "*Colors*"
23. Click **Layout** → **Axis Title** → **Primary Vertical Axis Title** → **Vertical Title**
24. Highlight the words "*Axis Title*" (*on chart*)
25. Type "*Students*"
26. Click **Design** → **Select Data** → **Horizontal Category Axis Label** → **Edit**
27. Select all of your color words
28. Click "*OK*"
29. Click **Layout** → **Data Labels** → **Show**
30. On your graph, double click on the first bar
31. Click **fill** → **solid fill** → (*select the color to match the color word*)
32. Repeat for each bar (If you don't see your color, click **more colors** and **standard**)

ESL Newcomer “Fashion Show”

Names:

1. Work in groups of three.
2. Create a “Fashion Show”
3. Describe what each group member is wearing. Use colors and descriptive adjectives.

EXAMPLE: “Jonathan is wearing a nice, black shirt and black pants. His black shoes are wonderful. He is also wearing white socks and a black belt.”

(name) _____ is wearing _____

(name) _____ is wearing _____

(name) _____ is wearing _____

Present your “Fashion Show” to the class. Everyone should speak.

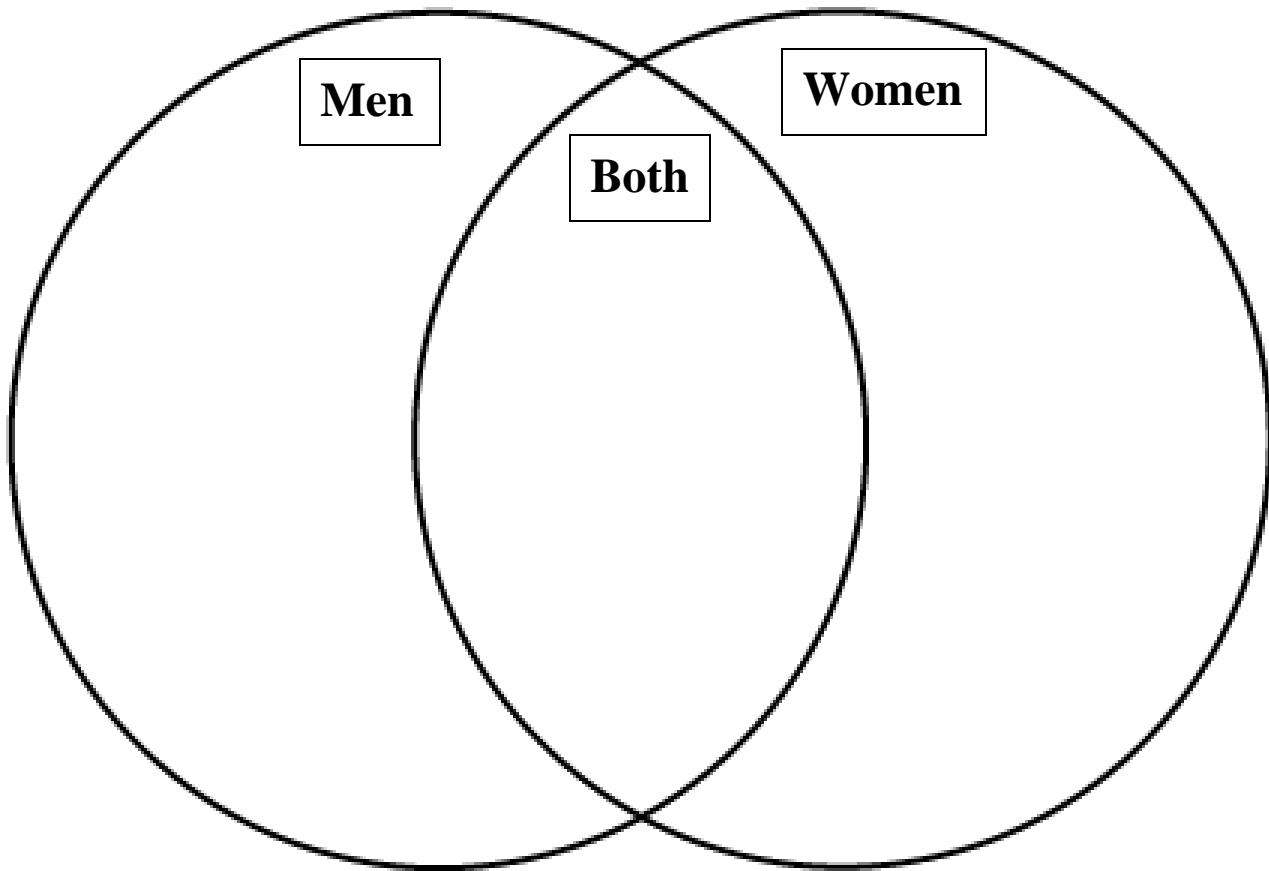
You will be scored using the following rubric:

	1-5
Creativity	
Vocabulary	
Pronunciation	
TOTAL	

Look at the articles of clothing on pages 87 and 88.

What do men wear? What do women wear? What do both women and men wear?

Complete the chart.



ESL Newcomer Favorite Color Name: _____

Ask all of your classmates the following question: *What is your favorite color?*

Name	Favorite Color

Use the information in the chart above to complete the chart below.

Number of Students	11										
	10										
	9										
	8										
	7										
	6										
	5										
	4										
	3										
	2										
	1										
		White	Black	Brown	Pink	Red	Orange	Yellow	Green	Blue	purple

ESL Newcomer

Clothing

Name: _____

Treasure Hunt



Look around the classroom to find objects of different colors.
Complete the chart below.

Color	Object
Black	<i>computer</i>
White	
Brown	
Pink	
Red	
Orange	
Yellow	
Green	
Blue	
Purple	

Unit Seven

ESL Newcomer

“Food”

Name: _____

Place the words in the correct category:

APPLES BANANAS BEANS BEEF CARROT CHERRIES
CHICKEN CLAM CORN CRAB FISH FRENCH FRIES
GRAPES LAMB LEMON LIME LETTUCE LOBSTER
MUSHROOM ORANGE PEACH PEAS PEPPERS PINEAPPLE
PORK POTATO PUMPKIN SHRIMP TOMATO WATERMELON

VEGETABLES	FRUIT	MEAT	SEAFOOD

Write about the food you like and don't like.

Example: *“My favorite fruits are apples and cherries. I don't like bananas. My favorite vegetables are corn and potatoes. I don't like carrots. I like to eat beef and shrimp. I don't like clams.”*

Grocery Shopping

You have \$50.00. Buy food for breakfast, lunch and dinner. Go to www.shoprite.com and click on "Groceries".

These are the categories you should choose from:

Bakery



Beverages



Canned and Packaged



Dairy



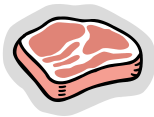
Deli



Frozen



Meat and Seafood



Pasta, Sauces, Grain



Produce



Item		Price
Entree		\$ _____
Fruit		
Drink		
Item		Price
Entree		\$ _____
Fruit		
Drink		
TOTAL		\$ _____

Item		Price
Entree		\$ _____
Fruit		
Drink		
Item		Price
Entree		\$ _____
Fruit		
Drink		
TOTAL		\$ _____

Item		Price
Entree		\$ _____
Fruit		
Drink		
Item		Price
Entree		\$ _____
Fruit		
Drink		
TOTAL		\$ _____

Item		Price
Entree		\$ _____
Fruit		
Drink		
Item		Price
Entree		\$ _____
Fruit		
Drink		
TOTAL		\$ _____

Unit Eight

- 1. “Where are you from?”**
- 2. “What’s your favorite season?”**
- 3. “What’s the weather like in your country in the”**

N A M E	<i>Country</i>	<i>Favorite Season</i>	<i>SPRING</i>	<i>SUMMER</i>	<i>WINTER</i>	<i>FALL</i>

Hot Warm Cold Windy Rainy
 Cloudy Snowy Sunny

Weather

D I L G F M W B N R R W K G Q
 Q M B I N A I Z J E E E L N S
 O Y F N S I L W X S T A A I E
 D R I N K T N L S R N T W W A
 C L O U D Y E I W W I H H O S
 C O O L Z F M N A R W E Z N O
 T E M P E R A T U R E R G S N
 G N I R P S C H E M S M D R Y
 S E E R G E D H R O E A M E U
 P M P D L C T A C E Y P C U W
 L P U S L A W C S W N N H A S
 A N I S E O E K U K A H T O O
 Y U K W I R C O N D Z C E A T
 S D A E R C Y O N W H U B I S
 B B F T W E H C Y D N I W H T

CELSIUS	CLOUDY	COLD	COOK	COOL
DANCE	DEGREES	DRINK	DRY	FAHRENHEIT
FALL	HOT	LISTEN	MAP	MUSIC
PLAY	RAINING	READ	SEASON	SNOWING
SOCCER	SPRING	SUMMER	SUNNY	SWIM
TEMPERATURE	WALK	WARM	WATCH	WEATHER
WEATHER MAP	WINDY	WINTER		

Newcomer ESL

Favorite Activities

Name: _____

Ask 5 classmates: “What do you like doing in the spring/summer/winter/fall?”

Name	Spring activity	Summer activity	Winter activity	Fall activity

Unit Nine

Create a neighborhood.


Include at least 3 buildings on each side of the street.

Label the buildings.

Write about your neighborhood.

Use: “on the corner, next to, between, on, across from”

DIRECTIONS:

1. Go to “Microsoft Word”
2. Write a title
3. Go to “Insert”
4. Click “Text Box”
5. Select “Simple Text Box”
6. Delete the words
7. Click “Home”
8. Select the *paint bucket icon* 
9. Select the color
10. Select the text size (16 or more)
11. Type the name of your building in the text box
12. Highlight and center the name of the building.
13. Adjust the size of your text box. (Click on the corner and drag)

****Repeat the above steps for all of your buildings***

(Make sure you have a street in the middle – dotted line)

Places Around Town

E T M K T S E S H L R R W A M O N R O P
 M N Y O U E K R A R E G P P M C E N T O
 E U G M V N K T O S E P N O B B S I T S
 S O J H A I I R T T L N R X M Y L P X T
 U C L H O P E A A I S F R U K D N N E O
 C C T A S B U T C M S G N O P E E E N F
 X A B O U R U A H S R T U A C P A I I F
 E S H A A N T S O E N E R R V O R G S I
 G G R N N I D R S U A K P F D S E H E C
 O N T A O K C R O T Q T T U X I Q B H E
 S I X N F A L C O M O W E I S T F O T H
 P V W R A I C J Z M G P P R W Y J R O O
 E A U V B A N O I T A T S E R I F H L L
 E S F R L A W A R D H T I W S Q G O C G
 Y I A S P M A T S J C H E C K N P O H X
 A R R B P O L I C E S T A T I O N D S H
 Y B E T W E E N Z V T V T S T F R Q A D
 G A S S T A T I O N M T A Y C W A O W U
 M L Q Q Z X Q S Q S J I S A H O G R K A
 Y W F P F J C X P P R P K P R D R I V Q

ACCOUNT NUMBER
 BANK WITHDRAWAL
 CORNER
 MEFAR
 LAUNDROMAT
 NEIGHBORHOOD
 POLICE STATION
 ACCOUNT STAMPS

ACROSS FROM
 BETWEEN
 DEPOSIT
 FIRE STATION
 LIBRARY
 NEXT TO
 POST OFFICE
 SUPERMARKET

APPLICATION
 BUS STOP
 DRUGSTORE
 GAS STATION
 MOVIE THEATER
 PARK
 RESTAURANT
 THANKS

ATM
 CHECK
 EXCUSE
 HOSPITAL
 NEAR
 PIN
 SAVINGS
 WASH CLOTHES

Unit Ten

ESL Newcomer “A Medical Form” Name: _____



Medical History

Atlantic City High School Health Clinic (609) 343-7300

_____ **(Last name)**

_____ **(First Name)**

_____ **(Middle Initial)**

_____ **(Date of Birth)**

Write home remedies for these health problems.

Symptom	Remedy
Cough	<i>Drink hot water with lemon</i>
Cough	
Cold	
Fever	
Cut	

Now ask five students about their home remedies

	<i>Remedy</i>	<i>Remedy</i>	<i>Remedy</i>	<i>Remedy</i>	<i>Remedy</i>
Cough					
<i>Cold</i>					
<i>Fever</i>					
<i>Cut</i>					

ESL Newcomer “The Doctor’s Office” Name: _____

Complete the role play with your partners

Phone Appointment

Receptionist: Hello. This is Dr. _____’s office.

Patient: Hello. I want to make an appointment please.

Receptionist: Are you sick?

Patient: Yes, I am.

Receptionist: Dr. _____ can see you at _____ (time)

Patient: At _____? (time) Okay

At the Office

Receptionist: Hello. May I help you?

Patient: Yes, I have an appointment with Dr. _____.

Receptionist: What is your name?

Patient: _____.

Receptionist: Please sign in.

In the Examination Room

Doctor: Hello. I’m Dr. _____. How are you?

Patient: Not so good.

Doctor: What’s your problem?

Patient: I have a _____. (health problem)

Doctor: Oh, I see. You need to _____ (remedy)

Patient: Okay, doctor. Thank you.

Doctor: _____.

Perform your role play

Unit Eleven

APPLICATION FOR EMPLOYMENT

Date: _____

Position applied for: _____

Name: _____

(First)

(Last)

Address: _____

(Number)

(Street)

(City)

(State)

(Zip Code)

Phone Number: _____

Sex: Male: _____ Female: _____

Are you legally able to work in this country? Yes: _____ No: _____

Do you have a valid driver's license? Yes: _____ No: _____

Employment History

Dates of Employment	Name and Address of Company	Job Title	Duties

Education and Training

University: _____

High School: _____

Other Skills or Experience: _____

Signature: _____

Jobs

R L K O A L J D H Q Z U W S U N Q P O E
 R E K R O W N O I T C U R T S N O C F D
 Q X D D E U S D K D P E J Q K T Q T F I
 K G R E F V A L E S R S E R C A M P I A
 D L M R L P I L O O C W S A H X V J C H
 K W J B R I I R Q O N T S F S I A F E T
 I C Y E L V V R D A T H C J A C X S W L
 I C D W E R F E I I R T H A R A F P O A
 Q R J R I U M Q R E X P O T S B G C R E
 O U O J P D D B G Y I A P Y E H I U K H
 W T I S M R J I N O P H T D L K I L E I
 F C Y G O W S M L T K E X I L Y L E R C
 C O M P U T E R P R O G R A M M E R R F
 A M K R E L C S E L A S P S I K V D I Y
 N V T R E T I A W Z C K R A O R I X B N
 O T W G D W B H M R H Z P O N N R A M U
 E S U E O J W U J E Z D C E K S D T T I

CASHIER

CASH REGISTER

COMPUTER

COMPUTER PROGRAMMER

CONSTRUCTION WORKER

COOK

DELIVER

DELIVERY PERSON

DRIVE

FIX

HEALTH AIDE

OFFICE WORKER

ORDER PAD

PANS

POTS

SALES CLERK

SELL

TAXI CAB

TAXI DRIVER

TOOLS

USE

WAITER

I sell things.
I use an order pad.
I use tools.
I use a computer.
I drive a taxi.
I use pots and pans.
I deliver packages.
I take care of people.
I use a cash register.
I work in an office.

ESL Newcomer “What’s Your Job?” Name: _____

1. Ask ten students: **“What do you do?”**
2. Write their names and occupations below:
3. Select from these occupations:

sales clerk **waiter** **construction worker** **cook**
taxi driver **cashier** **computer programmer** **health aide**
office worker **delivery person**

Name	Occupation

Unit Twelve

Revel Casino	Caesar's Casino	The Walk	Iowa Avenue	Convention Center
1:00	3:15	6:30	11:00	3:00
2:00	3:30	7:00	11:15	4:00
3:00	3:45	7:30	11:30	5:00
4:00	4:00	8:00	11:45	6:00
5:00	4:15	8:30	12:00	7:00
6:00	4:30	9:00	12:15	8:00
7:00	4:45	9:30	12:30	9:00
8:00	5:00	10:00	12:45	10:00
9:00	5:15	10:30	1:00	11:00
10:00	5:30	11:00	1:15	12:00

It is 1:00. When does the next bus leave from Revel Casino? _____
It is 5:30. When does the next bus leave from Caesar's Casino? _____
It is 8:00. When does the next bus leave from The Walk? _____
It is 9:00. When does the next bus leave from the Convention Center? _____

It is 3:00. When does the next bus leave from Revel Casino? _____
It is 5:00. When does the next bus leave from Caesar's Casino? _____
It is 1:00. When does the next bus leave from Iowa Avenue? _____
It is 9:00. When does the next bus leave from the Convention Center? _____

It is 1:00. When does the next bus leave from Iowa Ave? _____
It is 5:00. When does the next bus leave from Revel Casino? _____
It is 10:30. When does the next bus leave from The Walk? _____
It is 3:00. When does the next bus leave from the Convention Center? _____

It is 6:30. When does the next bus leave from The Walk? _____
It is 3:15. When does the next bus leave from Caesar's Casino? _____
It is 8:00. When does the next bus leave from The Walk? _____
It is 8:00. When does the next bus leave from the Convention Center? _____

It is 9:00. When does the next bus leave from Revel Casino? _____
It is 12:30. When does the next bus leave from Iowa Avenue? _____
It is 8:00. When does the next bus leave from The Walk? _____
It is 5:00. When does the next bus leave from the Convention Center? _____

It is 12:45. When does the next bus leave from Iowa Avenue? _____
It is 4:30. When does the next bus leave from Caesar's Casino? _____
It is 8:00. When does the next bus leave from Revel Casino? _____
It is 7:00. When does the next bus leave from the Convention Center? _____

It is 2:00. When does the next bus leave from Revel Casino? _____
It is 4:45. When does the next bus leave from Caesar's Casino? _____
It is 8:30. When does the next bus leave from The Walk? _____
It is 6:00. When does the next bus leave from the Convention Center? _____

It is 11:45. When does the next bus leave from Iowa Avenue? _____
It is 3:30. When does the next bus leave from Caesar's Casino? _____
It is 4:00. When does the next bus leave from Revel Casino? _____
It is 6:00. When does the next bus leave from the Convention Center? _____

It is 2:45. When does the next bus leave from Revel Casino? _____
It is 4:00. When does the next bus leave from Caesar's Casino? _____
It is 1:00. When does the next bus leave from Iowa Avenue? _____
It is 6:30. When does the next bus leave from the Convention Center? _____

It is 12:00. When does the next bus leave from Iowa Avenue? _____
It is 4:00. When does the next bus leave from Caesar's Casino? _____
It is 9:15. When does the next bus leave from Revel Casino? _____
It is 3:15. When does the next bus leave from the Convention Center? _____

It is 12:15. When does the next bus leave from Iowa Avenue? _____
It is 3:30. When does the next bus leave from Caesar's Casino? _____
It is 2:015. When does the next bus leave from Revel Casino? _____
It is 7:15. When does the next bus leave from the Convention Center? _____

It is 3:00. When does the next bus leave from Caesar's Casino? _____
It is 3:45. When does the next bus leave from the Convention Center? _____
It is 9:30. When does the next bus leave from Revel Casino? _____
It is 12:30. When does the next bus leave from Iowa Avenue? _____

It is 2:00. When does the next bus leave from Caesar's Casino? _____
It is 3:15. When does the next bus leave from the Convention Center? _____
It is 8:30. When does the next bus leave from Revel Casino? _____
It is 11:30. When does the next bus leave from Iowa Avenue? _____

It is 5:00. When does the next bus leave from Caesar's Casino? _____
It is 2:45. When does the next bus leave from the Convention Center? _____
It is 94:30. When does the next bus leave from Revel Casino? _____
It is 11:30. When does the next bus leave from Iowa Avenue? _____

It is 3:00. When does the next bus leave from Revel Casino? _____
It is 3:15. When does the next bus leave from the Convention Center? _____
It is 4:30. When does the next bus leave from Caesar's Casino? _____
It is 12:30. When does the next bus leave from Iowa Avenue? _____

It is 5:30. When does the next bus leave from Caesar's Casino? _____
It is 9:45. When does the next bus leave from the Convention Center? _____
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It is 11:30. When does the next bus leave from Iowa Avenue? _____

It is 5:00. When does the next bus leave from Caesar's Casino? _____
It is 3:45. When does the next bus leave from the Convention Center? _____
It is 9:30. When does the next bus leave from Revel Casino? _____
It is 11:45. When does the next bus leave from Iowa Avenue? _____

It is 4:00. When does the next bus leave from Caesar's Casino? _____
It is 3:45. When does the next bus leave from the Convention Center? _____
It is 8:30. When does the next bus leave from Revel Casino? _____
It is 12:15. When does the next bus leave from Iowa Avenue? _____

HOW DO YOU GET TO SCHOOL?

A O N W O H E R T J I B L L T E K R T E
 C E T G M K O A A A Q D U C I V L O R R
 M P W T I W H S U R Z G Q S M E A A O E
 G O C B X W N B P R N T H G I R W D P H
 T M R T N E M T N I O P P A L Y Y S R W
 N H Y F E T N S K V T K C E D T C I I D
 D O G W S Z A R Z E Q A A L E H U G A G
 R R T I P S A X F K D V L F E T U N I M
 O E I I A P O Y I V E B A D P F W Y R P
 B I E V O R K R R C E S U N S O T A N S
 R S O N E E T N C H A L F H O U R W E D
 T L E B T A E S I A E B G C A R S E A T
 S U B W A Y U N E A P O T S I W G N R O
 W H E N D Q D I Z T R I A D S H J O Q V
 F M P E Q A Z I R W X T E K C O S C U F

ACROSS FROM
 BETWEEN
 DRIVE
 LEAVE
 NO PARKING
 SAFETY
 WHAT

AIRPORT
 BIKE
 EVERY
 LEFT
 ONE WAY
 SCHEDULE
 WHEN

APPOINTMENT
 BUS
 HALF HOUR
 MINUTE
 RIDE
 SEAT BELT
 WHERE

ARRIVE
 CAR
 HOSPITAL
 NEAR
 RIGHT
 SPEED LIMIT
 WHO

BEHIND
 SEAT
 HOUR
 NEXT TO
 ROAD SIGN
 STOP

ESL Newcomer PARCC Practice

Unit Two: *The Surprise*

Part A

How does Amy feel?

- A. Happy
- B. Excited
- C. Sad
- D. Nervous

Part B

What sentence provides the best evidence for the answer to Part A?

- A. She has a boyfriend
- B. Ian is far away
- C. She buys a plane ticket
- D. It is a surprise

Unit Three: *Hiccup! Hiccup!*

Part A

How does Charles feel at the end of the story?

- A. Sad
- B. Happy
- C. Tired
- D. Angry

Part B

What sentence provides the best evidence for the answer to Part A?

- A. Charles eats some sugar.
- B. The hiccups don't stop.
- C. Finally, he doesn't have the hiccups.
- D. He is a farmer.

Unit Four: *Wrong Number*

Part A

Why is Mary happy about the wrong number?

- A. She is tired.
- B. She is shocked.
- C. She is safe.
- D. She is angry.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. The phone rings in the kitchen.
- B. “No, you have the wrong number,” Mary says.
- C. It falls on Mary’s chair.
- D. She is not happy about her favorite chair.

Unit Five: *Fufu Returns*

Part A

Why did Fufu leave Mrs. Romano’s house?

- A. She is not happy.
- B. She has three kittens.
- C. Fufu is gone.
- D. Fufu is a beautiful cat.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. In the morning, she sits at her favorite window.
- B. Then Mrs. Romano gets a dog.
- C. His name is Bruno.
- D. Fufu is home.

Unit Six: *The Present*

Part A

What is the theme of this selection?

- A. People are angry.
- B. People are confused.
- C. People are generous.
- D. People are busy.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. Many people are shopping.
- B. They are waiting to pay.
- C. He gives the \$85 to the cashier.
- D. She goes home with the present for her son.

Unit Seven: *Mario's Rabbits*

Part A

At the end of the story, why does Mario keep only one rabbit?

- A. He doesn't like rabbits.
- B. He had too many rabbits.
- C. He is generous.
- D. He doesn't have enough money.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. He doesn't want a cat.
- B. In one year, Mario has 73 rabbits.
- C. "I like rabbits," Mario says.
- D. People come to Mario's house.

Unit Eight: *An Expensive Vacation*

Part A

What did Don and Jack use to start a fire?

- A. Money
- B. Gasoline
- C. Paper
- D. Skis

Part B

What sentence provides the best evidence for the answer to Part A?

- A. Don and Jack are on vacation.
- B. The sun goes down
- C. “Money is paper,” they think.
- D. They burn their \$5 bills.

Unit Nine: *No Brakes!*

Part A

Why did Ann call the police?

- A. She was driving her car.
- B. She could not slow down.
- C. She called 911.
- D. She kicked her car.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. A truck is in front of her.
- B. The accelerator is stuck.
- C. Ann’s car hits the police car.
- D. Finally, the police car stops.

Unit Ten: *Internet Friend*

Part A

What happened to Ken Walker?

- A. He fell asleep.
- B. He broke his leg.
- C. He was sick.
- D. He was bored.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. It is 10 P.M. in the United States.
- B. The police take Ken to the hospital.
- C. Ken goes home and gets on the Internet.
- D. "My name is Dick Eastman."

Unit Eleven: *The Taxi Ride*

Part A

Why did the taxi driver drive away with Clifton?

- A. Clifton liked to ride in taxis.
- B. He thought he was with the woman.
- C. He was his son.
- D. He was going on a trip.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. Clifton sees a big yellow taxi.
- B. Clifton's mother is talking to Clifton's brothers.
- C. "Don't forget your son."
- D. She is crying and talking to the police.

Unit Twelve: *The Parking Ticket*

Part A

What could be a different title for this selection? (*Select the **best** answer*)

- A. No Parking
- B. Colin's Wife
- C. Love is Expensive
- D. A Wedding

Part B

What sentence provides the best evidence for the answer to Part A?

- A. She smiles a little.
- B. He wants to see her again.
- C. Colin gets a lot of parking tickets.
- D. She says, "Yes," so they have dinner together.

ROSETTA STONE PACING GUIDE

LESSON	MINUTES
Lesson One – Core Lesson	30
Lesson One – Pronunciation	10
Lesson One – Vocabulary	5
Lesson One – Grammar	10
Lesson Two – Core Lesson	30
Lesson Two – Pronunciation	10
Lesson Two – Writing	5
Lesson Two – Grammar	10
Lesson Two – Vocabulary	5
Lesson Two – Listening	10
Lesson Three – Core Lesson	30
Lesson Three – Pronunciation	10
Lesson Three – Grammar	10
Lesson Three – Speaking	10
Lesson Three – Writing	5
Lesson Three – Review	5
Lesson Three - Vocabulary	5
Lesson Four – Core Lesson	30
Lesson Four – Pronunciation	10
Lesson Four – Listening	10
Lesson Four – Speaking	10
Lesson Four – Listening	10
Lesson Four – Review	5
Lesson Four –Grammar	10
Lesson Four – Writing	5
Lesson Four – Speaking	10
Lesson Four – Listening	10
Lesson Four – Review	5
Lesson Four – Vocabulary	5
Lesson Four – Writing	5
Lesson Four – Speaking	10
Lesson Four – Review	5
Lesson Four – Milestone	10

- The above pattern is repeated throughout all four units of each level
- Written quizzes are available after every 2 lessons. Tests – after every 5 lessons.

E S L

O N E

ESL ONE

Curriculum Overview

ESL One provides students with the requisite language skills and strategies beginning ESL students need to study the content areas in an all-English curriculum. Students extend their basic literacy skills to access a more advanced level of stories and informational texts. With an initial focus on reading and writing, a grammatical base is established so that students can engage in more extensive and sophisticated reading and writing activities.

Students progress from analyzing their individual experiences to those of their classmates, the school community and their neighborhood. Critical “survival” vocabulary is reviewed along with the continued introduction of key academic vocabulary. The final unit of ESL One prepares students for the content based reading selections that they will encounter in ESL Two. Instruction in grammar and mechanics is a part of all formal written work augmented with teacher chosen lessons. Students regularly utilize the Rosetta Stone interactive language learning software to supplement and reinforce the key concepts and skills acquired throughout the year.

Instructional Materials

Shining Star (Keys to Learning), Pearson-Longman

Side by Side, Longman

Penguin Readers (Various Titles), Longman

Rosetta Stone Interactive Software



Atlantic City High School **ESL Department**

1400 North Albany Avenue ■ Atlantic City, NJ 08401

(609) 343-7300 Ext. 2167

ESL I Syllabus

Preparing students to meet the rigorous demands of college, career, and citizenship through an analytical, inquiry-based approach.

ESL I

“Achieving Maximum Potential as Lifelong Learners”

I. Overview:

ESL One provides students with the requisite language skills and strategies beginning ESL students need to study the content areas in an all-English curriculum. Students extend their basic literacy skills to access a more advanced level of stories and informational texts. With an initial focus on reading and writing, a grammatical base is established so that students can engage in more extensive and sophisticated reading and writing activities.

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II. Course Aims and Objectives:

Aims

Students will:

- Develop critical thinking skills which enable them to function as lifelong learners.
- Acquire elementary literacy in their second language and have the basic understandings needed to apply this knowledge to their lives as citizens.
- Use effective strategies for locating information.

- Initiate and participate effectively in a range of discussions.
- Demonstrate command of the conventions of standard English.
- Gain an understanding of the essential components of American culture.

Specific Learning Objectives:

Students will:

- Compose an autobiographical paragraph
- Compare/contrast plural nouns and possessive adjectives
- Compare/contrast demonstrative pronouns and singular/plural nouns
- Compose a paragraph about a favorite class, classroom objects and places in school.
- Complete a personal information form.
- Compare/contrast past, present, future and present continuous tense.
- Utilize such reading strategies as preview, predict and infer.
- Compose a friendly letter.
- Compare/contrast count and non-count nouns.
- Compare/contrast comparative and superlative adjectives.
- Compose an essay detailing future goals.
- Compare/contrast adverbs of frequency.
- Compose a letter of advice.
- Compose a literary critique of a main character.

III. Critical Questions:

- How do various reading strategies assist in comprehension?
- What are the critical components of an essay?
- What strategies can be employed for vocabulary acquisition?
- What are effective techniques to present and evaluate written and oral information?
- What are the key components to be successful academically/socially?

III. Format and Procedures:

Students are expected to:

- Be on time for class
- Be prepared for class with all necessary materials
- Be respectful of others
- Listen attentively
- Complete all assignments on time
- Take responsibility for their learning

IV. Course Requirements:

1. Grading Policy

Class Participation:	40%
Tests:	20%
Quizzes:	15%
Projects:	15%
Homework:	10%

2. Course readings:

Shining Star (Keys to Learning), Pearson-Longman

Side by Side, Longman

Penguin Readers (Various Titles), Longman

Rosetta Stone Interactive Software

V. Academic Integrity

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work.

During examinations, students must do their own work. Talking or discussion is not permitted during the examinations, nor may students compare papers, copy from others, or collaborate in any way.

ESL ONE

Suggested Timeline: 4-6 weeks

UNIT ONE

CCSS/ WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>RL: 9-10 1-4, 7</p> <p>RI: 9-10 1-4, 7</p> <p>SLS: 9-10 1-6</p> <p>LS: 9-10 1-6</p> <p>WS: 9-10 1-6, 10</p> <p>WIDA 1, 2 LSRW</p>	<p>Listen to and read dialogues and stories about students at school.</p> <p>Use numbers 1 to 100.</p> <p>Ask and answer questions about people, places and things.</p> <p>Write about activities, a classmate and a letter to a friend</p> <p>Use the strategies <i>Predict</i>, <i>Infer</i> and <i>Prior Knowledge</i>.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Projects</p> <p>Writing: Personal narrative</p>	<p>Classroom objects</p> <p>Classroom commands</p> <p>Days of the week</p> <p>The alphabet</p> <p>Numbers</p> <p>Time</p> <p>Months</p> <p>Dates</p> <p>Greetings</p> <p>Countries</p> <p>Nationalities</p> <p>Classes</p>	<p>Microsoft Word</p> <p>Microsoft PowerPoint</p> <p>Rosetta Stone</p>	<p>Reading Selections:</p> <p><i>Getting Started</i></p> <p><i>What's Your Name?</i></p> <p><i>What Classes Do You Have?</i></p> <p><i>This is a Calculator?</i></p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Writing assignments</p> <p>Grammar lessons</p>

ESL ONE

Suggested Timeline: 3-5 weeks

UNIT TWO

CCSS/ WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
RL: 9-10 1-4, 7 RI: 9-10 1-4, 7 SLS: 9-10 1-6 LS: 9-10 1-6 WS: 9-10 1-6, 10 WIDA 1, 2 LSRW	<p>Listen to and read dialogues and stories about students at school.</p> <p>Ask and answer questions about names, countries, languages and class schedules.</p> <p>Identify the letters of the alphabet, vowels and consonants.</p> <p>Use numbers 1-20</p> <p>Write an autobiography.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Projects</p> <p>Writing:</p> <p>Personal info form</p> <p>Daily routine</p>	<p>Directions</p> <p>Locations at school</p> <p>Places in the neighborhood</p>	<p>Microsoft Word</p> <p>Microsoft PowerPoint</p> <p>Rosetta Stone</p>	<p>Reading Selections:</p> <p><i>Where's the Gym?</i></p> <p><i>What's Your Address?</i></p> <p><i>You Were Late Yesterday?</i></p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Writing assignments</p> <p>Grammar lessons</p>

ESL ONE

Suggested Timeline: 3-5 weeks

UNIT THREE

CCSS/ WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
RL: 9-10 1-4, 7 RI: 9-10 1-4, 7 SLS: 9-10 1-6 LS: 9-10 1-6 WS: 9-10 1-6, 10 WIDA 1, 2 LSRW	<p>Listen to and read dialogues and stories about activities at home.</p> <p>Describe daily routines.</p> <p>Ask and answer questions about activities and preferences.</p> <p>Write about activities, a classmate and a letter to a friend</p> <p>Use the strategies <i>Predict, Infer</i> and <i>Prior Knowledge</i>.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Projects</p> <p>Writing:</p> <p>Biography</p> <p>Friendly letter</p>	<p>Places in the home</p> <p>Items in the home</p> <p>Places in the community</p> <p>Feelings</p> <p>Daily routines</p> <p>Descriptive adjectives</p>	<p>Microsoft Word</p> <p>Microsoft PowerPoint</p> <p>Rosetta Stone</p>	<p>Reading Selections:</p> <p><i>What Are You Doing?</i></p> <p><i>I Have To Work</i></p> <p><i>You Came To Our Party!</i></p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Writing assignments</p> <p>Grammar lessons</p>

ESL ONE

Suggested Timeline: 3-5 weeks

UNIT FOUR

CCSS/ WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
RL: 9-10 1-4, 7 RI: 9-10 1-4, 7 SLS: 9-10 1-6 LS: 9-10 1-6 WS: 9-10 1-6, 10 WIDA 1, 2 LSRW	<p>Listen to and read dialogues and stories about activities around town.</p> <p>Ask and answer questions about shopping.</p> <p>Compare two or more people or things.</p> <p>Write short descriptions of clothing, favorite food and song lyrics.</p> <p>Use the strategies <i>Predict</i>, <i>Selective Attention</i> and <i>Prior Knowledge</i>.</p>	<p>OEQ Discussion Oral Reading Homework Test/Quizzes Projects</p> <p>Writing: Script Favorite food Song lyrics</p>	<p>Clothing Money Fruits & Vegetables Measurements Descriptive Adjectives</p>	<p>Microsoft Word</p> <p>Microsoft PowerPoint</p> <p>Rosetta Stone</p>	<p>Reading Selections:</p> <p><i>How Much Is It?</i> <i>She Needs Some Lettuce</i> <i>He's the Cutest Guy at School</i></p> <p>Class discussions Partner activities Cooperative learning activities Oral reading Writing assignments Grammar lessons</p>

ESL ONE

Suggested Timeline: 3-5 weeks

UNIT FIVE

CCSS/ WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
RL: 9-10 1-4, 7 RI: 9-10 1-4, 7 SLS: 9-10 1-6 LS: 9-10 1-6 WS: 9-10 1-6, 10 WIDA 1, 2 LSRW	Listen to and read dialogues and stories about students and their friends and family. Ask and answer questions about future plans. Write about future plans and personal goals. Use the strategies <i>Infer</i> , <i>Personalize</i> and <i>Selective Attention</i> .	OEQ Discussion Oral Reading Homework Test/Quizzes Projects Writing: Dialogue Personal narrative Goals	Sports and hobbies Medical emergencies Commands Parts of the body Weather Parts of the body Languages	Microsoft Word Microsoft PowerPoint Rosetta Stone	Reading Selections: <i>He's Going To Fall!</i> <i>Hey! The Lights Went Out!</i> <i>We'll Have a Study Group</i> Class discussions Partner activities Cooperative learning activities Oral reading Writing assignments Grammar lessons

ESL ONE

Suggested Timeline: 3-5 weeks

UNIT SIX

CCSS/ WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
RL: 9-10 1-4, 7 RI: 9-10 1-4, 7 SLS: 9-10 1-6 LS: 9-10 1-6 WS: 9-10 1-6, 10 WIDA 1, 2 LSRW	<p>Listen to and read dialogues and stories about students helping each other with their problems.</p> <p>Ask and answer questions about frequency.</p> <p>Write a story.</p> <p>Write about hobbies.</p> <p>Give advice</p> <p>Use the strategies <i>Predict, Prior Knowledge</i> and <i>Selective Attention</i>.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Projects</p> <p>Writing:</p> <p>Classmate's hobby</p> <p>Letter of advice</p> <p>Narrative</p>	<p>Daily routines</p> <p>Illnesses</p> <p>Remedies</p> <p>Occupations</p> <p>Parts of the body</p>	<p>Microsoft Word</p> <p>Microsoft PowerPoint</p> <p>Rosetta Stone</p>	<p>Reading Selections:</p> <p><i>I Sometimes Study With My Friends</i></p> <p><i>You Should Get Some Rest</i></p> <p><i>It Was Too Easy</i></p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Writing assignments</p> <p>Grammar lessons</p>

ESL ONE

Suggested Timeline: 3-5 weeks

UNIT SEVEN

CCSS/ WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
RL: 9-10 1-4, 7 RI: 9-10 1-4, 7 SLS: 9-10 1-6 LS: 9-10 1-6 WS: 9-10 1-6, 10 WIDA 1-5 LSRW	<p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p> <p>Use the strategies <i>Previewing</i>, <i>Predict</i>, <i>Prior Knowledge</i> and <i>Selective Attention</i>.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Projects</p> <p>Writing:</p> <p>Food chain</p> <p>Word problem</p> <p>Poem</p> <p>Biography</p>	<p>Vocabulary from the content areas of science, mathematics, English and social studies</p>	<p>Microsoft Word</p> <p>Microsoft PowerPoint</p> <p>Rosetta Stone</p>	<p>Reading Selections:</p> <p><i>Ecosystems and Food Chains</i></p> <p><i>The Universe</i></p> <p><i>Solving Word Problems</i></p> <p><i>Poetry: Understanding Images</i></p> <p><i>Reading a Map of the United States</i></p> <p><i>Martin Luther King, Jr.</i></p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Writing assignments</p> <p>Grammar lessons</p>

ESL ONE
WRITING PORTFOLIO

UNIT	ASSIGNMENT	BENCHMARK
1	PERSONAL NARRATIVE	
2	AUTOBIOGRAPHY	1
3	FRIENDLY LETTER & BIOGRAPHY: "MY BEST FRIEND"	2
4	DESCRIPTIVE ESSAY: "MY FAVORITE FOOD" & SCRIPT: "A FASHION SHOW"	
5	NARRATIVE ESSAY: "MY FUTURE GOALS" & COMPARATIVE ESSAY: "WEATHER"	3 (FUTURE GOALS)
6	LETTER OF ADVICE & DESCRIPTIVE ESSAY: "MY CLASSMATE'S HOBBY"	
7	INFORMATIONAL ESSAY: "THE FOOD CHAIN" & POEM	4 (FOOD CHAIN)

ESL One PARCC Practice

(Consult Keys to Learning Unit Tests for narrative passages)

Unit One

Part A

How would you best describe Anita?

- A. Athletic
- B. Creative
- C. Generous
- D. Shy

Part B

What sentence provides the best evidence for the answer to Part A?

- A. They are in their English classroom.
- B. “Wait, my schedule isn’t in my backpack.”
- C. “I don’t like P.E.”
- D. “My favorite class is art.”

Unit Two

Part A

How would you *best* describe Isabel?

- A. Sad
- B. Friendly
- C. Tired
- D. Mean

Part B

What sentence provides the best evidence for the answer to Part A?

- A. “Please don’t be late.”
- B. “Do you know where Cordell School is?”
- C. “I just want my friends to have fun at my party.”
- D. “Oh, Edgar, don’t be silly.”

Unit Three

Part A

What is Alberto's first language?

- A. Vietnamese
- B. Russian
- C. Spanish
- D. English

Part B

What sentence provides the best evidence for the answer to Part A?

- A. I went to our class party on Saturday night.
- B. He taught us some new songs in English.
- C. It was fun to learn those songs.
- D. I miss you and all of our friends in Mexico.

Unit Four

Part A

What was the audience's opinion of Dave and Danny's songs?

- A. They thought the songs were great.
- B. They thought the songs were funny.
- C. They thought the songs were bad.
- D. They did not understand the songs.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. The students in the audience laughed.
- B. After their songs, everyone clapped and yelled.
- C. I think her poems are wonderful.
- D. They were my favorite performers.

Unit Five

Part A

How did Elena's mother feel at the beginning of the story?

- A. Nervous
- B. Happy
- C. Sad
- D. Upset

Part B

What sentence provides the best evidence for the answer to Part A?

- A. We came to the United States from El Salvador.
- B. "I want to go, but I can't speak or understand English."
- C. My mother went to each of my classrooms and listened to all of my teachers.
- D. Ms. Bernal helped my mother learn more about my life at school in this country.

Unit Six

Part A

How would you describe Amy?

- A. Angry
- B. Smart
- C. Thoughtful
- D. Worried

Part B

What sentence provides the best evidence for the answer to Part A?

- A. "That sounds like fun."
- B. "Shouldn't I bring some snacks?"
- C. "Who taught you how to cook?"
- D. "Yes, I will" promised Amy.

Unit Seven

Part A

How did many people feel about Martin Luther King Jr.?

- A. He was a hero to them.
- B. They did not understand him.
- C. They wanted him to segregate groups.
- D. They felt disappointed

Part B

What sentence provides the best evidence for the answer to Part A?

- A. They had to sit at the back of buses.
- B. He went on to study at several colleges and universities.
- C. People all over the world were shocked and saddened by his death.
- D. By 1962, Dr. King was the leader of the Civil Rights movement.

ROSETTA STONE PACING GUIDE

LESSON	MINUTES
Lesson One – Core Lesson	30
Lesson One – Pronunciation	10
Lesson One – Vocabulary	5
Lesson One – Grammar	10
Lesson Two – Core Lesson	30
Lesson Two – Pronunciation	10
Lesson Two – Writing	5
Lesson Two – Grammar	10
Lesson Two – Vocabulary	5
Lesson Two – Listening	10
Lesson Three – Core Lesson	30
Lesson Three – Pronunciation	10
Lesson Three – Grammar	10
Lesson Three – Speaking	10
Lesson Three – Writing	5
Lesson Three – Review	5
Lesson Three - Vocabulary	5
Lesson Four – Core Lesson	30
Lesson Four – Pronunciation	10
Lesson Four – Listening	10
Lesson Four – Speaking	10
Lesson Four – Listening	10
Lesson Four – Review	5
Lesson Four –Grammar	10
Lesson Four – Writing	5
Lesson Four – Speaking	10
Lesson Four – Listening	10
Lesson Four – Review	5
Lesson Four – Vocabulary	5
Lesson Four – Writing	5
Lesson Four – Speaking	10
Lesson Four – Review	5
Lesson Four – Milestone	10

- The above pattern is repeated throughout all four units of each level
- Written quizzes are available after every 2 lessons. Tests – after every 5 lessons.

ESL

TWO

ESL TWO

Curriculum Overview

ESL Two provides students with an overview of reading selections from the content areas of social studies, science and English. Critical reading and writing strategies and content area vocabulary are emphasized. Throughout the final quarter of the school year, students analyze a variety of literary forms including the short story, poetry, drama and non-fiction. The reading selections for the course include a variety of short stories and poems chosen from classic, contemporary, and multicultural sources. Students are introduced to the elements of short stories, poems, and drama. Students will be able to evaluate character motivation, identify and discuss universal themes, compare and contrast literary texts both visual and written.

During each quarter, students will create a variety of written and verbal responses to their reading including expository and persuasive essays. In order to meet the needs of the new writing section of the SAT and the writing requirements of the HSPA, the ESL Two curriculum will include instruction in the four styles of writing (descriptive, narrative, expository, and persuasive) with emphasis on expository and persuasive writing.

Vocabulary instruction will be integrated across the curriculum in the literature units. Instruction in grammar and mechanics will be a part of all formal written work augmented with teacher chosen lessons.

Instructional Materials

Shining Star (Introductory Level), Pearson-Longman
World Literature, Globe Fearon
Rosetta Stone Interactive Software



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ESL II Syllabus

*Preparing students to meet the rigorous demands of college, career, and citizenship through
an analytical, inquiry-based approach.*

ESL 2

“Achieving Maximum Potential as Lifelong Learners”

I. Overview:

ESL Two provides students with an overview of reading selections from the content areas of social studies, science and English. Critical reading and writing strategies and content area vocabulary are emphasized. Throughout the final quarter of the school year, students analyze a variety of literary forms including the short story, poetry, drama and non-fiction. The reading selections for the course include a variety of short stories and poems chosen from classic, contemporary, and multicultural sources. Students are introduced to the elements of short stories, poems, and drama. Students will be able to evaluate character motivation, identify and discuss universal themes, compare and contrast literary texts both visual and written.

During each quarter, students will create a variety of written and verbal responses to their reading including expository and persuasive essays. In order to meet the needs of the new writing section of the SAT and the writing requirements of the HSPA, the ESL Two curriculum will include instruction in the four styles of writing (descriptive, narrative, expository, and persuasive) with emphasis on expository and persuasive writing.

Vocabulary instruction will be integrated across the curriculum in the literature units. Instruction in grammar and mechanics will be a part of all formal written work augmented with teacher chosen lessons.

II. Course Aims and Objectives:

Aims

Students will:

- Develop critical thinking skills which enable them to function as lifelong learners.
- Acquire basic literacy in social studies, science, mathematics, and literature and have the basic understandings needed to apply this knowledge to their lives as citizens.
- Use effective strategies for locating information
- Summarize information in written, graphic, and oral formats
- Analyze text for both explicit and implicit meanings, central ideas, thematic elements, events, structure, and author’s point of view.
- Write to support claims, express complex ideas, develop real or imagined experiences, and convey research findings.
- Initiate and participate effectively in a range of discussions.
- Demonstrate command of the conventions of standard English.

Specific Learning Objectives:

Students will:

- Compare and contrast nomadic groups.
- Conduct research and create a PowerPoint presentation detailing a particular structure.
- Read a folktale and employ the reading strategy, “Drawing Conclusions”.
- Summarize a fairy tale through a PowerPoint presentation.
- Analyze problems and posit solutions when reading a historical narrative.
- Publish research on a Greek god.
- Create a short play based on an excerpt from an authentic text.
- Publish a personal narrative.
- Create a timeline.
- Present a PowerPoint presentation detailing a sport.
- Create and perform an interview.
- Present a PowerPoint detailing a favorite festival.
- Conduct an experiment and report the results.
- Evaluate the pros and cons of genetic engineering.
- Take notes to illustrate the main ideas of a social studies text.
- Publish a research paper comparing and contrasting two ancient systems of writing.
- Analyze the use of similes and sensory images in a poem.
- Analyze diagrams for the main details.
- Write a book review.
- Utilize such reading strategies as *Previewing, Draw Conclusions, Problem/Solution, Cause/Effect, Ask Questions, Chronological Order, Predict, Reread, Take Notes, Make Inferences, Find the Main Ideas, Use Diagrams, Visualize, Summarize, Author’s Purpose*

III. Critical Questions:

- How do various reading strategies assist in comprehension?
- What are the critical components of an essay?
- What strategies can be employed for vocabulary acquisition?
- What are effective techniques to present and evaluate written and oral information?
- What are the key components to be successful academically/socially?

III. Format and Procedures:

Students are expected to:

- Be on time for class
- Be prepared for class with all necessary materials
- Be respectful of others
- Listen attentively
- Complete all assignments on time
- Take responsibility for their learning

IV. Course Requirements:

1. Grading Policy

Class Participation:	40%
Tests:	20%
Quizzes:	15%
Projects:	15%
Homework:	10%

2. Course readings:

Shining Star Introductory Level, Pearson (2004)
World Literature, Globe Fearon
Rosetta Stone Interactive Software

V. Academic Integrity

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work.

During examinations, students must do their own work. Talking or discussion is not permitted during the examinations, nor may students compare papers, copy from others, or collaborate in any way.

ESL TWO

UNIT ONE

Suggested Timeline: 3 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>What do you value?</p> <p>Why do individuals move to other countries?</p>	<p>RL: 9-10 1, 4, 5, 10</p> <p>RI: 9-10 7</p> <p>SLS: 9-10 1, 6</p> <p>LS: 9-10 1, 2, 4, 6</p> <p>WS: 9-10 2, 4, 6-10</p> <p>WIDA 1, 2, 5 LSRW</p>	<p>Preview, make predictions summarize and draw conclusions through textual evidence.</p> <p>Analyze plot, conflict, setting, and characters.</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Compare/contrast nomadic groups</p> <p>Shelters of the world</p> <p>Conclusion: <i>Aladdin</i></p>	<p>compare, contrast, predict, summarize, conclusion, plot, conflict, setting, character, shelter, journey, nomad, herds, buffalo, camels, desert, tents, preview, daughter, earrings, jewels, nephew, princess, uncle, welcomed</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Mimio Vote</p> <p>Rosetta Stone</p>	<p>Reading Selections:</p> <p><i>Nomads</i></p> <p><i>Jewel in the Sand</i></p> <p><i>Aladdin and the Lamp</i></p> <p><i>Five Famous Fairy Tales</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL TWO

UNIT TWO

Suggested Timeline: 2 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>What should be done for captured prisoners of war?</p> <p>What causes earthquakes?</p>	<p>RL: 9-10 1-6</p> <p>RI: 9-10 1, 4, 7</p> <p>SLS: 9-10 1</p> <p>LS: 9-10 1, 2, 4, 6</p> <p>WS: 9-10 4-10</p> <p>WIDA 1, 2, 4, 5 LSRW</p>	<p>Identify problem/solution and cause/effect</p> <p>Preview, make predictions summarize and draw conclusions through textual evidence.</p> <p>Analyze plot, conflict, setting, and characters.</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Personal Narrative</p> <p>Expository: Greek god</p> <p>Short play</p> <p>Persuasive Letter</p>	<p>attack, enemies, palace, prisoner, soldiers, strong, discord, blackest, fairest, greatest, crust, dangerous, destroy, directions, plates, powerful</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Video: Earthquakes</p>	<p>Reading Selections:</p> <p><i>The Trojan Horse</i></p> <p><i>Black Ships Before Troy</i> –excerpt</p> <p><i>Earthquakes</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL TWO**UNIT THREE**

Suggested Timeline: 2 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>What makes a great athlete?</p> <p>What is a hero?</p>	<p>RL: 9-10 1-6</p> <p>RI: 9-10 1, 4, 7</p> <p>SLS: 9-10 1</p> <p>LS: 9-10 1, 2, 4, 6</p> <p>WS: 9-10 4-10</p> <p>WIDA 1, 2, 5 LSRW</p>	<p>Identify chronological order.</p> <p>Preview, make predictions summarize and draw conclusions through textual evidence.</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Biographical narrative</p> <p>Interview</p>	<p>artifact, bounce, explorers, rubber, statue, achievements, medicine, opportunity, rescue, supplies</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Video: Roberto Clemente</p> <p>Mimio Vote</p> <p>Rosetta Stone</p>	<p>Reading Selections:</p> <p><i>The Bouncing Ball</i></p> <p><i>Roberto Clemente</i></p> <p><i>Extreme Sports</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL TWO**UNIT FOUR**

Suggested Timeline: 2 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>What does it take to be “clever”?</p> <p>Why are children similar to their parents?</p>	<p>RL: 9-10 1-6</p> <p>RI: 9-10 1, 4, 7</p> <p>SLS: 9-10 1, 3, 4, 6</p> <p>LS: 9-10 1, 2, 4</p> <p>WS: 9-10 3-6, 10</p> <p>WIDA 1, 2, 4 LSRW</p>	<p>Preview, make predictions summarize and draw conclusions through textual evidence.</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Comic strip</p> <p>Family Traits</p>	<p>clever, daughter-in-law, father-in-law, lantern, missed, traits, inherit, experiments, generations members, heredity, genes, chromosomes,</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Mimio Vote</p> <p>Rosetta Stone</p> <p>Video: Heredity</p>	<p>Reading Selections:</p> <p><i>The Clever Daughter-In-Law</i></p> <p><i>Family Traits</i></p> <p><i>Genetic Engineering</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL TWO

UNIT FIVE

Suggested Timeline: 2 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>How are words powerful?</p> <p>Why is it important to learn English?</p>	<p>RL: 9-10 1-7</p> <p>RI: 9-10 1, 4,</p> <p>SLS: 9-10 1, 3, 4, 6</p> <p>LS: 9-10 1, 2, 4, 6</p> <p>WS: 9-10 10</p> <p>WIDA 1, 2, 5 LSRW</p>	<p>Preview, make predictions summarize and draw conclusions through textual evidence.</p> <p>Take notes</p> <p>Understand irony</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Personal narrative</p>	<p>cuneiform, grain, reeds, symbols, wedges, coffin, funeral, port, sailor, village, bloomed, enormous, lavender, “Holy Smokes”, homesick, hysterical</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Mimio Vote</p> <p>Rosetta Stone</p>	<p>Reading Selections:</p> <p><i>Early Writing</i></p> <p><i>The Great Minu</i></p> <p><i>No Speak English</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL TWO**UNIT SIX**

Suggested Timeline: 2 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
Which one of our senses is most important?	RL: 9-10 1-6 RI: 9-10 1, 4 SLS: 9-10 1 LS: 9-10 1, 2, 4, 6 WS: 9-10 10 WIDA 1, 2, 4 LSRW	<p>Make inferences and draw conclusions through textual evidence.</p> <p>Identify the main idea.</p> <p>Analyze the use of similes and sensory images in poetry.</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Descriptive paragraph</p>	<p>argue, elephant, gentle, trunk, tusks, hive, predator, prey, survive, vision, simile, constrict, dexterous, digestion, evolve, frequency, infrasound, gait, matriarch, microbes, telescopic, wallow, glide, chunk, curry, bleat, graze, sniff, gaze, cling</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Mimio Vote</p> <p>Rosetta Stone</p> <p>Video: "The Ultimate Elephant Guide"</p>	<p>Reading Selections:</p> <p><i>The Blind Men and the Elephant</i></p> <p><i>Animal Senses</i></p> <p><i>Wings</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL TWO**UNIT SEVEN**

Suggested Timeline: 2 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>Why are plants important?</p> <p>How do individuals “fall in love”?</p>	<p>RL: 9-10 1-6</p> <p>RI: 9-10 1, 4</p> <p>SLS: 9-10 1</p> <p>LS: 9-10 1, 2, 4, 6</p> <p>WS: 9-10 10</p> <p>WIDA 1, 2, 4 LSRW</p>	<p>Interpret diagrams</p> <p>Visualize while reading</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Compare/Contrast</p>	<p>absorb, oxygen, pollen, pollination, release, reproduce, roots, stem, arrows, bark, bow, crowns, forest, Venn diagram</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Mimio Vote</p> <p>Rosetta Stone</p> <p>Video: “Life Science: Plants” & “Coastal Redwoods”</p>	<p>Reading Selections:</p> <p><i>Amazing Plants</i></p> <p><i>Apollo and Daphne</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL TWO

UNIT EIGHT

Suggested Timeline: 2 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>How far would you go to be free?</p> <p>What is your dream?</p>	<p>RL: 9-10 1-6</p> <p>RI: 9-10 1-4</p> <p>SLS: 9-10 1</p> <p>LS: 9-10 1-6</p> <p>WS: 9-10 10</p> <p>WIDA 1, 2, 5 LSRW</p>	<p>Summarize a reading selection.</p> <p>Analyze an author's purpose.</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Compose a poem</p> <p>Book Review</p>	<p>encouraged, famous, publisher, thrilling, toured, broken, grabbed, leaped, soothe, wounded, tube, surrounded, flew, battalion</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Mimio Vote</p> <p>Rosetta Stone</p> <p>Video: "The Sky's the Limit" & "Someplace Else"</p>	<p>Reading Selections:</p> <p><i>Freedom Walkers</i></p> <p><i>Bessie Coleman</i></p> <p><i>This Big Sky</i></p> <p><i>Aaron's Gift</i></p> <p><i>Cher Ami</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL TWO

Suggested Timeline: 2 weeks

UNIT NINE

Essential Questions	CCSS/ WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>How are people's lives changed by the lessons they learn?</p> <p>How do conflicts cause people to take a new direction?</p> <p>How do values and traditions influence an individual?</p>	<p>RL: 9-10 1-6</p> <p>SLS: 9-10 1-6</p> <p>LS: 9-10 1-6</p> <p>WS: 9-10 1-6, 10</p> <p>WIDA 1, 2 LSRW</p>	<p>Analyze an author's use of conflict, setting and irony.</p> <p>Evaluate the use of tone and imagery in poetry.</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Debate</p> <p>Persuasive Essay</p>	<p>myth, conflict, loom, embroidery, shuttle, immortal, challenged, dazzling, insult, narrator, wearily, mangled, rebel, dedicated, humbly, cowardly, setting, irony, game, lawsuit, generations, feud, civilized, hesitated, clumsiness, possibility, tone, imagery, relics, Eskimos, culture, goblet, interwoven, character, climax, hospitable, nugget, pillars, mansion, exhausted, overjoyed, marketplace, bamboo, witness, clever, firmness, explanations, chuckling, description, Anglo-Indian, glittered, headmistress, stubborn, civil service, twilight, whitewashed, guarded, alliteration, gradually, crumple, collapsing</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Rosetta Stone</p>	<p>Reading Selections:</p> <p><i>Arachne</i></p> <p><i>Lather and Nothing Else</i></p> <p><i>The Interlopers</i></p> <p><i>Bering Coast</i></p> <p><i>The Golden Touch</i></p> <p><i>The Fly</i></p> <p><i>By Any Other Name</i></p> <p><i>The Small Cabin</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL TWO

UNIT TEN

Suggested Timeline: 2 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>How does nature help us to “find ourselves”?</p> <p>How do our experiences with nature help us to feel happy and peaceful?</p>	<p>RL: 9-10 1-6</p> <p>SLS: 9-10 1-6</p> <p>LS: 9-10 1-6</p> <p>WS: 9-10 1-6, 10</p> <p>WIDA 1, 2 LSRW</p>	<p>Analyze the use of similes and imagery in a poem.</p> <p>Recognize third person point of view and stanzas.</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Puppet show</p> <p>Haiku</p> <p>Poem</p>	<p>imagery, withered, captured, remains collide, simile, first-person POV, scarcely, spumed, intense, vibrant, plot, 3rd person POV, furrier, numb, innocent, udders, cocked, stanza, rhyme, befriended, stranded, rays, languid, metaphor, respects, harvest, speaker, bounds, dense, water chestnuts, lucid, serene, loaf, alliteration, felled, fragrance, torso, severed, routines, brow, shimmering, resembles</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Rosetta Stone</p>	<p>Reading Selections:</p> <p><i>Four Haiku</i></p> <p><i>The Horses</i></p> <p><i>Zlateh the Goat</i></p> <p><i>maggie and milly and molly and may</i></p> <p><i>The Earthworm</i></p> <p><i>Green Creek</i></p> <p><i>The Cedar Chest</i></p> <p><i>The Magnificent Bull</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL TWO

Suggested Timeline: 2 weeks

UNIT ELEVEN

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>What sacrifice would you make for a friend?</p> <p>How can the kindness of a good deed change lives?</p> <p>How can the events of life trap a person?</p>	<p>RL: 9-10 1-6</p> <p>SLS: 9-10 1-6</p> <p>LS: 9-10 1-6</p> <p>WS: 9-10 1-6, 10</p> <p>WIDA 1, 2 LSRW</p>	<p>Analyze plot, internal conflict and resolution.</p> <p>Compare and contrast myths and folktales.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Literary Analysis</p>	<p>myth, hero, helmet, perched, snarling, flit, sorrow, sacrificed, glorious, folktale, plot, shelter, huddled, porter, sprouted, gourds, brim, internal conflict, resolution, peddler, bait, anvil, bellows, clatter, intruder, shabby, wretch, fable, theme, gnawed, blade, crossbow, simile, climax, surprise ending, warehouse, apprentice, houseboy, mansion, stingy, scuffed, stale, tantrum, memoir, chronological, nobility, splendor, satin, superior, exhibit, rabble</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Rosetta Stone</p>	<p>Reading Selections:</p> <p><i>How Odin Lost His Eye</i></p> <p><i>The Good Brother's Reward</i></p> <p><i>The Rat Trap</i></p> <p><i>The Lion and the Rat</i></p> <p><i>The Pigeon and the Ant</i></p> <p><i>The Friends of Kwan Ming</i></p> <p><i>Memoirs of Madame Vigee-Lebrun</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL TWO

UNIT TWELVE

Suggested Timeline: 3 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>What do experiences teach us about ourselves?</p> <p>How do you face your fears?</p> <p>How does one's relationship with his or her parents change over time?</p>	<p>RL: 9-10 1-6</p> <p>SLS: 9-10 1-6</p> <p>LS: 9-10 1-6</p> <p>WS: 9-10 1-6, 10</p> <p>WIDA 1, 2 LSRW</p>	<p>Analyze the use of rhyme, tone and dialogue.</p> <p>Evaluate the use of repetition, imagery and free verse in poetry.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Literary analysis</p>	<p>speaker, rhyme, stanza, overtook, mare, nonfiction, brigade, lodger, reassure, tone, mischief, failings, reserves, forbid, dialogue, symbol, sneer, panting, reel, scuttling, slimy, lashed, ooze, superior, theme, scolded, ashamed, autobiography, flashback, solid, soy, flexible, worthy, dowry, savage, shriveled, shrine, repetition, Gaelic, peat, treadle, flouncing, three penny bits, free verse, simile, discolored, alms, composed, ordinariness</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Rosetta Stone</p>	<p>Reading Selections:</p> <p><i>Manners</i></p> <p><i>Anne Frank Remembered</i></p> <p><i>Anne Frank: Diary of a Young Girl</i></p> <p><i>The Trout</i></p> <p><i>The Old Grandfather and His Little Grandson</i></p> <p><i>When Heaven and Earth Changed Places</i></p> <p><i>Aunt Julia</i></p> <p><i>Grandfather's Photograph</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL TWO
WRITING PORTFOLIO

UNIT	ASSIGNMENT	BENCHMARK
1	INFORMATIVE ESSAY: "NOMADIC GROUPS" & NARRATIVE ESSAY: "ALADDIN"	
2	INFORMATIVE ESSAY: "GREEK GODS" & PERSUASIVE LETTER	1
3	BIOGRAPHICAL NARRATIVE & INTERVIEW	
4	COMIC STRIP & INFORMATIVE ESSAY: "FAMILY TRAITS"	
5	PERSONAL NARRATIVE	2
6	DESCRIPTIVE PARAGRAPH	
7	INFORMATIVE ESSAY: "PHOTOSYNTHESIS" & PERSUASIVE ESSAY: "PRESERVATION"	
8	POEM & BOOK REVIEW	
9	DEBATE & PERSUASIVE ESSAY	3
10	HAIKU AND SHORT PLAY	
11	LITERARY ANALYSES	
12	LITERARY ANALYSES	4

ESL TWO

Lesson Plans

Lesson Plan 1

Lesson Name	Nomads
Unit	Unit 1
Date	
Objective	Students will use OEQs, pictures, headings and context clues to employ the reading strategy <i>Previewing</i> .
ELA Standards	W.10, L.1, L.2, L.4, L.6
OEQ	What are the most important things that you would bring with you if you were moving to a new place? Why are they important?
Vocabulary	journey, nomad, herds, buffalo, camels, desert, tents, preview
Activities	<ul style="list-style-type: none"> • Open-ended question • Discuss “Journeys” as a class & then w/ a partner • Ask students to identify, in writing, the objects they recognize on pages 34-35. Solicit answers from the class • Read pg. 34 • Explain the word “Nomad” & ask the class for reasons why individuals would choose the life of a nomad. • Review “Objectives” on page 35 • Background, pg. 36 – Compare/contrast non-fiction/fiction • Describe the pictures on pg. 36 <ul style="list-style-type: none"> - Why do some people live in tents? - What do you think the woman in the picture is doing? • Vocabulary – pg. 37 <ul style="list-style-type: none"> - Pronounce the words, read the sentences, define words • Discuss the reading strategy <i>Previewing</i> • Utilize the strategy <i>Previewing</i> to identify the 3 nomadic groups that are presented in the reading passage <u>Nomads</u> and complete “Reading Strategy”, workbook page 35 • Rosetta Stone Demo
Evaluation	Teacher Observation Student/teacher & peer/peer response OEQ Homework
Homework	Workbook pages 32-33

Lesson Plan 2

Lesson Name	Nomads
Unit	Unit 1
Date	
Objective	Students will compare and contrast 3 nomadic groups through their reading of <u>Nomads</u> .
ELA Standards	W.10, L.1, L.2, RI.7, W.2, W.4, W.6, SL.1, SL.6, L.1, L.2, L.6
OEQ	Would you like to be a nomad? Why/Why not?
Vocabulary	journey, nomad, herds, buffalo, camels, desert, tents, preview
Activities	<ul style="list-style-type: none"> • Open-ended question • Review homework: Workbook pages 32 & 33 • Listen to <u>Nomads</u>, pgs. 38-41 • Read <u>Nomads</u> as a class. • Complete teacher-created compare/contrast chart in groups of 3. • Share charts with the class. • Use chart to retell the reading to a partner • Model Writing Assignment using “Compare/Contrast” chart <ul style="list-style-type: none"> - Compare and Contrast 2 nomadic groups • Mimio Vote “Check for Understanding” • Rosetta Stone
Evaluation	Teacher Observation Student/teacher & peer/peer response Oral Reading OEQ Mimio Vote Homework
Homework	Workbook pages 34 & 36

Nomadic Groups

Name: _____

	Student name: _____	Student name: _____	Student name: _____	
	BEDOUINS	MONGOLIAN	INUIT	SIOUX
Location				<i>North America</i>
Home				<i>A tent called a Tepee</i>
Animals				<i>Buffalo</i>
Jobs				<i>Hunted buffalo Made tents and blankets</i>
More Info				<i>They ate buffalo meat</i>

Lesson Plan 3

Lesson Name	Nomads
Unit	Unit 1
Date	
Objective	Students will compose an essay detailing a type of shelter.
ELA Standards	W.10, L.1, L.2, W.2, W.4, W.6, W.7, W.8, W.9
OEQ	Which group of nomads would you choose to live with? Why? <i>Bedouin, Mongolian, Sioux, Inuit</i>
Vocabulary	journey, nomad, herds, buffalo, camels, desert, tents, preview
Activities	<ul style="list-style-type: none"> • Open-ended question • Review homework: Workbook pages 34 & 36 • Complete “Phonics” lesson, workbook pages 37 & 38 • Vocabulary review exercise (Identify the picture) • Brainstorm a list of shelters from around the world • Conduct research on the internet to compose an essay detailing a type of shelter. (See attached Writing Assignment 2)
Evaluation	Teacher Observation Writing Assignment 2 Homework
Homework	Workbook pages 39 & 40

Use these words to identify the pictures

Buffalo
Herd



Camel
Nomad



Desert
Tent



Lesson Plan 4

Lesson Name	Nomads
Unit	Unit 1
Date	
Objective	Students will create a PowerPoint that compares and contrasts 3 shelters.
ELA Standards	W.10, L.1, L.2, W.2, W.4, W.6, W.7, W.8, W.9
OEQ	What would you find most difficult about living in your shelter?
Vocabulary	journey, nomad, herds, buffalo, camels, desert, tents, preview
Activities	<ul style="list-style-type: none">• Open-ended question• Review homework: Workbook pages 39 & 40• Review PowerPoint rubric• Students will work in groups of 3 to create a PowerPoint comparing 3 shelters
Evaluation	Teacher Observation PowerPoint Presentation Homework
Homework	Workbook page 41

Lesson Plan 5

Lesson Name	Nomads
Unit	Unit 1
Date	
Objective	Students will present a PowerPoint that compares and contrasts 3 shelters.
ELA Standards	W.10, L.1, L.2, W.2, W.4, W.6, W.7, W.8, W.9
OEQ	Which shelter is the best?/the worst? Why?
Vocabulary	journey, nomad, herds, buffalo, camels, desert, tents, preview
Activities	<ul style="list-style-type: none">• Open-ended question• Review homework: Workbook page 41• Students will present a PowerPoint comparing 3 shelters• Shining Star CD
Evaluation	Teacher Observation PowerPoint Presentation Homework
Homework	Review for Unit One, Part One Quiz

Lesson Plan 6

Lesson Name	Nomads
Unit	Unit 1
Date	
Objective	Students will demonstrate mastery of key concepts in Unit 1, pt. 1
ELA Standards	W.10, L.1, L.2, W.2, W.4, W.6, W.7, W.8, W.9
OEQ	What was difficult/easy for you in Unit 1, Pt. 1?
Vocabulary	journey, nomad, herds, buffalo, camels, desert, tents, preview
Activities	<ul style="list-style-type: none">• Open-ended question• Unit 1, Pt. 1 quiz • Rosetta Stone
Evaluation	Teacher Observation Unit 1, Pt. 1 quiz Rosetta Stone Homework
Homework	Workbook, pg. 42

ESL 2

Shelters

Name: _____

The following paragraph has many mistakes.

Circle the mistakes.

Copy the paragraph correctly.

I life in a apartment I live on the fist floor. my apartment have three bedrooms. i live whit me mother and father. They has a big bedroom Me apartment have flowers pink and red outside. My brother has a red car. I'm like me apartment.

Lesson Plan 7

Lesson Name	Jewel in the Sand
Unit	Unit 1
Date	
Objective	Students will use OEQs, pictures, headings and context clues to employ the reading strategies <i>Previewing</i> and <i>Draw Conclusions</i> .
ELA Standards	W.10, L.1, L.2, L.4, L.6
OEQ	Look at the picture. (pg. 44) What do you think this story is about?
Vocabulary	Daughter, earrings, jewels, nephew, princess, uncle, welcomed, conclusion
Activities	<ul style="list-style-type: none"> • Open-ended question • Review Homework – Workbook, pg. 42 • Ask students to identify the objects they recognize on page 44 • Read “Background”, pg. 44 • Compare/contrast non-fiction/fiction • Vocabulary – pg. 45 <ul style="list-style-type: none"> - Pronounce the words, read the sentences, define words • Discuss the reading strategy <i>Draw Conclusions</i> • Review “Draw Conclusions” chart with the class • Utilize the strategy <i>Draw Conclusions</i> to complete workbook pg. 43 • Rosetta Stone
Evaluation	Teacher Observation Student/teacher & peer/peer response OEQ Homework Rosetta Stone
Homework	Workbook pages 44-45

DRAWING CONCLUSIONS

Action	Conclusion
Michelle enters the classroom. She is carrying an umbrella.	It is raining.
Jonathan looks at his test grade. He is smiling.	
Brenda's face is red.	
Zeshan shares his lunch with a boy sitting next to him.	

Family Tree

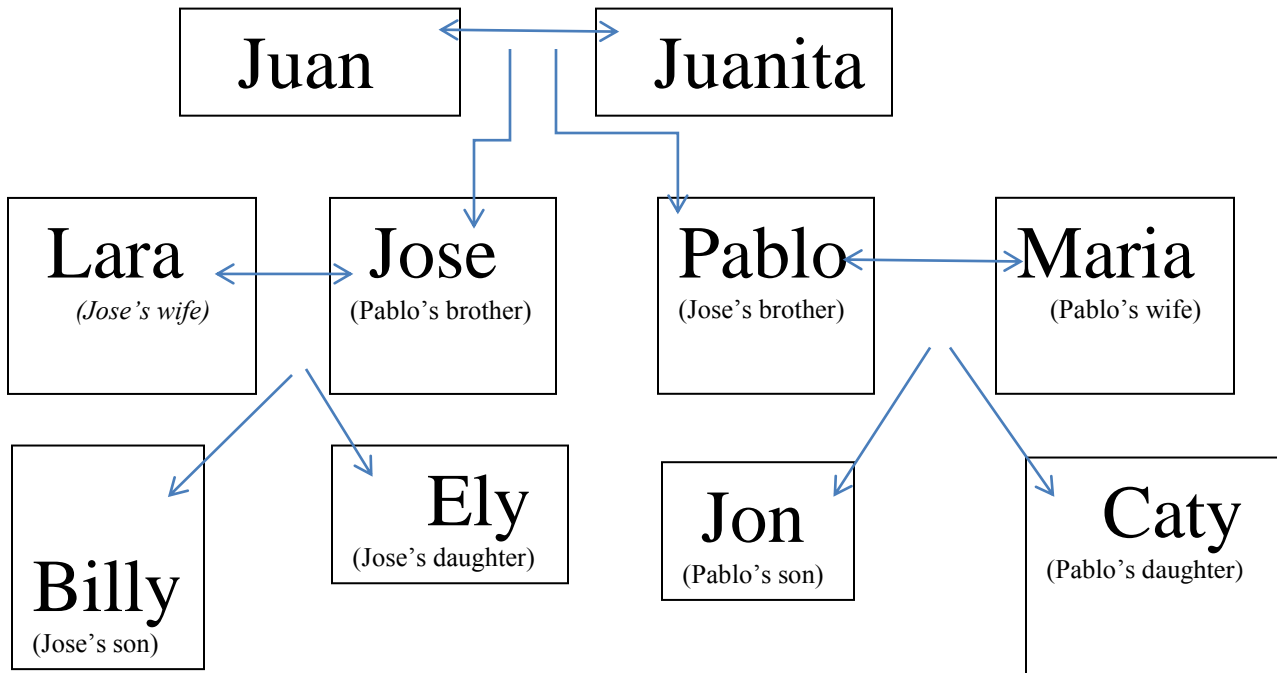
Aunt

Uncle

Nephew

Niece

Cousin



Lesson Plan 8

Lesson Name	Jewel in the Sand
Unit	Unit 1
Date	
Objective	Students will use OEQs, pictures, headings and context clues to employ the reading strategies <i>Previewing</i> and <i>Draw Conclusions</i> .
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1, L.1
OEQ	Describe the picture. (Students will receive 1 of 9 pictures illustrating <i>Jewel in the Sand</i>)
Vocabulary	Daughter, earrings, jewels, nephew, princess, uncle, welcomed, conclusion
Activities	<ul style="list-style-type: none"> • Open-ended question • Review Homework – Workbook, pgs. 44-45 • Display each one of the nine pictures. Ask students to read their description of the picture. Have students write the description on the board. <i>Each sentence follows the next to eventually form a paragraph</i> • Read “Draw Conclusions” on page 45 • Listen to <i>A Jewel in the Sand</i> • Read <i>A Jewel in the Sand</i> orally • Complete “Drawing Conclusions” chart • Compare charts with a partner • Complete Mimio Vote assessment activity • Rosetta Stone
Evaluation	Teacher Observation Student/teacher & peer/peer response OEQ Homework Rosetta Stone
Homework	Workbook page 46

DRAWING CONCLUSIONS

Character	Character's Action	Conclusion
<i>Sheik Hamid</i>		
<i>Ali</i>	<i>Ali found the jewel and gave it to his uncle.</i>	<i>Ali is an honest person.</i>
<i>Old Woman</i>		
<i>Princess</i>		

Lesson Plan 9

Lesson Name	Jewel in the Sand
Unit	Unit 1
Date	
Objective	Students will read a short play using correct pronunciation and intonation Students will research and write about their birthstone.
ELA Standard	W.10, L.1, L.2, L.4, L.6, SL.1
OEQ	Did Sheik Hamid make the right decision at the end of the story? Why/Why not?
Vocabulary	Daughter, earrings, jewels, nephew, princess, uncle, welcomed, conclusion
Activities	<ul style="list-style-type: none"> • Open-ended question • Review Homework – Workbook, pg 46 • Students will practice and then perform “<i>Jewel in the Sand</i>” • Complete “Comprehension”, pg. 50 in text • Research and write about their birthstone (pg. 51)
Evaluation	Teacher Observation Student/teacher & peer/peer response OEQ Homework
Homework	Workbook pages 47 & 48

Lesson Plan 9b

Lesson Name	Aladdin and the Lamp
Unit	Unit 1
Date	
Objective	Students will read <i>Aladdin and the Lamp</i> (ch. 10 from <u>Tales From the Arabian Nights</u>), draw conclusions about Aladdin's character based on his actions and write an ending to the story.
ELA Standard	L.1, L.2, L. 6, W.4, W.5, W.6, W.7, W.8, W.9, W.10, R.1, R.2, R.3, R.4, R.5, R.6, R.7
OEQ	What do you know about the story of <i>Aladdin and the Lamp</i> ?
Vocabulary	<i>Irregular past tense verbs</i> : made, wore, hit, went, found, put, thought, stood, brought, took, came, slept
Activities	<ul style="list-style-type: none"> • Open-ended question • Complete pre-reading exercise • Read <i>Aladdin and the Lamp</i> (pg. 35 in <u>Tales from the Arabian Nights</u>) • Write an ending to the story • Rosetta Stone
Evaluation	Teacher Observation Pre-reading activity Oral Reading OEQ Essay
Homework	Aladdin and the Lamp ending

Write the present tense form of these irregular past tense verbs:

Present Tense	Past Tense
<i>Make</i>	Made
	Wore
	Hit
	Went
	Found
	Put
	Thought
	Brought
	Stood
	Took
	Came
	Slept

Read *Aladdin and the Lamp*. List Aladdin’s important decisions:

1. _____
2. _____
3. _____
4. _____
5. _____

What do these decisions tell you about Aladdin’s character/personality?

Lesson Plan 10

Lesson Name	Jewel in the Sand
Unit	Unit 1
Date	
Objective	Students will review key concepts of Unit One
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1
OEQ	xxx
Vocabulary	Daughter, earrings, jewels, nephew, princess, uncle, welcomed, conclusion
Activities	<ul style="list-style-type: none">• Review homework – Workbook, pgs. 47 & 48• Complete “Link the Readings”, pg. 55• Unit 1, pt. 2 Mimio Vote Quiz• Complete Shining Star CD Rom review
Evaluation	Teacher Observation Student/teacher & peer/peer response Homework
Homework	Workbook pages 51 & 52

Lesson Plan 11

Lesson Name	Nomads/ Jewel in the Sand
Unit	Unit 1
Date	
Objective	Students will successfully complete Unit 1 exam
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1
OEQ	xxx
Vocabulary	journey, nomad, herds, buffalo, camels, desert, tents, preview, daughter, earrings, jewels, nephew, princess, uncle, welcomed, conclusion
Activities	<ul style="list-style-type: none">• Score 85% or better on Unit 1 test• Collect homework – Workbook, pgs. 51 & 52• Rosetta Stone
Evaluation	Teacher Observation Student/teacher & peer/peer response Unit 1 exam Homework Rosetta Stone
Homework	xxx

Lesson Plan 12

Lesson Name	Famous Fairy Tales
Unit	Fairy Tales
Date	
Objective	After reading a fairy tale, students will summarize the fairy tale through creating a PowerPoint presentation.
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1, R.1, R.2, R.3, R.4, R.5, SL2, SL3, SL4, SL5, SL6
OEQ	Describe a folktale from your country
Vocabulary	Specific to the fairy tale (students select 5-10 for their presentation)
Activities	<ul style="list-style-type: none"> • Students will read <i>“The Table, the Donkey, and the Stick”</i> together as a class. • Sample PowerPoint presentation • Students work together in groups to read a fairy tale (from <i>Five Famous Fairy Tales</i>) and create a PowerPoint presentation that summarizes the reading
Evaluation	Teacher Observation Student/teacher & peer/peer interaction PowerPoint presentation
Homework	PowerPoint presentation

Name: _____

Topic: _____

ESL Oral Presentation Rubric

CATEGORY	4	3	2	1
THE PRESENTER				
Articulation Score: _____	Speaks clearly all the time & mispronounces no words.	Speaks clearly and most of the time, but mispronounces a few words.	Speaks clearly sometimes. Mispronounces several words.	Cannot be understood. Mispronounces many words.
Sentence Construction Score: _____	Always speaks in complete sentences.	Mostly speaks in complete sentences.	Sometimes speaks in complete sentences.	Rarely speaks in complete sentences.
Posture/ Eye Contact Score: _____	Stands up straight, looks relaxed and confident. Maintains eye contact.	Stands up straight and establishes eye contact with most of the audience.	Sometimes stands up straight and establishes eye contact.	Slouches Does not look at the audience
Volume Score: _____	Loud enough to be heard by all.	Loud enough to be heard by most.	Loud enough to be heard by some.	Often too soft to be heard.
Context Score: _____	Always uses appropriate language	Usually uses appropriate language	Sometimes uses appropriate language	Seldom uses appropriate language
THE PRESENTATION				
Organization Score: _____	Excellent organization	Good organization	Partly Organized	Unorganized
Visuals Score: _____	Sufficient number of visuals that enhance understanding	Includes some key visuals	Visuals do not enhance understanding	No visuals
Vocabulary Score: _____	Sufficient use of key vocabulary	Some use of key vocabulary	Few key vocab/ Vocab used incorrectly	No academic vocabulary
Grammar Score: _____	No grammatical errors	A few mistakes in grammar	Many mistakes in grammar	Grammatical errors are prevalent
Spelling, punctuation & capitalization Score: _____	No mistakes	A few mistakes in spelling, punctuation or capitalization	Many mistakes in spelling, punctuation or capitalization	Mistakes in spelling, punctuation and capitalization
Total Score: _____				

In addition to the elements listed in the “Oral Presentation Rubric”, your presentation should answer the following questions:

1. What lessons do you think the author is trying to teach?
2. How would the story have been different if the setting was in the year 2012 in your country?
3. Identify 5-10 vocabulary words that you found to be *“fresh, engaging or beautiful”*
4. If you had to change the ending, what would it be?

Lesson Plan 13

Lesson Name	Famous Fairy Tales
Unit	Fairy Tales
Date	
Objective	Students will summarize a fairy tale through creating a PowerPoint presentation.
OEQ	xxx
Vocabulary	Specific to the fairy tale (students select 5-10 for their presentation)
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1, R.1, R.2, R.3, R.4, R.5, SL2, SL3, SL4, SL5, SL6
Activities	<ul style="list-style-type: none"> • Students work together in groups to read a fairy tale (from <i>Five Famous Fairy Tales</i>) and create a PowerPoint presentation that summarizes the reading
Evaluation	Teacher Observation Student/teacher & peer/peer interaction PowerPoint presentation
Homework	PowerPoint presentation

Lesson Plan 14

Lesson Name	Famous Fairy Tales
Unit	Fairy Tales
Date	
Objective	Students will present a fairy tale through a PowerPoint presentation.
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1, R.1, R.2, R.3, R.4, R.5, SL2, SL3, SL4, SL5, SL6
OEQ	xxx
Vocabulary	Specific to the fairy tale (students select 5-10 for their presentation)
Activities	<ul style="list-style-type: none">• Students work together in groups to present and assess PowerPoint presentations that summarizes their reading of a fairy tale
Evaluation	Teacher Observation Student/teacher & peer/peer interaction PowerPoint presentation Rosetta Stone
Homework	xxx

Lesson Plan 15

Lesson Name	The Trojan Horse
Unit	Unit 2
Date	
Objective	Use vocabulary strategies to understand key vocabulary. Write a narrative that utilizes at least 5 key words.
ELA Standards	W.10, L.1, L.2, L.4, L.6,
OEQ	What should be done to captured prisoners during a war?
Vocabulary	attack, enemies, palace, prisoner, soldiers, strong
Activities	Review workbook pages 52-53 Rosetta Stone
Evaluation	Teacher Observation Student/teacher & peer/peer response Homework Rosetta Stone
Homework	Workbook page 53

Lesson Plan 16

Lesson Name	The Trojan Horse
Unit	Unit 2
Date	
Objective	Students will use OEQs, pictures, headings and context clues to employ the reading strategies <i>Problems/Solutions</i> and <i>Cause/Effect</i> .
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1
OEQ	Look at the pictures. (pg. 59) What do you think this story is about?
Vocabulary	attack, enemies, palace, prisoner, soldiers, strong
Activities	<ul style="list-style-type: none"> • Open-ended question • Review Homework – Workbook, pg. 53 • Ask students to identify the objects they recognize on page 58 • Read “Background”, pg. 58 • Discuss legends from various countries • Vocabulary – pg. 59 <ul style="list-style-type: none"> - Pronounce the words, read the sentences, define words • Discuss the reading strategy <i>Look for Problems and Solutions</i> • Brainstorm solutions to the Greek’s dilemma • Rosetta Stone
Evaluation	Teacher Observation Student/teacher & peer/peer response OEQ Homework Rosetta Stone
Homework	Workbook page 54

Lesson Plan 17

Lesson Name	The Trojan Horse
Unit	Unit 2
Date	
Objective	Students will utilize the reading strategy, <i>Look for Problems & Solutions</i> , when reading <u><i>The Trojan Horse</i></u>
ELA Standards	W.10, L.1,L.2, R.1, R.2, R.3, R.4, R.5
OEQ	How can an army get inside of a city protected by strong walls?
Vocabulary	attack, enemies, palace, prisoner, soldiers, strong
Activities	<ul style="list-style-type: none"> • Open-ended question • Review Homework – Workbook, pg. 54 • Listen to <u><i>The Trojan Horse</i></u> • Read <u><i>The Trojan Horse</i></u> orally • Complete workbook page 55 • Review workbook page 55 • Complete Mimio Vote assessment activity • Rosetta Stone
Evaluation	Teacher Observation Student/teacher & peer/peer response OEQ Homework Rosetta Stone
Homework	Workbook page 56

Lesson Plan 18

Lesson Name	The Trojan Horse
Unit	Unit 2
Date	
Objective	Students will read and perform the play, <i>The Trojan Horse</i>
ELA Standards	W.10, L.1,L.2, R.1, R.2, R.3, R.4, R.5, R.6
OEQ	Think about the story you read. What is the meaning of the following phrase “Beware of Greeks bearing gifts”? bearing = possessing
Vocabulary	attack, enemies, palace, prisoner, soldiers, strong
Activities	<ul style="list-style-type: none"> • Open-ended question • Review Homework – Workbook, pg. 56 • Phonics lesson – pgs. 57-58 workbook • Read <i>The Trojan Horse</i> orally • Complete workbook page 55 • Review workbook page 55 • Students write one fact for each key word from the story • Students receive a slip of paper w/ one key word and stand up w/ their key word when it fits the sentence. (Comprehension, pg. 64) • Conduct research for Greek god writing assignment. (pg. 65)
Evaluation	Teacher Observation Student/teacher & peer/peer response OEQ Play Homework Rosetta Stone
Homework	Workbook pages 59-60

Lesson Plan 19

Lesson Name	Greek gods
Unit	Unit 2
Date	
Objective	Students will conduct research and compose an essay about a Greek god
ELA Standards	L.1, L.2, L. 6, W.4, W.5, W.6, W.7, W.8, W.9, W.10
OEQ	Explain how the Greeks entered the city of Troy
Vocabulary	attack, enemies, palace, prisoner, soldiers, strong
Activities	<ul style="list-style-type: none"> • Open-ended question • Review Homework – Workbook, pgs. 59-60 • Phonics lesson – pgs. 57-58 workbook • Conduct research and compose an essay about a Greek god • Rosetta Stone
Evaluation	Teacher Observation Student/teacher & peer/peer response OEQ Essay Homework Rosetta Stone
Homework	Workbook page 61

Lesson Plan 19b

Lesson Name	Greek gods
Unit	Unit 2
Date	
Objective	Students will read an excerpt from <u>Black Ships Before Troy</u> and work in groups to create a short play summarizing the main characters' arguments and proposing a plausible solution.
ELA Standards	L.1, L.2, L. 6, W.4, W.5, W.6, W.7, W.8, W.9, W.10, R.1, R.2, R.3, R.4, R.5, R.6, R.7
OEQ	Describe the type of person you would <i>never</i> invite to a party. Why would you not invite this person?
Vocabulary	<i>Characters:</i> Peleus, Thetis, Eris, Hera, Athene, Aphrodite discord, blackest, fairest, greatest
Activities	<ul style="list-style-type: none"> • Open-ended question • Pre-reading activity • Read excerpt from <u>Black Ships Before Troy</u> • Create and perform student short plays • Rosetta Stone
Evaluation	Teacher Observation Student/teacher & peer/peer response OEQ Pre-reading activity Play Rosetta Stone
Homework	You are King Peleus. Write a letter to Eris to explain why you did not invite her to your wedding. Give her advice to reform her behavior.

What puts you in a bad *mood*? _____

What puts you in a good *mood*? _____

List 3 things that would cause *discord* at a party.

1. _____
2. _____
3. _____

Scan Black Ships Before Troy. List the 6 characters. Tell who each one is.

Character	Who is he/she?
<i>Peleus</i>	<i>King of the Myrmidons</i>
<i>Thetis of the Silver Feet</i>	

1. Look at the title. Where does the story take place? _____
2. Find 3 *superlative adjectives*. What word does each adjective describe?

*Remember – most superlative adjectives end in “*est*”

Superlative adjective	Noun

Black Ships Before Troy

In the high and far-off days when men were heroes and walked with the gods, Peleus, king of the Myrmidons, took for his wife a sea nymph called Thetis, Thetis of the Silver Feet. Many guests came to their wedding feast, and among the mortal guests came all the gods of high Olympus.

But as they sat feasting, one who had not been invited was suddenly in their midst: Eris, the goddess of discord, had been left out because wherever she went she took trouble with her; yet here she was, all the same, and in her blackest mood, to avenge the insult.

All she did—it seemed a small thing—was to toss down on the table a golden apple. Then she breathed upon the guests once, and vanished.

The apple lay gleaming among the piled fruits and the brimming wine cups; and bending close to look at it, everyone could see the words “To the fairest” traced on its side.

Then the three greatest of the goddesses each claimed that it was hers. Hera claimed it as wife to Zeus, the All-father, and queen of all the gods. Athene claimed that she had the better right, for the beauty of wisdom such as hers surpassed all else. Aphrodite only smiled, and asked who had a better claim to beauty’s prize than the goddess of beauty herself.

They fell to arguing among themselves; the argument became a quarrel, and the quarrel grew more and more bitter, and each called upon the assembled guests to judge between them. But the other guests refused, for they knew well enough that, whichever goddess they chose to receive the golden apple, they would make enemies of the other two.

- Sutcliff, Rosemary. *Black Ships Before Troy: The Story of the Iliad*. New York: Delacorte Press, 1993. (1993) From “The Golden Apple”

Lesson Plan 20

Lesson Name	Earthquakes
Unit	Unit 2
Date	
Objective	Use multiple strategies to determine the meaning of key vocabulary Read for key details and identify cause and effect
ELA Standards	W.10, L.1, L.2, SL.1, L.4, L.6
OEQ	What causes earthquakes?
Vocabulary	Crust, dangerous, destroy, directions, plates, powerful
Activities	<ul style="list-style-type: none"> • Review homework pg. 61 • Discuss why earthquakes happen more often in some places than others (Background, pg. 66) • Use synonyms, definitions and picture clues to determine the meaning of key vocabulary words (pg. 67) • Explain cause & effect (pg. 67) • Complete pre-reading activity • Rosetta Stone
Evaluation	Teacher Observation Student/teacher & peer/peer response OEQ Homework Rosetta Stone
Homework	Workbook pages 62-63

Previewing

Look at the Pictures on pages 68-71. List 4 places where earthquakes occur.

1. _____
2. _____
3. _____
4. _____

Skim the text to answer the following questions:

1. What is an earthquake? _____
2. What is the Earth's crust? _____
3. What Happens along the faults? _____
4. Where do earthquakes happen? _____
5. What is the San Andreas Fault? _____
6. How do we measure earthquakes? _____

Lesson Plan 21

Lesson Name	Earthquakes
Unit	Unit 2
Date	
Objective	Students will listen and read for key details and identify cause and effect
ELA Standards	W.10, L.1, L.2, SL.1, L.4, L.6
OEQ	Why do some earthquakes cause great damage and other earthquakes cause little or no damage?
Vocabulary	Crust, dangerous, destroy, directions, plates, powerful
Activities	<ul style="list-style-type: none"> • Review homework pg. 63 • View the video <i>Earthquakes @</i> http://app.discoveryeducation.com/player/?assetGuid=64e08dcf-c69a-4fef-bba416f9ea0a96c1&fromMyDe=0&isPrinterFriendly=0&provider=&isLessonFromHeath=0&productcode=US&isAssigned=false&includeHeader=YES • Complete the “Word Gap” Activity • Play the video again, this time displaying the transcript & have students check their word gap activity (Additional videos are available @ United Streaming & NBC Learn) • Listen to and then read “<i>Earthquakes</i>” pages 68-71 • Complete Mimio Vote comprehension activity • Adjective activity – students receive a slip of paper with either an adjective or a noun. They find a partner whose noun or adjective makes sense when paired with theirs. • Complete workbook page 65
Evaluation	Teacher Observation Student/teacher & peer/peer response OEQ Mimio Vote Listening/viewing comprehension Homework
Homework	Workbook pages 64 & 66

Watch and listen to the video. Fill in the blanks with the missing word.

Earthquakes

Other changes in the earth's _____ occur in a matter of minutes and even seconds.

Earthquakes are sudden movements of the earth's crust when it shakes or slides.

Earthquakes can be very _____ and destructive.

They not only change the way the earth's surface looks, they damage or even _____ buildings, roads, and bridges.

Earthquakes occur when sections of the earth's crust move past each other, building up pressure, or force.

It's a little like bending a stick. You can bend it only so much before the _____ on the stick is so great that it snaps.

The same thing happens when pressure builds as a result of parts of the earth's crust moving.

Suddenly, the crust will snap.

1. What is an earthquake? _____
2. **Destructive** is an adjective. What is the verb form? _____
3. How do earthquakes occur? _____
4. What is synonym for **pressure**? _____

ADJECTIVE ACTIVITY

(Distribute one of the following words to each student. Each student finds a partner whose noun or adjective makes sense when paired with theirs)

<i>Beautiful</i>	<i>High</i>
<i>Huge</i>	<i>Small</i>
<i>Curious</i>	<i>Dangerous</i>
<i>Strong</i>	<i>Special</i>
<i>City</i>	<i>Walls</i>
<i>Horse</i>	<i>Door</i>
<i>Earthquake</i>	<i>Waves</i>
<i>Machine</i>	<i>People</i>

Lesson Plan 22

Lesson Name	Earthquakes
Unit	Unit 2
Date	
Objective	Use sequence words and the simple past tense to compose and publish a personal narrative
ELA Standards	W.3, W.4, W.5, W.6, W.10, L.1, L.2, SL.1, L.4, L.6
OEQ	What did you learn about earthquakes that you didn't know before?
Vocabulary	Crust, dangerous, destroy, directions, plates, powerful
Activities	<ul style="list-style-type: none"> • Review homework - workbook pages 64 & 66 • Play charades to practice the past tense – (Ask: “What did he/she do?”) • Complete “Grammar”, pg. 74 • Read “Writing a Personal Narrative”, pg. 75 • Compose and publish a personal narrative
Evaluation	Teacher Observation Student/teacher & peer/peer response OEQ Personal Narrative Homework
Homework	Workbook pages 67-68

Brush your teeth

Kick a ball

Ride a bike

Talk on the phone

Use a computer

Eat a sandwich

Watch TV

Play a video game

Read a book

Sleep

Give your friend a pencil

Go out of the room

Turn off the lights

Open the door

Lesson Plan 23

Lesson Name	Earthquakes
Unit	Unit 2
Date	
Objective	Review key concepts of Unit 2
ELA Standards	W.10, L.1, L.2, SL.1, L.4, L.6
OEQ	What is the difference between regular and irregular verbs?
Vocabulary	Crust, dangerous, destroy, directions, plates, powerful
Activities	<ul style="list-style-type: none"> • Review homework - workbook pages 67-68 • Work with a partner to complete "Unit 2 Review", pg. 77 & "Unit 2, pt. 2 quiz" • Shining Star CD – Unit 2, pt. 2 and Unit 2 review
Evaluation	Teacher Observation Student/teacher & peer/peer response OEQ Personal Narrative Homework
Homework	Workbook pages 69-71

Lesson Plan 24

Lesson Name	Trojan Horse, Earthquakes
Unit	Unit 2
Date	
Objective	Score 85% or better on Unit 2 exam
ELA Standards	W.10, L.1, L.2, L.4, L.6
OEQ	What was easy/difficult for you in this unit?
Vocabulary	attack, enemies, palace, prisoner, soldiers, strong, crust, dangerous, destroy, directions, plates, powerful
Activities	<ul style="list-style-type: none">• Review homework - workbook pages 69-71• Unit 2 exam• Rosetta Stone
Evaluation	Teacher Observation Unit 2 Exam Homework Rosetta Stone
Homework	Workbook page 72

Lesson Plan 25

Lesson Name	The Bouncing Ball
Unit	Unit 3
Date	
Objective	Preview Unit 3 content Use multiple strategies to determine key vocabulary Employ the reading strategy “ <i>Ask Questions</i> ”
ELA Standards	W.10, L.1, L.2, SL.1, L.4, L.6
OEQ	Who is your favorite athlete? Why do you like this person?
Vocabulary	Artifact, bounce, explorers, rubber, statue
Activities	<ul style="list-style-type: none"> • Review homework – workbook page 72 • Read about Unit 3 and the objectives – pgs. 78-79 • Complete “Background” & “Vocabulary”, pgs. 80-81 • <i>Use guided questions (see below)</i> • Rosetta Stone
Evaluation	Teacher Observation Guided questions Homework Rosetta Stone
Homework	Workbook pages 73-74

Guided Questions for Introduction to Unit 3

Page 78

1. What sports use a ball?
2. What is the most common shape of the ball?
3. What are the balls made of?
4. What is the difference between “futbol” and “football”?
5. In which selection do you think you will learn where balls were first used?
6. In which selection do you think you will learn about a famous ballplayer?

Page 79

1. What is “chronological order”?
2. What is a “biography”? - what does “bio” mean?
3. What is a “timeline”?

Page 80

1. What do you know about the Aztecs/Mayas?
2. What do you think the man in the picture is doing?
3. Where do you think he lived? Why?

Page 81

1. Explorer – explain that the suffix “er” often changes the action word to a word that names the person who does the action.
 - Solicit additional examples:

explorer, worker, player, teacher, drier, builder, singer, painter, reader, cleaner, baker, leader

Lesson Plan 26

Lesson Name	The Bouncing Ball
Unit	Unit 3
Date	
Objective	Employ the reading strategy “ <i>Ask Questions</i> ” Read for key details
ELA Standards	W.10, L.1, L.2, SL.1, L.4, L.6
OEQ	Do you like to play any sports? Why/why not? Which sport is your favorite?
Vocabulary	Artifact, bounce, explorers, rubber, statue
Activities	<ul style="list-style-type: none"> • Review homework – Workbook pages 73-74 • Play the Chinese game “<i>Caught You!</i>” (Teacher’s edition, pg. 82) • The teacher will write the student-created sentences on the board • Complete a KWL chart as a class • Listen to and read “<i>The Bouncing Ball</i>” – pages 82-85 • Complete Mimio Vote comprehension activity • Students work in groups to complete “Materials” activity • Complete “Review and Practice”, pg. 86
Evaluation	Teacher Observation Materials Chart KWL Chart Mimio Vote Homework
Homework	Workbook pages 75-76

Group member names: _____

- Work as a group to find as many different objects in the room.
- Classify them according to their material.
- Complete the following chart:

M A T E R I A L S I N T H E C L A S S R O O M				
Paper	Wood	Rubber	Plastic	Metal

Lesson Plan 27

Lesson Name	The Bouncing Ball
Unit	Unit 3
Date	
Objective	Explain how artifacts reveal information about a particular group of people Compare/contrast long vowels with signal “e” - C-V-C-e
ELA Standards	W.10, L.1, L.2, L.3, L.4, SL.1, L.6, SL.4, SL.6
OEQ	How are our sports similar to the sports of the Maya and Aztecs?
Vocabulary	Artifact, bounce, explorers, rubber, statue
Activities	<ul style="list-style-type: none"> • Review homework – Workbook pages 75-76 • Complete “Artifacts” in groups • Complete “You are an archaeologist” activity in groups • “Phonics” lesson – workbook pages 77-78 • Rosetta Stone
Evaluation	Homework Artifact activity OEQ Rosetta Stone
Homework	Workbook pages 79-80







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Lesson Plan 28

Lesson Name	Roberto Clemente
Unit	Unit 3
Date	
Objective	Read and listen for key details Make predictions Use the reading strategy “ <i>Chronological Order</i> ”
ELA Standards	W.10, L.1, L.2, SL.1, L.4, L.6, R.1, R.2, R.7
OEQ	Do you think professional athletes make too much money? Why/Why not?
Vocabulary	Achievements, medicine, opportunity, rescue, supplies
Activities	<ul style="list-style-type: none"> • Review homework – Workbook pages 79-80 • Make predictions about the reading (background questions, teacher’s edition) • “Background” and “Vocabulary”, pgs. 88-89 • Video “Roberto Clemente” (<i>United Streaming, 4:28</i>) • Listen to and read “Roberto Clemente” – pgs. 90-92 • Complete Mimio Vote comprehension check • Complete workbook page 83
Evaluation	Homework OEQ Student Predictions Mimio Vote
Homework	Workbook pages 81-82

Lesson Plan 29

Lesson Name	Roberto Clemente
Unit	Unit 3
Date	
Objective	Read a play orally Create a timeline Capitalize proper nouns
ELA Standards	W.10, L.1, L.2, SL.1, S.6, L.4, L.6
OEQ	What was Roberto Clemente's greatest <i>achievement</i> ? Why?
Vocabulary	Achievements, medicine, opportunity, rescue, supplies
Activities	<ul style="list-style-type: none"> • Review homework – Workbook pages 81-82 • Read “Roberto Clemente – A Play”, pg. 93 • Workbook page 84 • Mini lesson – Proper nouns (teacher’s edition, pg. 94) • Create a timeline of your life – 5 past events & 5 future events • Rosetta Stone
Evaluation	Homework OEQ Oral Reading Timeline
Homework	Workbook pages 85-86

Lesson Plan 30

Lesson Name	Play Ball/Roberto Clemente
Unit	Unit 3
Date	
Objective	Review key concepts of Unit 3 Create a PowerPoint project detailing a favorite sport
ELA Standards	W.2, W.4, W.5, W.6, W.7, W.8, W.9, W.10, L.1, L.2, L.3, SL.1, L.4, L.6
OEQ	What 5 <i>achievements</i> would you like to complete this year?
Vocabulary	Achievements, medicine, opportunity, rescue, supplies
Activities	<ul style="list-style-type: none"> • Review homework – Workbook pages 85-86 • Grammar & vocabulary – workbook pages 88-89 • Complete Shining Star CD review Unit 3 • Create a PowerPoint detailing a sport (Extension, pg. 95)
Evaluation	Homework OEQ PowerPoint
Homework	Workbook pages 87,90,91

Lesson Plan 31

Lesson Name	Play Ball/Roberto Clemente
Unit	Unit 3
Date	
Objective	Score 85% or better on Unit 3 exam Create a PowerPoint project detailing a favorite sport
ELA Standards	W.2, W.4, W.5, W.6, W.7, W.8, W.9, W.10, L.1, L.2, L.3, SL.1, L.4, L.6
OEQ	What was easy/difficult for you in Unit 3?
Vocabulary	Artifact, bounce, explorers, rubber, statue, achievements, medicine, opportunity, rescue, supplies
Activities	<ul style="list-style-type: none"> • Review homework – Workbook pages 85-86 • Grammar & vocabulary – workbook pages 88-89 • Complete Shining Star CD review Unit 3 • Create a PowerPoint detailing a sport (Extension, pg. 95)
Evaluation	Homework OEQ Unit 3 exam PowerPoint
Homework	PowerPoint Project

Lesson Plan 32

Lesson Name	Play Ball/Roberto Clemente
Unit	Unit 3
Date	
Objective	Present and evaluate PowerPoint projects detailing a favorite sport
ELA Standards	W.2, W.4, W.5, W.6, W.7, W.8, W.9, W.10, L.1, L.2, L.3, SL.1, L.4, L.6
OEQ	What did you learn about your sport that you didn't know before?
Vocabulary	As identified by the student
Activities	<ul style="list-style-type: none">• Present and evaluate a PowerPoint detailing a sport (Extension, pg. 95)• Rosetta Stone
Evaluation	PowerPoint
Homework	Rosetta Stone take home exam

Lesson Plan 33

Lesson Name	Famous Athletes
Unit	Unit 3
Date	
Objective	Conduct a survey and report the results Read a biography Create and perform an interview
ELA Standards	L.1, L.2, SL.1, SL.3, SL.4, SL.5, SL.6, W. 2-10
OEQ	“Extreme Sports Survey” - from <i>Extreme Sports</i> – Penguin Reader
Vocabulary	As identified by the student
Activities	<ul style="list-style-type: none"> • Review homework – workbook pg. 92 • Review “Extreme Sports Survey” • Students will conduct a survey about an extreme sport and report the results • Students will work with a partner to read about Michael Jordan or Pele and create and present an interview with a minimum of 10 questions based on their reading.
Evaluation	Teacher Observation Interview
Homework	Interview

- Work with a partner and read about Pele or Michael Jordan.
- As you read, write at least ten interview questions and answers.
- Perform your interview.

Introduction: <i>Hello ladies and gentlemen. Welcome to _____.</i> <i>Today, we are here with the famous athlete, _____.</i>	
QUESTION	ANSWER
<i>What were the three biggest achievements in your life?</i>	1
	2
	3
<i>What were three reasons why you were so successful and how did these contribute to your success?</i>	1
	2
	3
Conclusion:	

Lesson Plan 34

Lesson Name	Famous Athletes
Unit	Unit 3
Date	
Objective	Read a biography Create and perform an interview
ELA Standards	L.1, L.2, SL.1, SL.3, SL.4, SL.5, SL.6, W. 2-10
OEQ	What did you learn about your athlete that you didn't know before?
Vocabulary	As identified by the student
Activities	<ul style="list-style-type: none">• Students will work with a partner to read about Michael Jordan or Pele and create and present an interview with a minimum of 10 questions based on their reading.• Rosetta Stone
Evaluation	Teacher Observation Interview Rosetta Stone
Homework	Workbook page 92

Lesson Plan 35

Lesson Name	The Clever Daughter-In-Law
Unit	Unit 4
Date	
Objective	Preview Unit 4 content Use multiple strategies to determine key vocabulary Employ the reading strategy “ <i>Predict</i> ”
ELA Standards	W.10, L.1, L.2, L.4, SL.1, SL.3, SL.4, SL.6
OEQ	Work with a partner to solve this riddle: <i>“You need to transport 3 things across a river. You can only bring one thing on the boat for each trip across the river. You need to bring a fox, a chicken, and a bag of corn. Be careful what you bring on the boat or leave on the land. For example, if the fox and chicken are together, the fox will eat the chicken. If the chicken and corn are together, the chicken will eat the corn. How can you successfully bring all three items across the river?”</i>
Vocabulary	clever, daughter-in-law, father-in-law, lantern, missed
Activities	<ul style="list-style-type: none"> • Review homework - Workbook page 92 • Read about Unit 4 and the objectives – pgs. 100-101 • Complete “Background” & “Vocabulary”, pgs. 102-103 • <i>Use guided questions (see below)</i> • Rosetta Stone
Evaluation	Teacher Observation Interview Rosetta Stone
Homework	Workbook pages 93-94

Are you CLEVER?

Work with a partner to solve this riddle:

“You need to transport 3 things across a river.

You can only bring one thing on the boat for each trip across the river.

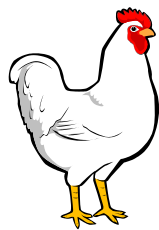
*You need to bring a **fox**, a **chicken**, and a **bag of corn**.*

Be careful what you bring on the boat or leave on the land.

For example, if the fox and chicken are together, the fox will eat the chicken.

If the chicken and corn are together, the chicken will eat the corn.

How can you successfully bring all three items across the river?



Page 100

1. What are "**Family Ties**"? _____

2. Make a list of family relationships (Example: father, mother etc.) _____

3. Look at the picture. Where does "*The Clever Daughter-In-Law*" take place? _____
4. Are people born **clever** or can they learn to become clever? _____

5. What **trait** do you share with your mother/father? _____

Page 101

1. What does **predict** mean? _____
2. What is a **folktale**? _____

Page 102

1. What do you know about China? _____

2. What is the girl doing? _____

Page 103

1. What is the difference between **clever** and **intelligent**? _____

Lesson Plan 36

Lesson Name	The Clever Daughter-In-Law
Unit	Unit 4
Date	
Objective	Read and listen for key details Employ the reading strategy “ <i>Predict</i> ”
ELA Standards	W.3, W.4, W.5, W.6, W.10, L.1, L.2, L.4, SL.1, SL.3, SL.4, SL.6
OEQ	Describe a time when you did something <i>clever</i> .
Vocabulary	clever, daughter-in-law, father-in-law, lantern, missed
Activities	<ul style="list-style-type: none"> • Review homework - Workbook pages 93-94 • Complete “Reading Strategy”, pg. 95 • Listen to and read “<i>The Clever Daughter-In-Law</i>, pgs. 104-105 • Predict w/ a partner – <i>What gifts do you think the farm girl will have ready for the sisters?</i> • Read page 106 and check predictions • Complete Mimio Vote comprehension activity • Work with a partner using pictures from the text to create a comic strip. <p>http://www.readwritethink.org/files/resources/interactives/comic/index.html</p>
Evaluation	Teacher Observation Oral Reading Predictions Mimio Vote Homework Comic Strip
Homework	Workbook pages 96 & 99

Lesson Plan 37

Lesson Name	The Clever Daughter-In-Law
Unit	Unit 4
Date	
Objective	Compare/contrast initial, medial and final digraphs (<i>ch, sh, th</i>) Evaluate student comic strips
ELA Standards	W.3, W.4, W.5, W.6, W.10, L.1, L.2, L.4, SL.1, SL.3, SL.4, SL.6
OEQ	What did the daughter-in-law do that was clever?
Vocabulary	clever, daughter-in-law, father-in-law, lantern, missed
Activities	<ul style="list-style-type: none"> • Review homework - Workbook pages 96 & 99 • Present comic strips (They will be displayed on the walls. Students complete a “gallery walk” and evaluate the comic strips based on creativity and relevance to the text) • Phonics lesson (wrkbbk pgs. 97-98) • Rosetta Stone
Evaluation	Teacher Observation Oral Reading Predictions Mimio Vote Homework Comic Strip
Homework	Workbook pages 100-101

Lesson Plan 38

Lesson Name	Festivals
Unit	Unit 4
Date	
Objective	Create and present a PowerPoint presentation detailing a special festival from the student's country.
ELA Standards	W.3, W.4, W.5, W.6, W.10, L.1, L.2, L.4, SL.1, SL.3, SL.4, SL.6
OEQ	Describe your favorite festival from your country.
Vocabulary	As determined by the student
Activities	<ul style="list-style-type: none">• Review homework - Workbook pages 100-101• Work with a partner to create a PowerPoint presentation detailing a special festival from their country.
Evaluation	Teacher Observation OEQ PowerPoint
Homework	PowerPoint

Lesson Plan 39

Lesson Name	Festivals
Unit	Unit 4
Date	
Objective	Present and evaluate PowerPoint presentations detailing a special festival from the student's country.
ELA Standards	W.3, W.4, W.5, W.6, W.10, L.1, L.2, L.4, SL.1, SL.3, SL.4, SL.6
OEQ	Why did you choose the festival for your presentation?
Vocabulary	As determined by the student
Activities	<ul style="list-style-type: none">• Present and evaluate PowerPoint projects• Rosetta Stone
Evaluation	Teacher Observation OEQ PowerPoint
Homework	Workbook pages 102-103

Lesson Plan 40

Lesson Name	Family Traits
Unit	Unit 4
Date	
Objective	Use vocabulary strategies to understand key vocabulary. Evaluate the reading strategy “ <i>Reread</i> ” Explain the association between genes and heredity
ELA Standards	W.10, L.1, L.2, L.6, SL1, R.1, R.4, R.6, R.7
OEQ	What <i>traits</i> did you <i>inherit</i> from your mother and father?
Vocabulary	experiments, generations, inherit, members, traits, heredity, genes, chromosomes
Activities	<ul style="list-style-type: none"> • Brainstorm a list of inheritable traits and classify them according to physical and behavioral • Read pages 110-111 in text • Introduction to inherited traits: http://learn.genetics.utah.edu/content/begin/traits/activities/pdfs/inherited%20human%20traits%20quick%20reference_public.pdf • Complete a survey of inherited traits with visual support @ http://teach.genetics.utah.edu/content/heredity/docs/familytraitstrivia.pdf • View a presentation on “Heredity” and “Traits” - http://learn.genetics.utah.edu/content/begin/tour/ • Additional lessons & handouts available @ http://teach.genetics.utah.edu/content/heredity/html/inventory.html • Read “Family Traits”, pgs. 112-115
Evaluation	Teacher Observation OEQ Survey Oral Reading
Homework	Survey of inherited traits & workbook pages 104 & 106

Lesson Plan 41

Lesson Name	Family Traits
Unit	Unit 4
Date	
Objective	Conduct an experiment and report the results
ELA Standards	W.10, L.1, L.2, L.6, SL1, R.1, R.4, R.6, R.7
OEQ	How do children inherit traits from their parents?
Vocabulary	experiments, generations, inherit, members, traits, heredity, genes, chromosomes
Activities	<ul style="list-style-type: none"> • Review homework – workbook pages 104-106 • Compare/contrast single and plural possessives (wrkbk. Pg. 105) • Explain the chart on page 115 to a partner • Complete “Comprehension”, pg. 116 • Conduct the “Pea Experiment” - http://www.sonic.net/~nbs/projects/anthro201/exper/ • Report the results • Mini Lesson on adverbs (student text page 118) • Rosetta Stone
Evaluation	Teacher Observation OEQ Experiment Rosetta Stone
Homework	Workbook pages 107-08

You are the manager of a fruit and vegetable company. You need to produce peas that people want to buy. Your customers like round and green peas. Some of your peas are yellow and *wrinkled*. You need to *breed* the peas so that the “pea parents” and all of the “pea children” are round and green. After you complete the experiment, explain how you *bred* the peas to make all of the peas round and green.

Go to <http://www.sonic.net/~nbs/projects/anthro201/exper/> for the pea experiment.

Conclusion

- 1. What was the *dominant trait*? – Round or Wrinkled? How do you know?

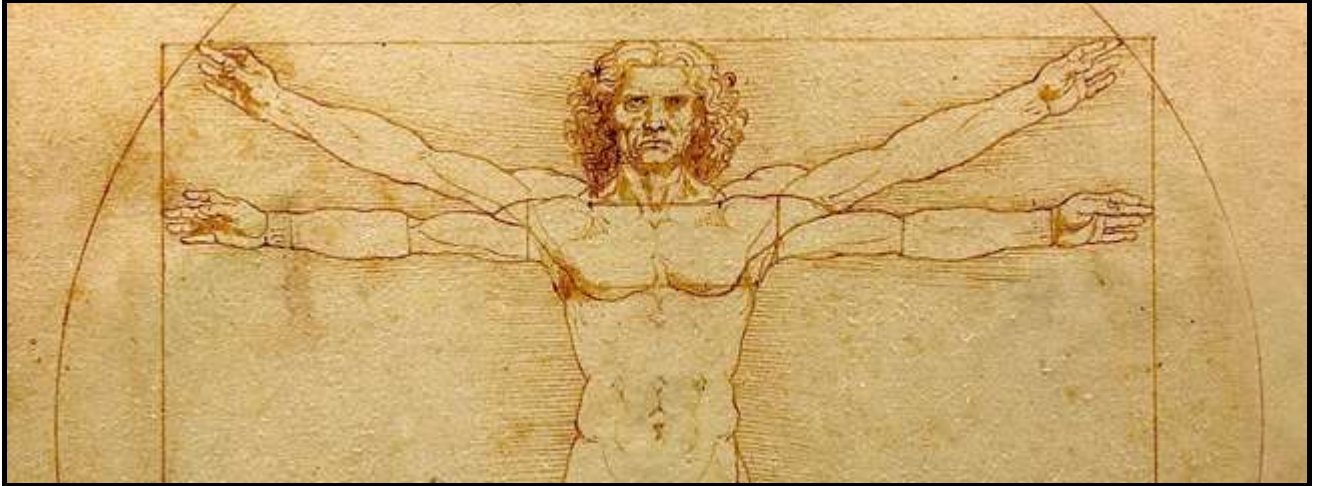
- 2. What was the *recessive trait*? – Round or Wrinkled? How do you know?

- 3. Explain how you bred the peas to make all of the “children” round and green:

- 4. Can two “parent peas” who are both round and green have a child that is wrinkled or yellow? Explain _____

Lesson Plan 42

Lesson Name	Genetic Engineering
Unit	Unit 4
Date	
Objective	Evaluate the pros and cons of genetic engineering as it relates to the improvement of genetic traits.
ELA Standards	W.10, L.1, L.2, L.6, SL1, R.1, R.3, R.4, R.6, R.7
OEQ	What personal trait would you change? Why?
Vocabulary	offspring, manipulating, genotype, phenotype, genetic engineering, somatic cells, stem cells, embryonic stem cells, hurdle, embryo (fertilized egg, after 8 weeks = fetus)
Activities	<ul style="list-style-type: none"> • OEQ • Pre-reading activity • Read <i>“Modern Eugenics: Building a Better Person”</i> w/ guided questions • Prepare for and present a debate on genetic engineering
Evaluation	OEQ Oral reading Guided questions Debate Homework - essay
Homework	What are the appropriate and inappropriate uses of genetic engineering?



Leonardo DaVinci's Vitruvian Man reflects the artist's perception of the ideally proportioned man.

Modern Eugenics: Building a Better Person?

by [Laura Hix](#) | 23 Jul 2009

In Aldous Huxley's futuristic novel *Brave New World* (1932), human beings are selectively bred to be genetically perfect. Based on their genes, they are sorted into a caste system that defines their social hierarchy. While capturing the scientifically misguided notions of the early 20th century eugenics movement, the novel also foreshadowed developments in reproductive technology that are now coming to fruition. The consequences of these reproductive advancements and their impact on the evolution of our society are only beginning to be explored.

The term eugenics is derived from the Greek word "eu," meaning good or well, and "genos," meaning offspring. Conventional eugenics, or intentional selective breeding for improved genetic traits, has been performed on crops and livestock for thousands of years. The term eugenics as it pertains to humans was first coined by Sir Francis Galton in 1883. Eugenics gained popularity throughout the late 19th and early 20th centuries, as some scientists incorrectly believed that many human behaviors, like alcoholism or social dependency, were solely the product of genes, independent of environmental influences. However, as other scientists began to refute these ideas experimentally, the movement abruptly fell out of favor when its ideas were co-opted by the Nazis during World War II to justify genocide.

Recent advances in genetics and reproductive technology have opened the door to a new form of eugenics, termed “modern eugenics,” or “human genetic engineering,” that is focused on repairing faulty genes associated with disease or other health conditions. Human genetic engineering is the science of manipulating an individual’s genetic makeup, or genotype, with the intention of altering his or her observable traits, or phenotype. Human genetic engineering can be divided into two categories—negative engineering, referring to the correction of genetic disorders and deficiencies; and positive engineering, referring to the enhancement of an individual’s genetic make-up.

Negative genetic engineering involves modifying or removing genes to prevent or treat genetic disease. Genetic engineering of non-reproductive, or somatic, cells in order to correct genetic deficiencies is known as gene therapy, or somatic cell gene transfer (SCGT). Gene therapy harnesses the powerful technology of recombinant DNA to correct disease genes in a patient’s cells, which are then reintroduced back into the patient to replace the diseased cells.

However, in order for all of the diseased cells to be replaced, self-renewing stem cells, or specialized cells that continuously divide to replenish all the cells within a specific cell type, are required. For example, bone marrow contains cells that continuously regenerate to replenish all the white and red blood cells of the body, known as hematopoietic stem cells. Unfortunately, not all cell types in the body, like nerve cells, have this ability to self-renew. Researchers hope to utilize embryonic stem cells, which have the potential to become any cell type in the body, to someday overcome this hurdle.

While the potential of gene therapy is exciting, clinical trials are in the early stages and many challenges remain. Delivering the corrected genes to their destination remains one of the greatest challenges. Many studies use certain kinds of viruses to transport the new genetic information. This presents a number of problems, including a patient’s immune response to the virus. In 1999, clinical trial patient Jesse Gelsinger died of multiple organ failure, which doctors believe was a result of a severe immunological response to the virus carrying the corrected gene.

However, there have been notable successes. In 1990, four-year old Ashanthi DeSilva, a child with SCIDS (Severe Combined Immune Deficiency Syndrome), became the first patient to be successfully treated using gene therapy as part of a clinical trial at the National Institutes of Health. As of early 2007, she remained in good health and was

attending college. Researchers are now working on several promising studies that use gene therapy to combat blindness, cancer and bone marrow syndromes.

Negative genetic engineering is currently being used to detect genetic disease either prior to or during pregnancy. Prenatal diagnosis, such as amniocentesis (sampling of the embryonic fluid), has been traditionally used to detect abnormalities in fetuses during the first trimester of pregnancy. Another option for parents undergoing in vitro fertilization (IVF) is preimplantation genetic diagnosis (PGD). During IVF, doctors test each embryo for genetic abnormalities, allowing parents to choose the healthiest embryos for implantation.

Both of these procedures have their own ethical implications. After a prenatal diagnosis, parents must make difficult decisions if their fetus is found to have a life-altering genetic disorder. Following PGD, embryos that were not selected for implantation are usually discarded. Even the ability to select embryos for implantation based on their genetic profile brings its own range of ethical questions— should embryos with medical conditions that can be effectively managed by medical intervention be discarded? What distinguishes a true genetic “disease” from other unwanted genetic characteristics? What about selecting for traits, like sex or even eye color?

The combination of reproductive and genetic technologies raises the possibility of someday genetically modifying embryos and even their future progeny. For example, gene therapy techniques could theoretically be performed on a newly-fertilized embryo’s DNA during IVF, prior to implantation. Corrections to DNA at this stage of development would not only affect all non-reproductive cells in the developing fetus, but also the gametes (sperm or eggs). Termed “inheritable genetic modification” (IGM), this would allow transmission of the corrected genes to all future progeny.

Genetic modification has great promise to treat, and perhaps someday even permanently cure genetic disease. However, genetic changes could also be made in order to improve an individual in ways that may or may not serve a medical purpose. Genetic modification with the intention of enhancing an individual or their progeny is known as “positive genetic engineering.” For example, the use of gene therapy techniques for the purpose of enhancement has given rise to the term “gene doping,” defined in 2008 by the World Anti-Doping Agency (WADA) as the “nontherapeutic use of cells, genes, genetic elements, or modulation of gene expression having the capacity to enhance performance.”

While actual cases of gene doping have yet to be documented scientifically, several recent animal studies have raised the possibility that use in humans is not far behind, if not already illicitly occurring. In 2002, researchers reported that inserting the insulin-like growth factor 1 (IGF-1) gene into the muscle cells of mice led to enlarged muscles and the creation of so-called “Schwarzenegger Mice.” Another group reported that injecting mice with the gene for the fat-burning protein PPAR- δ enabled them to run twice as fast.

The intense pressure on professional athletes to perform has already led to the illicit use of steroids, highlighted by recent scandals involving professional baseball players. Gene doping could potentially offer a novel way to enhance performance, and would likely require complete sequencing of the athlete’s genome to detect the change. This raises the question of whether non-therapeutic gene therapy will eventually be medically sanctioned and regulated, similar to other therapeutic gene therapy, and if so, where will the limits be drawn?

With the advent of revolutionary reproductive and genetic technologies, humans have begun to acquire the ability to directly, and perhaps permanently, shape our evolutionary destiny. There are many arguments that can be made in favor of the ability to permanently cure genetic disease in future progeny. Fewer arguments can be made in favor of permanently “improving” the genetic traits of future progeny, but a small yet influential group of scientists does advocate for them. In 1994, Sir Walter Bodmer, former president of the Europe-based Human Genome Organization famously proclaimed, “Would it really be so bad, if we added genes for height to small people, or for hair to the bald, or good eyesight to the myopic? Probably not.” But in response to whether we should add genes for intelligence or athleticism? “Just where we get off the slippery slope is therefore a matter for society to choose...we have plenty of time to debate the issues and resolve them.”

As scientists move closer to making the possibilities of human genetic engineering a reality, open debate on the subject becomes increasingly crucial. We must raise public awareness of emerging technologies and foster an open and honest dialogue between scientists and the public about their potential uses and ramifications. If we are to learn from past mistakes, we should all be actively engaged in how these technologies are deployed.

GENETIC
ENGINEERING



DNA (Deoxyribonucleic acid) *"Your body's blueprints"*

1. What is "Eugenics"? _____
2. How does Eugenics improve crops and livestock? _____

3. What is "genotype"? _____
4. What is "phenotype"? _____
5. What is the difference between "Negative Engineering" and "Positive Engineering"?

Human Genetic Engineering:

Negative Engineering:

Positive Engineering:

6. What is the difference between "Somatic" cells and "Stem" cells? _____

7. What is unique about "Emryonic Stem Cells"? _____

8. What is one challenge of gene therapy? _____

9. What diseases are researchers trying to cure using gene therapy? _____

10. How is negative engineering being used to detect genetic disease prior to or during pregnancy? _____

11. What are some of the *ethical implications* of this use of genetic engineering?

12. What is an example of a way that genetic modification can be used in ways other than to treat or cure diseases? _____

13. Should genetic engineering be used to cure diseases? Why/Why not? _____

14. Should genetic engineering be used to improve genetic traits of future *progeny*?
Why/Why not? _____

Genetic Engineering should be used to improve the genetic traits of future progeny

PRO	Rebuttal	CON	Rebuttal

Lesson Plan 43

Lesson Name	Family Ties
Unit	Unit 4
Date	
Objective	Review the key concepts and skills of Unit 4
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL1, R.1, R.4, R.6, R.7
OEQ	What was easy/difficult for you in this unit?
Vocabulary	clever, daughter-in-law, father-in-law, lantern, missed, experiments, generations, inherit, members, traits, heredity, genes, chromosomes
Activities	<ul style="list-style-type: none">• Review homework – workbook pages 107-08• Mini lesson “Homophones” – workbook page 109• Complete Unit 4 Review<ul style="list-style-type: none">- Pg. 121- Shining Star CD
Evaluation	Teacher Observation OEQ Shining Star CD
Homework	Workbook pages 110-11

Lesson Plan 44

Lesson Name	Family Ties
Unit	Unit 4
Date	
Objective	Score 85% or better on Unit 4 exam
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL1, R.1, R.4, R.6, R.7
OEQ	What did you enjoy most about this unit? Why?
Vocabulary	clever, daughter-in-law, father-in-law, lantern, missed, experiments, generations, inherit, members, traits, heredity, genes, chromosomes
Activities	<ul style="list-style-type: none">• Unit 4 Exam• Rosetta Stone
Evaluation	Teacher Observation OEQ Rosetta Stone Unit 4 Exam
Homework	Workbook page 112

Lesson Plan 45

Lesson Name	Family Ties
Unit	Unit 5
Date	
Objective	Score 85% or better on Unit 4 exam
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL1, R.1, R.4, R.6, R.7
OEQ	What did you enjoy most about this unit? Why?
Vocabulary	clever, daughter-in-law, father-in-law, lantern, missed, experiments, generations, inherit, members, traits, heredity, genes, chromosomes
Activities	<ul style="list-style-type: none">• Unit 4 Exam• Rosetta Stone
Evaluation	Teacher Observation OEQ Rosetta Stone Unit 4 Exam
Homework	Workbook page 112

Lesson Plan 46

Lesson Name	The Power of Words
Unit	Unit 5
Date	
Objective	Students will use OEQs, pictures, headings and context clues to employ the reading strategy <i>Previewing</i> .
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1
OEQ	How can words be powerful?
Vocabulary	Cuneiform, grain, reeds, symbols, wedges, coffin, funeral, port, sailor, village
Activities	<ul style="list-style-type: none"> • Ask students to write the word “Hello” in their language on the board • Discuss similarities and differences in written languages • Preview the unit (pgs. 122-23) • Brainstorm - “Where is writing used to communicate”? • Prepare to Read (pg. 124) –Viewpoint questions • Students identify area that was once Sumer on a map • Vocabulary (pg. 125) • Review homework – wrkbk pg. 112 • Students will use the UPENN site to translate their initials into cuneiform and inscribe the initials on a piece of clay http://www.penn.museum/cgi/cuneiform.cgi
Evaluation	Teacher Observation OEQ Class discussion Homework Cuneiform sample
Homework	Workbook pages 113-14

Lesson Plan 47

Lesson Name	Early Writing
Unit	Unit 5
Date	
Objective	Students will use the reading strategy “Take Notes” to illustrate the main ideas of a social studies text.
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1, RI.1-5
OEQ	How can taking notes help you to understand a reading selection?
Vocabulary	Cuneiform, grain, reeds, symbols, wedges
Activities	<ul style="list-style-type: none"> • OEQ • Review homework - Workbook pages 113-14 • Complete “Reading Strategy” – wrkbk pg. 115 • Listen to and then read “Early Writing” (pgs. 126-129) taking notes as they read • Use their notes to complete “Comprehension”, pg. 130 • Rosetta Stone
Evaluation	Teacher Observation OEQ Class discussion Homework Rosetta Stone
Homework	Workbook pages 116 & 119-20

- Read "*Early Writing*" and take notes as you read.

Heading Question	Notes

Lesson Plan 48

Lesson Name	Early Writing
Unit	Unit 5
Date	
Objective	Students will use the reading strategy "Take Notes" Research and compose an essay comparing and contrasting 2 ancient writing systems
ELA Standards	L.1-4, RI.1, RI.4, RI.7, W.2, W.4-10
OEQ	How is written English different from your language?
Vocabulary	As determined by the student
Activities	<ul style="list-style-type: none">• OEQ• Review homework - Workbook pages 116 & 119-20• Essay: "Ancient Writing"
Evaluation	Teacher Observation OEQ Homework Essay
Homework	Workbook pg. 121

Lesson Plan 49

Lesson Name	Early Writing
Unit	Unit 5
Date	
Objective	Students will use the reading strategy "Take Notes" Research and compose an essay comparing and contrasting 2 ancient writing systems
ELA Standards	L.1-4, RI.1, RI.4, RI.7, W.2, W.4-10
OEQ	Which of the two ancient languages would you like to learn? Why?
Vocabulary	As determined by the student
Activities	<ul style="list-style-type: none">• OEQ• Review homework - Workbook page 121• Essay: "Ancient Writing"• Rosetta Stone
Evaluation	Teacher Observation OEQ Homework Essay Rosetta Stone
Homework	Workbook pg. 122-23

Lesson Plan 50

Lesson Name	The Great Minu
Unit	Unit 5
Date	
Objective	Students will use reading strategies to preview “The Great Minu” Understand <i>irony</i>
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1, RL.1-7
OEQ	Describe a time when you spoke in English and were misunderstood
Vocabulary	coffin, funeral, port, sailor, village
Activities	<ul style="list-style-type: none"> • OEQ • Relate the story the misunderstood baseball player (Accent On Baseball) • Review homework - Workbook page 122-23 • Listen to and then read “The Great Minu”, pgs. 134-136 • Read “The Great Minu – A Play” in groups • Complete Mimio Vote comprehension activity
Evaluation	Teacher Observation OEQ Homework Oral Reading Mimio Vote
Homework	Workbook pgs. 124-26

From **Accent On Baseball -- Language Throws Latino Players A Curve**

By [Aly Colon](#)

Marty Blea recalls how one thirsty Latino ballplayer began putting coins in a vending machine. It flashed the word "dime," indicating the amount still needed.

Instead of inserting more change, however, the player began repeating the words "Coca Cola" to the machine. He asked for a Coke because the word "dime" in Spanish means "tell me," which he interpreted as "tell me what you want."

Lesson Plan 51

Lesson Name	The Great Minu
Unit	Unit 5
Date	
Objective	Students will compare & contrast subject and possessive pronouns
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1, RL.1-7
OEQ	Describe a time when you spoke in English and were misunderstood
Vocabulary	coffin, funeral, port, sailor, village
Activities	<ul style="list-style-type: none"> • OEQ • Review homework – workbook pgs. 124-26 • Review possessive pronouns – teacher says subject pronoun and students respond with the possessive. Students will then practice with a partner • Complete Review and Practice, pg. 138 • Mini Lesson “Pronouns” – pg. 140 • Students complete workbook pg. 128 and then practice reading the sentences w/ a partner. The partner, without looking at the page, restates the sentence using a pronoun. • Rosetta Stone
Evaluation	Teacher Observation OEQ Homework Partner work Rosetta Stone
Homework	Workbook pgs. 127 & 129

Subject Pronoun	Possessive Pronoun	Object Pronoun
I	MY	ME
HE	HIS	HIM
SHE	HER	HER
IT	ITS	IT
WE	OUR	US
YOU	YOUR	YOU
THEY	THEIR	THEM

Lesson Plan 52

Lesson Name	The Great Minu
Unit	Unit 5
Date	
Objective	Students will compare & contrast subject and possessive pronouns
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1, RL.1-7
OEQ	Describe a time when you spoke in English and were misunderstood
Vocabulary	coffin, funeral, port, sailor, village
Activities	<ul style="list-style-type: none"> • OEQ • Review homework – workbook pgs. 127 & 129 • Review possessive pronouns – teacher says subject pronoun and students respond with the possessive. Students will then practice with a partner • Complete Review and Practice, pg. 138 • Mini Lesson “Pronouns” – pg. 140 • Students complete workbook pg. 128 and then practice reading the sentences w/ a partner. The partner, without looking at the page, restates the sentence using a pronoun. • Rosetta Stone
Evaluation	Teacher Observation OEQ Homework Partner work Rosetta Stone
Homework	Workbook pgs. 130-31

Lesson Plan 53

Lesson Name	“No Speak English”
Unit	Unit 5
Date	
Objective	Read and respond to “No Speak English” from <u>The House on Mango Street</u>
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1, RL.1-7
OEQ	Why is it important for people living in the U.S. to learn English?
Vocabulary	bloomed, enormous, lavender, <i>Holy Smokes</i> , homesick, hysterical
Activities	<ul style="list-style-type: none"> • OEQ • Review homework – Workbook pgs. 127 & 129 • Complete “Link the Readings” pg. 143 • Practice pronouns (pronoun chart) • Read “No Speak English” from <u>The House on Mango Street</u> • Rosetta Stone
Evaluation	Teacher Observation OEQ Homework Oral Reading Comprehension handout Rosetta Stone
Homework	Workbook pgs. 130-31

“No Speak English”, from *The House on Mango Street* by Sandra Cisneros

Mamacita is the big mama of the man across the street, third-floor front.

Rachel says her name ought to be *Mamasota*, but I think that’s mean.

The man saved his money to bring her here. He saved and saved because she was alone with the baby boy in that country. He worked two jobs. He came home late and he left early. Every day.

Then one day *Mamacita* and the baby boy arrived in a yellow taxi. The taxi door opened like a waiter’s arm. Out stepped a tiny pinky shoe, a foot soft as rabbit’s ear, then the thick ankle, a flutter of hips, fuchsia roses and green perfume. The man had to pull her, the taxicab driver had to push. Push, pull. Push, pull. Poof!

All at once she bloomed. Huge, enormous, beautiful to look at from the salmon-pink feather on the tip of her hat down to the little rosebuds of her toes. I couldn’t take my eyes off her tiny shoes.

Up, up, up the stairs she went with the baby boy in a blue blanket, the man carrying her suitcases, her lavender hatboxes, a dozen boxes of satin high heels. Then we didn’t see her.

Somebody said because she’s too fat, somebody because of the three flights of stairs, but I believe she doesn’t come out because she is afraid to speak English, and maybe this is so since she only knows eight words. She knows to say: *He is not here* for when the landlord comes, *No speak English* if anybody else comes, and *Holy smokes*. I don’t know where she learned this, but I heard her say it one time and it surprised me.

My father says when he came to this country he ate hamandeggs for three months. Breakfast, lunch, and dinner. Hamandeggs. That was the only word he knew. He doesn’t eat hamandeggs anymore.

Whatever her reasons, whether she is fat, or can’t climb the stairs, or is afraid of English, she won’t come down. She sits all day by the window and plays the Spanish radio show and sings all the homesick songs about her country in a voice that sounds like a seagull.

Home. Home. Home is a house in a photograph, a pink house, pink as hollyhocks with lots of startled light. The man paints the walls of the apartment pink, but it’s not the same, you know. She still sighs for her pink house, and then I think she cries. I would.

Sometimes the man gets disgusted. He starts screaming and you can hear it all the way down the street.

Ay, she says, she is sad.

Oh, he says. Not again.

¿*Cuándo, cuándo, cuándo?* she asks.

¡Ay caray! We *are* home. This *is* home. Here I am and here I stay. Speak English. Speak English. Christ!

¡Ay! Mamacita, who does not belong, every once in a while lets out a cry, hysterical, high, as if he had torn the only skinny thread that kept her alive, the only road out of that country.

And then to break her heart forever, the baby boy, who has begun to talk, starts to sing the Pepsi commercial he heard on T.V.

No speak English, she says to the child who is singing in the language that sounds like tin. No speak English, no speak English, and bubbles into tears. No, no, no, as if she can't believe her ears.

1. When Mamacita says “No speak English” to someone at the door, she means, “ _____ ”
2. When Mamacita says “No speak English” to the baby boy she means, “ _____ ”
3. Why does it break Mamacita’s heart to hear her son sing the Pepsi commercial?

4. Explain the significance of the following quote:

“My father says when he came to this country he ate hamandeggs for three months. Breakfast, lunch, and dinner. Hamandeggs. That was the only word he knew. He doesn’t eat hamandeggs anymore.”

Lesson Plan 54

Lesson Name	The Power of Words
Unit	Unit 5
Date	
Objective	Review concepts of Unit 5
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1, RL.1-7
OEQ	What was easy/difficult for you in Unit 5?
Vocabulary	Cuneiform, grain, reeds, symbols, wedges, coffin, funeral, port, sailor, village
Activities	<ul style="list-style-type: none">• OEQ• Review homework – Workbook pgs. 130-31• Practice pronouns (pronoun chart)• Shining Star CD
Evaluation	Teacher Observation OEQ Homework Shining Star CD
Homework	Review for Unit 5 Test

Lesson Plan 55

Lesson Name	The Power of Words
Unit	Unit 5
Date	
Objective	Score 85% or better on Unit 5 exam
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1, RL.1-7
OEQ	
Vocabulary	Cuneiform, grain, reeds, symbols, wedges, coffin, funeral, port, sailor, village
Activities	<ul style="list-style-type: none">• Unit 5 Exam• Rosetta Stone
Evaluation	Exam Rosetta Stone Homework
Homework	Workbook pages 132-33

Lesson Plan 56

Lesson Name	Exploring the Senses/The Blind Men and the Elephant
Unit	Unit 6
Date	
Objective	Use previewing strategies to identify the main concepts of Unit 6 Find the main idea(s) in a text
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1, RL.1-6
OEQ	Describe the object in the bag. What do you think it is?
Vocabulary	Argue, elephant, gentle, trunk, tusks, hive, predators, prey, survive, vision
Activities	<ul style="list-style-type: none"> • OEQ (Students will feel an object inside of a bag and describe it) • Review homework - Workbook pages 132-33 • Review the objectives of Unit 6 (pgs. 144-45) • Review "Prepare to Read" & "Vocabulary" (pgs. 146-47) • Complete "Prepare to Read" handout with a partner & review w/ class
Evaluation	OEQ Oral reading Prepare to Read handout Homework Partner/class discussion Teacher Observation
Homework	Workbook pages 134-35

Page 146

1. What is a **fable**? _____
2. Where is India? _____
3. Why do you think the man is touching the elephant? Explain _____

Page 147

4. What do you and your parents usually **argue** about? _____

5. What are the functions of an elephant's **trunk** and **tusks**? _____

6. What does it mean to **make inferences**? _____

7. Read the following sentence. What can you **infer** about Maria?
"Maria is an 'A' student"

Pages 148-150 (Preview)

8. Look at the pictures from the story. What part of the elephant does each blind man touch?

Man	Part of the Elephant
1	
2	
3	
4	
5	
6	

After we read the fable, “*The Blind Men and the Elephant*”, take turns to ask your partner some questions. Write your partner’s answers.

Partner A: _____ Partner B: _____

1. **Ask partner A:** *Why did one of the blind men ask the keeper what kind of animal he had?*
Partner A’s answer: _____

2. **Ask partner B:** *Why did the second blind man ask to touch the elephant?*
Partner B’s answer: _____

3. **Ask partner A:** *What part of the elephant did the first blind man touch?*
Partner A’s answer: _____

4. **Ask partner B:** *Why did the second blind man think the elephant’s trunk was like a snake?*
Partner B’s answer: _____

5. **Ask partner A:** *What part of the elephant did the fourth blind man touch?*
Partner A’s answer: _____

6. **Ask partner B:** *What did the fifth blind man think the elephant was like?*
Partner B’s answer: _____

7. **Ask partner A:** *What did the sixth blind man think the elephant was like?*
Partner A’s answer: _____

8. **Ask partner B:** *Why were the blind men arguing?*
Partner B’s answer: _____

9. **Partner A and B:** *What is the **moral** of the story?* _____

Lesson Plan 56

Lesson Name	Exploring the Senses/The Blind Men and the Elephant
Unit	Unit 6
Date	
Objective	Use previewing strategies to identify the main concepts of Unit 6 Find the main idea(s) in a text
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1, RL.1-6
OEQ	Describe the object in the bag. What do you think it is?
Vocabulary	Argue, elephant, gentle, trunk, tusks, hive, predators, prey, survive, vision
Activities	<ul style="list-style-type: none"> • OEQ (Students will feel an object inside of a bag and describe it) • Review homework - Workbook pages 132-33 • Review the objectives of Unit 6 (pgs. 144-45) • Review "Prepare to Read" & "Vocabulary" (pgs. 146-47) • Complete "Prepare to Read" handout with a partner & review w/ class
Evaluation	OEQ Oral reading Prepare to Read handout Homework Partner/class discussion Teacher Observation
Homework	Workbook pages 134-35

Lesson Plan 57

Lesson Name	The Blind Men and the Elephant
Unit	Unit 6
Date	
Objective	Compare/contrast the pronunciations of the past tense forms of regular verbs. Perform a short play
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.1, RL.1-7
OEQ	Which of your five senses are most important? Why?
Vocabulary	Argue, elephant, gentle, trunk, tusks
Activities	<ul style="list-style-type: none"> • OEQ • Review homework - Workbook pages 134-35 • Use pictures to retell "<i>The Blind Men and the Elephant</i>" to a partner • Phonics lesson (workbook, pg. 137) • Brainstorm additional "ed" words and categorize them. • Practice and perform "<i>The Blind Men and the Elephant – A Play</i>" • Complete "Review & Practice", pg. 152 • Rosetta Stone
Evaluation	OEQ Oral reading (Play) Homework Partner/class discussion Teacher Observation Rosetta Stone
Homework	Workbook pages 136, 138-39

Lesson Plan 58

Lesson Name	Similes
Unit	Unit 6
Date	
Objective	Analyze the use of similes in a poem
ELA Standards	W.3-6, W.10, L.1, L.2, L.4, L.6, SL.1, RL.1-7
OEQ	Which of the six blind men was right? Explain
Vocabulary	Argue, elephant, gentle, trunk, tusks
Activities	<ul style="list-style-type: none"> • OEQ • Review homework - Workbook pages 136, 138-39 • Extension Activity "Similes", pg. 153 • Simile handout • Read "Hairs" from <u>The House on Mango Street</u> • Play "Animal Similes" • Similes handouts • Write a poem using examples of similes
Evaluation	OEQ Homework Partner/class discussion Teacher Observation Similes handouts Poem
Homework	Workbook pages 140-41

Identify six similes in *The Blind Men and the Elephant*

Use the vocabulary to label and identify six parts of an elephant.

S I M I L E S	
Tusk	
Trunk	
Leg	
Side	
Ear	
Tail	



Similes

Similes are a way to compare two things using ‘like’ or ‘as’. For example, if I want to say that somebody *swims well*, I can say they *swim like a fish* because fish swim well. There are two basic patterns that you can use.

Pattern 1:

like

Examples

verb + like + noun

She swims like a fish. or He walks like a duck.

Pattern 2:

as

Examples

as + adjective + as + noun

He is as tall as a giant. She is as fast as a rocket.

How could I say that somebody:

runs fast
is pretty
is strong

How could I say that something:

is hard
is sweet
is noisy

Similes with As



Fit these adjectives into the sentences below.

fast	pale	blind	light
flat	sharp	thin	noisy
slippery	black	colorful	wise

- (1) Without his glasses, he's as _____ as a bat.
- (2) That's a pretty dress! It's as _____ as a rainbow.
- (3) Be quiet. You are as _____ as a herd of elephants.
- (4) Are you feeling sick? You are as _____ as a ghost.
- (5) Her hands are dirty. They are as _____ as night.
- (6) She's quick. She's as _____ as lightning.
- (7) After he squished it, it was as _____ as a pancake.
- (8) I can't grab it. It's as _____ as an eel.
- (9) She is so skinny. She's as _____ as a toothpick.
- (10) Don't touch that broken glass. It's as _____ as a razor.
- (11) It doesn't weigh much. It's as _____ as air.
- (12) He's really smart. He's as _____ as an owl.

TEACHER: Distribute one half of a sentence strip to each student. Ask them to find their classmate that completes the *Animal Simile*.

Angry as a	Hornet
Blind as a	Bat
Brave as a	Lion
Busy as a	Bee
Free as a	Bird
Gentle as a	Lamb
Proud as a	Peacock
Tall as a	Giraffe
Wise as a	Owl
Quiet as a	Mouse
Sick as a	Dog
Slow as a	Snail
Strong as a	Ox

Lesson Plan 59

Lesson Name	Elephants
Unit	Unit 6
Date	
Objective	Use listening and reading strategies to find main ideas
ELA Standards	W.3-6, W.10, L.1, L.2, L.4, L.6, SL.1
OEQ	What do you know about elephants?
Vocabulary	Hive, predators, prey, survive, vision, <i>Video</i> : constrict, dexterous, digestion, evolve, frequency, infrasound, gait, matriarch, microbes, telescopic, wallow
Activities	<ul style="list-style-type: none"> • OEQ • Review homework - Workbook pages 140-41 • Complete "Prepare to Read", pgs. 154-55 • Complete workbook pages 142-43 • Listen to and then read "Animal Senses", pgs. 156-59 • Complete Mimio Vote comprehension exercise • Complete "Comprehension", pg. 160 • View "The Ultimate Guide – Elephants" from United Streaming
Evaluation	OEQ Homework Video Rosetta Stone
Homework	Workbook pages 144-46

1. How does an elephant’s skeleton support its massive weight? _____

2. Why do elephants have wrinkled skin? _____

3. The elephant's trunk is its most distinctive feature. What functions does it perform for the elephant? _____

4. How do elephants communicate over great distances?

5. Compare the manner in which elephants walk and run to that of other mammals. How does this difference affect the elephant’s speed? _____

6. 2. Discuss the features elephants have to help keep them cool in the hot climates where they live. _____

7. 3. Elephants live in a group with the oldest and wisest female as the primary authority. What advantages does this living arrangement provide the elephants? _____

8. Some scientists believe elephants have emotions similar to humans. What evidence supports this belief? _____

Find the MAIN IDEA

Why are senses important?	
How do elephants use their sense of smell and touch?	
How do elephants feel with their feet?	
How do elephants use their sense of hearing?	
What is special about an owl's eyes?	
Why do honeybees dance?	

Lesson Plan 60

Lesson Name	Sensory Images
Unit	Unit 6
Date	
Objective	Evaluate the use of sensory images in a poem
ELA Standards	W.3-6, W.10, L.1, L.2, L.4, L.6, SL.1, RL.1-7
OEQ	Do some animals have better senses than humans? Explain
Vocabulary	glide, chunk, curry, bleat, graze, sniff, gaze, cling
Activities	<ul style="list-style-type: none"> • OEQ • Review homework - Workbook pages 144-46 • Read “Wings”, pg. 161 & complete “Sensory Images” chart • Mini lesson “Adjectives”, pg. 162 • Rosetta Stone
Evaluation	OEQ Homework Sensory Images Chart Teacher Observation Rosetta Stone
Homework	Workbook pages 147-49

Lesson Plan 61

Lesson Name	Descriptive Paragraph
Unit	Unit 6
Date	
Objective	Use sensory images to write a descriptive paragraph
ELA Standards	W.3-6, W.10, L.1, L.2, L.4, L.6, SL.1
OEQ	What is a “homograph”? Use a homograph in two sentences.
Vocabulary	Sensory vocabulary as determined by the student
Activities	<ul style="list-style-type: none"> • OEQ • Review homework - Workbook pages 147-49 • “Writing a Descriptive Paragraph”, pg. 163 • Use the “Sensory Details Chart” to assist in writing a descriptive paragraph about an animal. (Example on page 164) • http://www.pbs.org/wnet/nature/critter.html/ for information about a variety of animals • Read the descriptive paragraph – students will guess the animal.
Evaluation	OEQ Homework Sensory Images Chart Teacher Observation Rosetta Stone
Homework	Workbook pages 150-51

Complete the following chart. Then write a descriptive paragraph about an animal.

<i>What I See</i>	<i>What I Smell</i>	<i>What I Hear</i>	<i>What I Feel</i>

Lesson Plan 62

Lesson Name	Exploring the Senses
Unit	Unit 6
Date	
Objective	Review Key Concepts of Unit 6
ELA Standards	W.3-6, W.10, L.1, L.2, L.4, L.6, SL.1
OEQ	How do sensory images improve the writing of a descriptive paragraph?
Vocabulary	Argue, elephant, gentle, trunk, tusks, hive, predators, prey, survive, vision
Activities	<ul style="list-style-type: none">• OEQ• Review homework - Workbook pages 150-51• Complete "Link to the Readings", pg. 165• Review Unit 6 using Shining Star CD
Evaluation	OEQ Homework Shining Star CD Teacher Observation
Homework	Review Unit 6

Lesson Plan 63

Lesson Name	Exploring the Senses
Unit	Unit 6
Date	
Objective	Score 85% or better on Unit 6 exam
ELA Standards	W.3-6, W.10, L.1, L.2, L.4, L.6, SL.1
OEQ	What was easy/difficult for you in Unit 6?
Vocabulary	Argue, elephant, gentle, trunk, tusks, hive, predators, prey, survive, vision
Activities	<ul style="list-style-type: none">• Unit 6 Exam• Rosetta Stone
Evaluation	OEQ Homework Unit 6 Exam Teacher Observation Rosetta Stone
Homework	Workbook page 152

Lesson Plan 64

Lesson Name	The World of Plants
Unit	Unit 7
Date	
Objective	Listen for key details Use diagrams to gain key information
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.2
OEQ	Why are plants important?
Vocabulary	Absorb, oxygen, pollen, pollination, release, reproduce, roots, stem, arrows, bark, bow, crowns, forest
Activities	<ul style="list-style-type: none"> • OEQ • Review homework, workbook page 152 • Preview Unit 7 – pgs. 166-67 • “Prepare to Read” – pgs. 168-69 • View “Life Science: Plants” from United Streaming (20 mins) • http://app.discoveryeducation.com/player/?assetGuid=1e9e0a95-4866-4f7c-baca-c300a3c2de96&fromMyDe=0&isPrinterFriendly=0&provider=&isLessonFromHealth=0&productcode=US&isAssigned=false&includeHeader=YES • Complete video comprehension handout
Evaluation	OEQ Homework Video handout Teacher Observation
Homework	Workbook pages 153-55

The Survival of Plants

chlorophyll pores photosynthesis

1. Plants capture light energy from the sun and convert it to chemical energy through _____.
2. _____ is a chemical in a plant’s leaves and stems that captures the sun’s energy.
3. To spread from one place to another plants send out _____ and seeds.

Plants in Space

oxygen light

4. People depend on plants for _____.
5. Changing the color of the _____ will change the way that the plants grow.

Plants in the Tropical Rainforest

1% 25% half medicines

6. Tropical rainforests support nearly _____ the plants on earth.
7. Tropical rainforests contain plants that we use to make _____.
8. _____ of all drugs come from compounds first discovered in the rainforest.
9. Only _____ of all rainforest plants have been studied.

Trees

energy leaves tallest trunks water

10. Trees are the oldest, largest, and _____ living things on earth.
11. The _____ of trees make them different from other plants.
12. Trees provide homes for different organisms, a source of _____ for the ecosystem.
13. Trees require sunlight, carbon dioxide and _____ to survive.
14. _____ collect energy from the sun.

Extreme Plant Adaptations

color conifers deciduous Saguaro cacti

15. As the old chlorophyll breaks down the _____ of leaves begins to change.
16. _____ trees shed their leaves each year.
17. Many _____ don’t lose their leaves.
18. The _____ can live for almost 300 years.

Lesson Plan 65

Lesson Name	The World of Plants
Unit	Unit 7
Date	
Objective	Read for key details Use diagrams to gain key information
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.2, RI.1-5
OEQ	Why are plants important?
Vocabulary	Absorb, oxygen, pollen, pollination, release, reproduce, roots, stem
Activities	<ul style="list-style-type: none"> • OEQ • Review homework, workbook page 153-55 • Listen to and read "Amazing Plants", pgs. 170-73 and complete comprehension handout • Mimio Vote comprehension check • Rosetta Stone
Evaluation	OEQ Homework Oral reading Comprehension handout Teacher Observation Mimio Vote Rosetta Stone
Homework	Workbook pages 156 & 159

1. Why are plants amazing? _____

2. How do plants get energy? _____

3. What does each part of a plant do? _____

4. How do flowers help a plant? _____

5. How does a fruit form? _____

6. What is the plant life cycle? _____

Lesson Plan 66

Lesson Name	Apollo and Daphne
Unit	Unit 7
Date	
Objective	Use context to comprehend key vocabulary Use the strategy, “visualize” to understand a text
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.2,
OEQ	What do you know about Cupid, the god of love?
Vocabulary	Arrows, bark, bow, crowns, forest
Activities	<ul style="list-style-type: none"> • OEQ • Review homework – workbook pages 160-61 • Complete “Prepare to Read”, pgs. 176-77 • Complete workbook, pgs. 162-63 • Rosetta Stone
Evaluation	OEQ Homework Vocabulary exercise Rosetta Stone
Homework	Workbook pages 164-65

Lesson Plan 67

Lesson Name	Apollo & Daphne
Unit	Unit 7
Date	
Objective	Use pictures to make predictions Employ the reading strategy “Visualize”
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.2, RL.1-5, RL.7
OEQ	In relationships, do you believe that “opposites attract”? Explain
Vocabulary	Arrows, bark, bow, crowns, forest
Activities	<ul style="list-style-type: none"> • OEQ • Review homework – workbook pages 164-65 • Use pictures from “Apollo and Daphne” to predict the main events • Listen to and then read “Apollo and Daphne”, pgs. 178-80 • Retell the story to a partner using only the pictures • Practice and then perform “Apollo & Daphne – A Play”, pg. 181
Evaluation	OEQ Homework Oral Reading Play Partner discussion Teacher observation
Homework	Workbook pages 166-67

Lesson Plan 68

Lesson Name	Apollo and Daphne
Unit	Unit 7
Date	
Objective	Apply prior knowledge to comprehend an authentic text Compare/contrast comparative adjectives
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.2, RL.1-5, RL.7
OEQ	If you were Daphne's father, what advice would you give her?
Vocabulary	Arrows, bark, bow, crowns, forest
Activities	<ul style="list-style-type: none"> • OEQ • Review homework – workbook pages 166-67 • Read an excerpt from Ovid's "Apollo & Daphne" • Watch "Threats to Biodiversity: Coastal Redwoods" from <i>United Streaming</i> and complete comprehension handout • Read "Giant Silent Redwood", pg. 183 and identify the events described • Complete Mini Lesson – Comparative adjectives, pg. 184
Evaluation	OEQ Homework Oral Reading Play Comprehension check
Homework	Workbook pages 168-170

APOLLO AND DAPHNE from *Ovid's Metamorphoses - Book I*

Apollo's first love was elusive Daphne, the child of Peneus, kindly tyrant of the river.

Apollo saw Cupid wind a tight-strung bow, "Who is this lecherous child," said he, "who plays with weapons and is not a man? The bow was made for me; I am the one who kills a worthy enemy and wild beasts. Your business is not to play with arrows, but set afire your little torch that guides unwary lovers."

The child of Venus glanced at flush Apollo: "Your arrows may be murder to us all, but mine shall pierce your veins."

He found a shaded ledge on high Parnassus; There carefully he made a choice of arrows ---
Two darts that were of opposite persuasion, One, like a golden spear, was sharp as fire, and is love's fire in the flesh, the other, heavy as boredom, dull as lead, he plunged at a single stroke into white Daphne's breast. Then Cupid aimed at Apollo, and love's arrow with fire of lightning pierce his bones; Apollo walked as in a tower of flames.

As Apollo burned with love young Daphne fled and ran with floating hair through green-deep forest; Nor would she hear of lovers or of men, Nor cared for promise of a wedding day,
Old Peneuse complained, "Daughter, where have you hidden my grandchildren?"

At one look Apollo loved her; as he gazed, "Daphne," he thought, "is mine,"

Then as September fields of wheat and straw take fire from a careless traveller's torch

So did Apollo's heart break into flames, the sterile fires that feed on empty hopes.

He looked into her eyes and saw the stars. His eyes praised all they saw --- her lips, her fingers, her hands.

Yet she ran from him swifter than light air. Nor did she stop to hear Apollo calling:

"O daughter of the deep green-shadowed River, Who follows you is not your enemy;
The lamb runs from the wolf, the deer from lion, The trembling-feathered dove flies from the
eagle whose great wings cross the sky -- such is your flight while mine is love's pursuit."

As Daphne ran, Apollo had more to say, and she distracted, in flight, in fear, wind flowing
through her dress and her wild hair --- grew more beautiful.

The god by grace of hope, the girl, despair, still kept their increasing pace until his lips breathed
at her shoulder; and almost spent, the girl saw waves of a familiar river, her father's home, and in
a trembling voice called, "Father, if your waters still hold charms to save your daughter, cover
with green earth this body I wear too well."

And as she spoke a soaring drowsiness possessed her; growing in earth she stood,
white thighs embraced by climbing bark, her white arms branches, her fair head swaying in a
cloud of leaves; all that was Daphne bowed in the stirring of the wind, the glittering green leaf
twined within her hair and she was laurel.

Apollo embraced the lovely tree whose heart he felt still beating in its side; He stroked its
branches, kissed the sprouting bark, and as the tree still seemed to sway, to shudder at his touch,
Apollo whispered, "Daphne, who cannot be my wife must be the seal, The sign of all I own,
immortal leaf twined in my hair as hers, and by this sign my constant love, my honor shall be
shown: When Roman captains home from victory their heads will shine with laurels and the
green-pointed laurel shall guard the portal and grace the Roman crown."

As Apollo spoke, the laurel shook her branches and seemed to bow a timid blessing on her
lover's pleasure.

APOLLO AND DAPHNE from *Ovid's Metamorphoses - Book I*

1. Why was Apollo angry with Cupid? _____

2. Why was Cupid angry with Apollo? _____

3. What did Cupid's arrows do to Apollo and Daphne? _____

4. What did Peneuse mean when he said to Daphne, "Daughter, where have you hidden my grandchildren?" _____

5. What did Daphne ask her father to do? _____

6. What did Daphne turn into? _____
7. How did Apollo honor Daphne? _____

1. How tall can redwoods grow? _____
2. How old can they live to be? _____
3. Where can you find redwoods in the United States? _____
4. When did redwood trees first exist? _____
5. Before chainsaws, how long did it take two men to cut down a redwood? _____

6. How much of the original redwood forests have been cut down? _____

7. What is wrong with the new forests that loggers have planted? _____

8. What is "sustainable forestry"? _____

9. How should we balance the need to provide wood and jobs with the need to preserve our forests?

Lesson Plan 69

Lesson Name	Writing a Comparison
Unit	Unit 7
Date	
Objective	Apply prior knowledge to comprehend an authentic text Compare/contrast comparative adjectives
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.2,
OEQ	Compare and contrast an apple and an orange
Vocabulary	As determined by the student
Activities	<ul style="list-style-type: none"> • OEQ • Review homework – workbook pages 168-70 • Read “Writing a Comparison”, pg. 185 • Use a Venn Diagram to plan and then write a comparison between two fruits, vegetables, plants or animals (pg. 186) • Rosetta Stone
Evaluation	OEQ Homework Essay Rosetta Stone
Homework	Workbook page 171

Lesson Plan 70

Lesson Name	The World of Plants
Unit	Unit 7
Date	
Objective	Review the key concepts of Unit 7
ELA Standards	W.10, L.1, L.2, L.4, L.6, SL.2,
OEQ	How does a Venn diagram help you to plan your writing?
Vocabulary	Absorb, oxygen, pollen, pollination, release, reproduce, roots, stem, arrows, bark, bow, crowns, forest
Activities	<ul style="list-style-type: none">• OEQ• Review homework – workbook page 171• Complete “Link the Readings”, pg. 187• Shining Star CD
Evaluation	OEQ Homework Shining Star CD
Homework	Workbook page 171

Lesson Plan 71

Lesson Name	The World of Plants
Unit	Unit 7
Date	
Objective	Score 85% or better on Unit 7 exam
ELA Standards	W.10, L.1-6, SL.2, RI.1-4
OEQ	How does a Venn diagram help you to plan your writing?
Vocabulary	Absorb, oxygen, pollen, pollination, release, reproduce, roots, stem, arrows, bark, bow, crowns, forest
Activities	<ul style="list-style-type: none">• OEQ• Review homework – workbook page 171• Unit 7 Exam• Rosetta Stone
Evaluation	OEQ Homework Exam Rosetta Stone
Homework	Workbook page 172

Lesson Plan 72

Lesson Name	Wings
Unit	Unit 8
Date	
Objective	Preview a text for the main ideas Employ the reading strategy “ <i>Summarize</i> ”
ELA Standards	W.10, L.1-6, SL.2, RI.1-4
OEQ	Do you like to fly? Why/why not?
Vocabulary	Encouraged, famous, publisher, thrilling, toured, broken, grabbed, leaped, soothe, wounded
Activities	<ul style="list-style-type: none"> • OEQ • Review homework, workbook page 172 • Complete a review of Unit 8 objectives (pgs. 188-89) • Complete “Prepare to Read”, pgs. 190-91 • Complete workbook page 175 • View the video “The Sky’s the Limit: Women Overcoming the Odds” – Bessie Coleman from <i>United Streaming</i> • Complete <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i>
Evaluation	OEQ Homework Exam Rosetta Stone
Homework	Workbook page 173-74

Freedom Walkers: The Story of the Montgomery Bus Boycott
by Russel Freedman

Not so long ago in Montgomery, Alabama, the color of your skin determined where you could sit on a public bus. If you happened to be an African American, you had to sit in the back of the bus, even if there were empty seats up front.

Back then, racial segregation was the rule throughout the American South. Strict laws—called “Jim Crow” laws—enforced a system of white supremacy that discriminated against blacks and kept them in their place as second-class citizens.

People were separated by race from the moment they were born in segregated hospitals until the day they were buried in segregated cemeteries. Blacks and whites did not attend the same schools, worship in the same churches, eat in the same restaurants, sleep in the same hotels, drink from the same water fountains, or sit together in the same movie theaters.

In Montgomery, it was against the law for a white person and a Negro to play checkers on public property or ride together in a taxi. Most southern blacks were denied their right to vote. The biggest obstacle was the poll tax, a special tax that was required of all voters but was too costly for many blacks and for poor whites as well. Voters also had to pass a literacy test to prove that they could read, write, and understand the U.S. Constitution. These tests were often rigged to disqualify even highly educated blacks.

Those who overcame the obstacles and insisted on registering as voters faced threats, harassment. And even physical violence. As a result, African Americans in the South could not express their grievances in the voting booth, which for the most part, was closed to them. But there were other ways to protest, and one day a half century ago, the black citizens in Montgomery rose up in protest and united to demand their rights—by walking peacefully.

It all started on a bus.

Freedom Walkers: The Story of the Montgomery Bus Boycott

1. If you were an African-American, where would you sit on the bus? _____

2. What were "Jim Crow" laws? _____

3. What types of organizations were segregated? _____

4. What was the biggest obstacle to African-Americans? _____

5. What can you do to protest a rule that you think is unfair? _____

ESL 2

Bessie Coleman

Name: _____

Watch and listen to the video. Fill in the missing words.

Here we see Bessie Coleman, a woman who would let nothing stand in the way of her dream of taking to the _____. In her day, no American flying school would accept African-Americans but instead of giving up her _____, Bessie Coleman went to flying school in France, thus overcoming the **barriers** of **racism** and **sexism** to become the first, either male or female, licensed African-American _____. Coleman then took up stunt flying to raise money for another dream she had to open a flying _____ for African-Americans so that others of her race would not be forced to _____ the same **hardships** she had experienced. Her pursuit of that goal ended **tragically** when she died in a plane crash. Fortunately, however, her dream did not die with her. Willa Brown, kept it alive. A licensed commercial _____ and master mechanic, Willa Brown established the first government-approved flight school for African-Americans - a school that helped to train some of the most-decorated pilots of World War II.

Lesson Plan 73

Lesson Name	Bessie Coleman
Unit	Unit 8
Date	
Objective	Use the reading strategy, <i>Summarize</i> , to identify the main ideas in a text
ELA Standards	W.10, L.1-6, SL.2, RI.1-4
OEQ	What does it mean to <i>Summarize</i> ? Is this a good reading strategy? Explain
Vocabulary	Encouraged, famous, publisher, thrilling, toured
Activities	<ul style="list-style-type: none"> • OEQ • Review homework, workbook pages 173-74 • Listen to and then read and summarize “<i>Bessie Coleman: American Flyer</i>”, pgs. 192-95 • Cooperative comprehension review • Rosetta Stone
Evaluation	OEQ Homework Oral Reading Summary handout Cooperative learning activity Rosetta Stone
Homework	Workbook pages 179-80

Summary

Bessie’s Childhood

- _____
- _____
- _____

The Beginning of a Dream

- _____
- _____
- _____
- _____

Returning Home

- _____
- _____

Free to Fly

- _____
- _____

Bessie Remembered

- _____
- _____

Bessie’s dream was to become a pilot. What is your dream? How will you achieve your dream?

TEACHER: Copy the sentence strips as needed.

Distribute one sentence to each student.

Instruct students to find six students that have a different event from the story and then stand in a line with the events in the correct time order.

Bessie worked hard in school

Bessie listened to jazz musicians

Bessie went to France

Bessie got her pilot's license

Bessie returned to the U.S.

Bessie performed in air shows

Lesson Plan 74

Lesson Name	Bessie Coleman
Unit	Unit 8
Date	
Objective	Compose a poem Write and follow instructions
ELA Standards	W.10, L.1-6, SL.2, RI.1-4
OEQ	Was Bessie Coleman a hero? Explain
Vocabulary	Encouraged, famous, publisher, thrilling, toured
Activities	<ul style="list-style-type: none"> • OEQ • Review homework, workbook pages 179-80 • Phonics mini lesson – workbook pgs. 177-78 • Use the summary handout to retell the important details of “Bessie Coleman • Read “<i>This Big Sky</i>”, pg. 198 • Use “<i>This Big Sky</i>” model to compose a poem • Complete “Link the Readings”, pg. 199 • Read “Skills for Writing”, pg. 201 • Write a set of instructions (examples on page 202)
Evaluation	OEQ Partner work – retell Oral Reading Poem Writing instructions Rosetta Stone
Homework	Workbook pages 181-82

ESL 2

Poetry

Name: _____

Use the poem in your text to create your own poem

(Title)

This sky is big enough for all my dreams.

Two _____ burst _____ from a _____
into the _____ of the _____.

I follow their _____ over _____.
past _____ of _____.

Two _____
of _____ over _____.

This sky is big enough for all my dreams.

How to _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Lesson Plan 75

Lesson Name	Aaron's Gift
Unit	Unit 8
Date	
Objective	Evaluate the reading strategy " <i>Understanding the Author's Purpose</i> "
ELA Standards	W.10, L.1-6, SL.2, RI.1-4
OEQ	What do you know about pigeons?
Vocabulary	broken, grabbed, leaped, soothe, wounded
Activities	<ul style="list-style-type: none"> • OEQ • Review homework, workbook pages 181-82 • Review Part 2 objectives and vocabulary, pgs. 204-05 • View videos from <i>United Streaming: Reading Rainbow – Someplace Else – Meet Danny Murray</i> (2:21) & "<i>We are From Turkey – Pigeons</i>" (1:58) • Rosetta Stone
Evaluation	OEQ Homework Video discussion Rosetta Stone
Homework	Workbook pages 183-84

Lesson Plan 76

Lesson Name	Aaron's Gift
Unit	Unit 8
Date	
Objective	Utilize the reading strategy " <i>Understanding the Author's Purpose</i> " Listen to and read a text to identify the main ideas
ELA Standards	W.10, L.1-6, SL.2, RI.1-4
OEQ	Would you like to have a pet? Why/Why not?
Vocabulary	broken, grabbed, leaped, soothe, wounded
Activities	<ul style="list-style-type: none"> • OEQ • Review homework, workbook pages 183-84 • Listen to and then read "Aaron's Gift", pgs. 206-11 • Complete "Review & Practice", pg. 212
Evaluation	OEQ Homework Comprehension handout Teacher Observation
Homework	Workbook pages 185-87

TEACHER: As the students read “Aaron’s gift”, pause to ask them questions. They will write their answers in complete sentences.

After reading page 206 ask:

1. Why did Aaron go to the park to roller-skate?
2. How did Aaron manage to catch the pigeon with the broken wing?

After reading page 207 ask:

3. What was wrong with the pigeon?
4. How did Aaron help the pigeon?

After reading page 208 ask:

5. What was Aaron training Pidge to become?
6. Why did Aaron’s mother ask him to make something special for Grandma’s birthday?
7. Why did Aaron think that Pidge would make a good gift for his Grandma?

After reading page 209 ask:

8. Why did Aaron want to join the gang of older boys?
9. What happened to Grandma’s goat?

After reading page 210 ask:

10. What was Carl going to do with Pidge?
11. What happened to Pidge when the boys jumped on Aaron?

After reading page 211 ask:

12. Why did Carl want Pidge?
13. Why was Grandma happy at the end?

- Listen to the question. Write the answer. Use **complete** sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

Lesson Plan 77

Lesson Name	Cher Ami – World War One Hero
Unit	Unit 8
Date	
Objective	Utilize the reading strategy “ <i>Understanding the Author’s Purpose</i> ” Listen to and read a text to identify the main ideas
ELA Standards	W.10, L.1-6, SL.2, RI.1-4
OEQ	Can an animal be a hero? Explain
Vocabulary	tube, surrounded, battalion, flew
Activities	<ul style="list-style-type: none"> • OEQ • Review homework, workbook pages 185-87 • Read “Cher Ami – World War One Hero • Discuss with a partner – “<i>Find details from the text that support the opinion that Cher Ami was a hero</i>” - Present ideas to the class • Complete “Link the Readings”, pg. 215 • Mini Lesson “Subject/verb agreement”, pg. 216 • Rosetta Stone
Evaluation	OEQ Homework Partner discussion Teacher Observation Rosetta Stone
Homework	Workbook pages 188-90

Lesson Plan 78

Lesson Name	Writing a Book Review
Unit	Unit 8
Date	
Objective	Write a book review
ELA Standards	W.1-2, W.4-10, L.1-6, SL.2
OEQ	What lesson did Aaron learn at the end of the story?
Vocabulary	Book Review & vocabulary as determined by the student
Activities	<ul style="list-style-type: none"> • OEQ • Review homework, workbook pages 188-90 • Review “Skills for Writing” & “Writing Practice”, pgs. 217-18 • Publish a book review of “Pele” or “Michael Jordan” (<i>see lesson 34</i>)
Evaluation	OEQ Homework Teacher Observation Book Review
Homework	Workbook pages 191-92

Lesson Plan 79

Lesson Name	Wings
Unit	Unit 8
Date	
Objective	Review key concepts of Unit 8
ELA Standards	W.1-2, W.4-10, L.1-6, SL.2, RL.1-7, RI. 1-7
OEQ	What was easy/difficult for you in Unit 8?
Vocabulary	encouraged, famous, publisher, thrilling, toured, broken, grabbed, leaped, soothe, wounded
Activities	<ul style="list-style-type: none">• OEQ• Review homework, workbook pages 191-92• Shining Star CD
Evaluation	OEQ Homework Teacher Observation Shining Star CD
Homework	Review for Unit 8 exam

Lesson Plan 80

Lesson Name	Wings
Unit	Unit 8
Date	
Objective	Score 85% or better on Unit 8 exam
ELA Standards	W.1-2, W.4-10, L.1-6, SL.2, RL.1-7, RI. 1-7
OEQ	
Vocabulary	encouraged, famous, publisher, thrilling, toured, broken, grabbed, leaped, soothe, wounded
Activities	<ul style="list-style-type: none">• OEQ• Unit 8 exam• Rosetta Stone
Evaluation	OEQ Teacher Observation Exam Rosetta Stone
Homework	

Lesson Plan 81

Lesson Name	Final Assessment (Shining Star)
Unit	Units 1- 8
Date	
Objective	Score 85% or better on Final Assessment
ELA Standards	W.1-2, W.4-10, L.1-6, SL.2, RL.1-7, RI. 1-7
OEQ	
Vocabulary	encouraged, famous, publisher, thrilling, toured, broken, grabbed, leaped, soothe, wounded
Activities	<ul style="list-style-type: none">• OEQ• Unit 8 exam• Rosetta Stone
Evaluation	OEQ Teacher Observation Exam Rosetta Stone
Homework	

ESL TWO

Ancillary Materials

“World Literature”

CHARACTER ANALYSIS

Main Character	One word Description	Two sentences from the text which support you description
		1. 2.
		1. 2.



ESL 2 World Literature “By Any Other Name” Name: _____

CHARACTER ANALYSIS

Main Character	One word Description	Two sentences from the text which support you description
		1. 2.
		1. 2.
		1. 2.



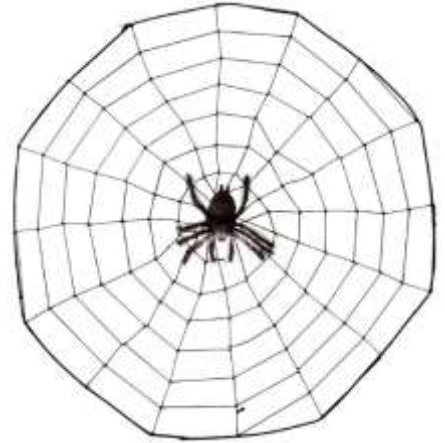
ESL 2 “World Literature” “By Any Other Name” Name: _____

1. How does the headmistress feel about Indian names?
2. What do you know about Premila?
3. What does Santha’s mother mean when she says, “You can bury a dog’s tail for seven years, and it still comes out curly.”
4. What sentence helps you understand the meaning of what Santha’s mother said.
5. What is the meaning of “narrow-minded”?
6. Why does Santha say that she does not know her name?
7. Why is Santha bored?
8. Why doesn’t Santha know what “winning” means?
9. Why does Premila ask for sandwiches?
10. What do you think is going to happen next?
11. What details help you see how brave and confident Premila is?
12. Why do you think Premila is taking her sister home?
13. Why is Premila upset by the teacher’s comment?
14. What do we learn about Santha at the end of the story?

ARACHNE

Questions for Discussion:

- What skill is Arachne known for?
- Why is Athena angry with Arachne?
- What warning does Athena weave into her cloth?
- How is the story's conflict resolved?
- Why do you think Athena allows Arachne to live?
- What incident is part of the rising action?
- What makes this story a myth?
-



	ATHENA	ARACHNE
SIMILARITIES		
DIFFERENCES		

ESL 2 “The Mountain of the Men and the Mountain of the Women”

Names: _____

Work with a partner to read and discuss the story. (Pages 67-72) Follow the directions.

1. Take turns reading the paragraphs on page 67.
2. **DISCUSS:** What is the *custom*?

What is the women’s problem?

3. Take turns reading the paragraphs on page 68.
4. **DISCUSS:** What is the king’s *motivation* for not wanting to change the custom?

5. Take turns reading the paragraphs on page 69.
6. **DISCUSS:** What will the group of men and the group of women build?

How many days do they have to complete the contest? _____

The king says that the plan was his idea not the women’s idea. What does this tell you about the king? _____

7. Take turns reading the paragraphs on page 70.
8. **DISCUSS:** Who do you think will win the contest? Why?

9. Take turns reading the paragraphs on page 71.

10. **DISCUSS:** Why do you think the women are making a “Morning Star”?

11. Take turns reading the paragraphs on page 72.

12. **DISCUSS:** The women pretend that the Morning Star has risen. What is their *motivation* for doing this?

How did the story end?

Work in groups of three to read and discuss the story. (Pages 77-83) Follow the directions. Think about and discuss the pages we read yesterday:

Pages 77-78

13. Describe spring in Siberia. What was positive/what was negative?

14. Describe summer in Siberia.

15. Why was it difficult to live in the hut?

16. List three things the family did to fix their new hut.

a. _____

b. _____

c. _____

Read the remainder of page 78: *“There was a public bath in the village. To go there . . .”*

Discuss the following Questions

17. What was Esther’s mother’s wish?

18. Esther and her mother waited at least two hours for a bath. What does this detail tell you about life in Siberia?

Read page 79 and then discuss this question: *“What will Esther do with the gauze?”*

Read page 80 and then discuss this question: *“How will Mother treat Vanya the bum?”*

Look at the picture on page 81 - Describe Vanya the bum

Read pages 82-83 and discuss the following questions:

a. Why does the family use good manners to greet Vanya the bum?

b. What **details** show that Vanya thinks of himself as an **outcast**?

c. What is the **theme** or main idea of this story about Esther’s family and Vanya?

Discuss questions 2 to 8 on page 84

Write three rules about how to treat other people that you would enforce in a perfect world.

Write how the world would be different if everyone followed your rules.

RULE # 1:

RULE # 2:

RULE # 3:

The Mountain of the Men and the Mountain of the Women

The young women of Cambodia are tired of p_____ marriage and paying for weddings. To solve this problem, they convince the k_____ to arrange a mountain-building c_____ to decide who proposes and pays. Through hard work and clever t_____ the women win the contest.

The Endless Steppe

Esther remembers growing up in S_____. She and her family are pleased to be able to move into a small h_____. Then they are told that Vanya the b_____ must move in with them. Although they do not like the idea, they are polite and re_____. In time, their kindness helps Vanya regain his self-respect.

My Brilliant Career

Sybylla and her parents lead a hard life on their f_____. In A_____. Sybylla longs for more in life. Yet she realizes there is a huge distance between her present life and the life she d_____ about.

custom career slender drought gauze

The nurse wrapped the wound with some _____
 The young man had lost weight and was now quite _____
 Our pond has no water because of the _____
 It was our _____ to celebrate Mothers' Day with a special dinner.
 My sister's favorite _____ is teaching.

The Mountain of the Men and the Mountain of the Women

Why do the women think the marriage custom is unfair?

In what two ways is the women's mountain better than the men's mountain?

The Endless Steppe

Why is the first hut so uncomfortable?

Why does Mother insist that they use the name Ivan Petrovich, instead of Vanya?

My Brilliant Career

What job does the family have to do together during this story?

What does Sybylla say are the only two things peasants do?

Which story was your favorite? Why?

OBJECTIVES:

- Compare and contrast characters and character traits
- Recognize the use of *suspense*
- Identify the *climax* of a story

Who do you consider a hero? Why? _____

The “*Heroic Fisherman*” is a *myth*. What is a myth? _____

This story takes place among the aboriginal people of Australia. What do you know about these people?

Listen to “*The Heroic Fisherman*”. Think about the similarities and differences between the two main characters – Munjurr and Nurru. Answer the questions that follow:

1. Why doesn't Nurru want to go fishing?

2. What animal was moving toward them? _____

3. What details describe Munjurr's great skill? _____

4. Walu is the sun. What time of day is it? _____

5. What do you think will happen to Munjurr and Nurru? _____

6. What does Munjurr do that is *heroic*? _____

7. Why do you think Barama believes that Munjurr will be happy as a

messenger? _____

ROSETTA STONE PACING GUIDE

LESSON	MINUTES
Lesson One – Core Lesson	30
Lesson One – Pronunciation	10
Lesson One – Vocabulary	5
Lesson One – Grammar	10
Lesson Two – Core Lesson	30
Lesson Two – Pronunciation	10
Lesson Two – Writing	5
Lesson Two – Grammar	10
Lesson Two – Vocabulary	5
Lesson Two – Listening	10
Lesson Three – Core Lesson	30
Lesson Three – Pronunciation	10
Lesson Three – Grammar	10
Lesson Three – Speaking	10
Lesson Three – Writing	5
Lesson Three – Review	5
Lesson Three - Vocabulary	5
Lesson Four – Core Lesson	30
Lesson Four – Pronunciation	10
Lesson Four – Listening	10
Lesson Four – Speaking	10
Lesson Four – Listening	10
Lesson Four – Review	5
Lesson Four – Grammar	10
Lesson Four – Writing	5
Lesson Four – Speaking	10
Lesson Four – Listening	10
Lesson Four – Review	5
Lesson Four – Vocabulary	5
Lesson Four – Writing	5
Lesson Four – Speaking	10
Lesson Four – Review	5
Lesson Four – Milestone	10

- The above pattern is repeated throughout all four units of each level
- Written quizzes are available after every 2 lessons. Tests – after every 5 lessons.

ESL Two PARCC Practice

Unit One From “Jewel in the Sand”

Part A

How would you best describe the princess?

- A. Unfair
- B. Generous
- C. Intelligent
- D. Curious

Part B

What sentence provides the best evidence for the answer to Part A?

- A. The girl’s eyes opened wide.
- B. “I want you to keep both jewels.”
- C. “How can I refuse such a guest?”
- D. “May you and your bride find joy.”

Unit Two from The Trojan Horse

Part A

What caused the Trojans defeat?

- A. They were too weak.
- B. They were too generous.
- C. They were too curious.
- D. They were dishonest.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. The Greeks knew that the people of Troy also honored Athena.
- B. The next morning, the Trojans looked outside the walls.
- C. They decided to bring it through the city walls.
- D. At night the king of Troy had a party at the palace.

Unit Three from **Roberto Clemente**

Part A

Which sentence is an example of *foreshadowing*?

- A. Roberto played baseball in high school.
- B. His fans called him “The Great One.”
- C. But the hit was to be his last.
- D. The plane crashed into the ocean, and Roberto and his friends died.

Part B

Use context clues to determine the meaning of the highlighted word.

*Roberto’s **legacy** included being elected to the Baseball Hall of Fame, having schools and hospitals named after him as well as a sports center in Puerto Rico.*

- A. Heritage
- B. Goals
- C. Achievements
- D. Predictions

Unit Four from ***The Clever Daughter-in-Law***

Part A

How would you *best* describe the young wives?

- A. Curious
- B. Intelligent
- C. Frustrated
- D. Nervous

Part B

What sentence provides the best evidence for the answer to Part A?

- A. They wanted to please their father-in-law.
- B. They sat down under a tree and began to cry loudly.
- C. “Here is the wind wrapped in paper”
- D. “Oh, we are not the clever ones”

Unit Five from *The Great Minu*

Part A

Why is Akwasi confused?

- A. He does not know how to go to Accra.
- B. He is a small boy.
- C. He does not speak the local language.
- D. It is very hot.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. "Minu must be a very rich man!"
- B. "These house are magnificent," he said.
- C. Akwasi could see that there were many boxes and bags of grain on the ships.
- D. He wanted to be back in his own village.

Unit Six from *The Blind Men and the Elephant*

Part A

Why were the six men confused?

- A. They did not speak the language of the country.
- B. They could not hear.
- C. They were both right and wrong.
- D. They could not speak.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. "No, you are wrong my brothers."
- B. "I cannot find the end of it."
- C. "Each of you touched only a part of the elephant."
- D. Now the blind men started to argue.

Unit Seven from *Apollo and Daphne*

Part A

How would you *best* describe Daphne?

- A. Friendly
- B. Excited
- C. Shy
- D. Generous

Part B

What sentence provides the best evidence for the answer to Part A?

- A. She had long hair and fair skin.
- B. She did not like talking to people.
- C. She ran farther into the forest.
- D. Daphne's body became covered in bark.

Unit Eight from *Bessie Coleman, American Flyer*

Part A

Why was Bessie Coleman an unusual pilot?

- A. She was blind.
- B. She was a minority.
- C. She traveled to France.
- D. She did not speak English.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. Many newspaper reporters came to meet her.
- B. The audience stood up and clapped and clapped for her.
- C. Bessie practiced before each show.
- D. She has inspired countless young African Americans to become pilots.

World Literature from **The Fly**

Part A

What did the boy do to the moneylender?

- A. He repaid the debt.
- B. He tricked the moneylender.
- C. He killed him.
- D. He gave him a fly.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. You need a witness to prove your story.
- B. The boy jumped from his seat.
- C. “The fly was not on my nose; he was on the pole.”
- D. “The court says that you must keep your promise.”

World Literature from **By Any Other Name**

Part A

How would you describe Premila?

- A. Brave and confident
- B. Shy and quiet
- C. Mean and vindictive
- D. Happy and excited

Part B

What sentence provides the best evidence for the answer to Part A?

- A. She stood with her feet planted firmly apart.
- B. That whole lovely evening I didn't think about school at all.
- C. She immediately started asking us questions.
- D. I understood it perfectly.

World Literature from **Arachne**

Part A

How did Athena feel when she saw Arachne's loom?

- A. Happy
- B. Sad
- C. Excited
- D. Angry

Part B

What sentence provides the best evidence for the answer to Part A?

- A. When Athena saw this insult, her gray eyes blazed.
- B. Soon the room was almost silent.
- C. Arachne also noticed how quickly the goddess was working.
- D. An evil thought came into her head.

World Literature from **Lather and Nothing Else**

Part A

Why does the narrator make the decision that he does?

- A. He did not receive money for the shave.
- B. He is only a barber.
- C. He does not want to be a rebel.
- D. The captain is his brother.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. But I'm shaking like a murderer.
- B. "No one knew he fought for our cause."
- C. "But it's not easy to kill."
- D. With the enemy in my house, I felt a kind of duty.

World Literature from *The Interlopers*

Part A

What type of mood does the author set for the story?

- A. Gloomy and tense
- B. Happy and cheerful
- C. Exciting and energetic
- D. Confusing and contradicting

Part B

What sentence provides the best evidence for the answer to Part A?

- A. While the men hesitated, there was a splitting crash over their heads.
- B. On this windy winter night, Ulrich called together his men to watch the dark forest.
- C. They will drag me out from under these branches.
- D. What peace there would be among the forest folk if we were to end our feud.

World Literature from *The Mountain of Men and the Mountain of the Women*

Part A

How would you describe the women?

- A. Dishonest
- B. Hard-working
- C. Angry
- D. Generous

Part B

What sentence provides the best evidence for the answer to Part A?

- A. That night the women worked again while the men slept.
- B. They had been making their own Morning Star!
- C. Quietly, they walked to the building place by the river.
- D. She pressed her hands together to show respect.

World Literature from *The Endless Steppe*

Part A

What is the theme of this story?

- A. Education is a valuable asset.
- B. It is necessary to work hard to survive.
- C. The way you treat people can make a big difference in their lives.
- D. Conflicts can be solved through understanding other points of view.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. He would share whatever food he brought.
- B. When he came home, he went right to his corner of the hut.
- C. Things were hard to come by in this land.
- D. Ivan Petrovich began to look at himself with new eyes.

World Literature from *My Brilliant Career*

Part A

How does the setting reinforce the theme of the story?

- A. Through describing the harsh conditions on the farm.
- B. Through describing the use of dog-legs to raise the cows.
- C. Through describing the green hills.
- D. Through describing the shady veranda.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. It was two o'clock in the afternoon.
- B. Across the top of the tripod, we placed a longer pole.
- C. It seemed to sing a sad, tired song with the hot wind.
- D. I live a dream-life with writers, artists, and musicians.

World Literature from *The Heroic Fisherman*

Part A

What is a synonym for the following bolded word?

“But you will not **grieve** for them.”

- A. Support
- B. Mourn
- C. Be courteous
- D. Understand

Part B

What sentence provides the best evidence for the answer to Part A?

- A. He lay there, hardly breathing.
- B. Nurru swam also but more slowly.
- C. You lost your family, your friends, and the land of your birth.
- D. In that great river the Milky Way, they fish forever.

World Literature from *Beowulf and the Fire Dragon*

Part A

How would you describe Beowulf?

- A. He was generous.
- B. He was excitable.
- C. He was devoted.
- D. He was proud.

Part B

What sentence provides the best evidence for the answer to Part A?

- A. He knew that it was his duty to keep his people safe.
- B. Beowulf knew that he had reached the end of his time on this earth.
- C. “Do not grieve so,” Beowulf told him.
- D. Only then did Beowulf give in to his own pain.

ESL

THREE

ESL THREE

Curriculum Overview

ESL Three provides students with an overview of a variety of literary forms including the short story, poetry, drama, non-fiction, and the novel. The reading selections for the course include a variety of short stories and poems chosen from classic, contemporary, and multicultural sources as well as the novel, *Of Mice and Men*. Students learn the elements of short stories, novels, and drama. Students will be able to evaluate character motivation, identify and discuss universal themes, compare and contrast literary texts both visual and written.

During each quarter, students will create a variety of written and verbal responses to their reading including expository and persuasive essays. In order to meet the needs of the new writing section of the SAT and the writing requirements of the HSPA, the ESL Three curriculum will include instruction in the four styles of writing (descriptive, narrative, expository, and persuasive) with emphasis on expository and persuasive writing.

Vocabulary instruction will be integrated across the curriculum in the literature units. Instruction in grammar and mechanics will be a part of all formal written work augmented with teacher chosen lessons.

Instructional Materials

The Language of Literature, Grade 9 - Holt McDougal
ELL Adapted Interactive Reader, Grade 9 - Holt McDougal
Of Mice and Men - Steinbeck



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ESL III Syllabus

*Preparing students to meet the rigorous demands of college, career, and citizenship through
an analytical, inquiry-based approach.*

ESL III

“Achieving Maximum Potential as Lifelong Learners”

I. Overview:

ESL Three provides students with an overview of a variety of literary forms including the short story, poetry, drama, non-fiction, and the novel. The reading selections for the course include a variety of short stories and poems chosen from classic, contemporary, and multicultural sources as well as the novel, *Of Mice and Men*. Students learn the elements of short stories, novels, and drama. Students will be able to evaluate character motivation, identify and discuss universal themes, compare and contrast literary texts both visual and written.

During each quarter, students will create a variety of written and verbal responses to their reading including expository and persuasive essays. In order to meet the needs of the new writing section of the SAT and the writing requirements of the HSPA, the ESL Three curriculum will include instruction in the four styles of writing (descriptive, narrative, expository, and persuasive) with emphasis on expository and persuasive writing.

Vocabulary instruction will be integrated across the curriculum in the literature units. Instruction in grammar and mechanics will be a part of all formal written work augmented with teacher chosen lessons.

II. Course Aims and Objectives:

Aims

Students will:

- Develop critical thinking skills which enable them to function as lifelong learners.
- Expand literacy in their second language and possess the requisite skills to apply this knowledge to their lives as citizens.
- Use effective strategies for locating information.
- Initiate and participate effectively in a range of discussions.
- Demonstrate command of the conventions of standard English.
- Gain an understanding of the essential components of American culture.
- Analyze such literary components as theme, characters, text structure, and point of view.
- Present information, findings and supporting evidence clearly, concisely, and logically.
- Compose informative/explanatory texts to examine and convey complex ideas.
- Compose narratives using effective techniques, details and well-structured events.

Specific Learning Objectives:

Students will:

- Draw conclusions, make inferences and predict through textual evidence.
- Analyze plot, conflict, mood, setting, irony and characters.
- Analyze the elements of a poem.
- Participate effectively in collaborative discussions.
- Demonstrate command of the conventions of standard English.
- Determine or clarify the meaning of unknown and multiple-meaning words.
- Make inferences and analyze character motivation.
- Compare and contrast characterization across genres.
- Analyze setting, flashback, imagery, mood, irony and details.
- Paraphrase a reading selection.
- Analyze theme, symbol and paradox.
- Evaluate text features and consumer documents.
- Take effective notes.
- Analyze persuasive techniques.
- Compare/contrast fact and opinion.
- Analyze style, voice, realism and sequence of events.
- Evaluate context both inside and outside the literature.
- Analyze the influence of an author's background.

III. Critical Questions:

- What does it take to be a survivor?
- What are you willing to sacrifice?
- What makes a winner?
- Why are we fascinated by the unknown?
- How important is status?
- What is a teacher?
- What is dignity?
- What do you look for in a friend?
- When is a risk worth taking?
- Is revenge ever justified?
- Where do you find adventure?
- Why do we hurt the ones we love?
- Where do you go to get away from it all?
- How do expectations affect what we do?
- How do scientists unlock the past?
- How far would you go to find freedom?
- Why are procedural texts necessary?

- Can a dream change the world?
- How do you sell an idea?
- Is privacy an illusion?
- Can you think out of the box?
- Is fear our worst enemy?
- Is “cute” a compliment?
- Who makes you laugh?
- How does friendship begin?
- When do world events hit home?
- How is the “American Dream” defined and is it the same for everyone?
- Is everyone handicapped?
- What is the relationship between decisions and consequences?
- To what extent does culture/society shape an individual’s happiness?

III. Format and Procedures:

Students are expected to:

- Be on time for class
- Be prepared for class with all necessary materials
- Be respectful of others
- Listen attentively
- Complete all assignments on time
- Take responsibility for their learning

IV. Course Requirements:

1. Grading Policy

Class Participation:	40%
Tests:	20%
Quizzes:	15%
Projects:	15%
Homework:	10%

2. Course readings:

The Language of Literature, Grade 9 - Holt McDougal
ELL Adapted Interactive Reader, Grade 9 - Holt McDougal
Of Mice and Men – Steinbeck

V. Academic Integrity

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work.

During examinations, students must do their own work. Talking or discussion is not permitted during the examinations, nor may students compare papers, copy from others, or collaborate in any way.

ESL 3

Benchmarks

ESL 3 BENCHMARK 1

The following concepts, vocabulary and literary elements are assessed on the ESL 3 Benchmark 1.

****Please note:** The “Revising and Editing” portion of the benchmark may be completed as a group project, mini lesson or homework assignment.*

- Suspense
- Mood
- Conflict (external/internal)
- Irony
- Imagery
- Inference
- Symbolism
- Point of view (Third person omniscient)
- Author’s purpose
- Plot
- Setting
- Paraphrasing
- Connotation
- Synonym
- Antonym
- Context clues

ESL 3 BENCHMARK 2

*The following concepts, vocabulary and literary elements are assessed on the ESL 3 Benchmark 2.
Please note: The “Revising and Editing” portion of the benchmark may be completed as a group project, mini lesson or homework assignment.

- Mood
- Imagery
- Setting
- Symbolism
- Character motivation
- Inferences
- Sequence of events
- Main idea
- Conflict
- Author’s perspective
- Theme
- Analogy
- Bias
- Flashback
- Argument
- Monitor understanding
- Parallelism
- Author’s purpose
- Cause and effect
- Classification
- Chronological order
- Comparison and contrast
- Fact vs. opinion
- Repetition

ESL 3 BENCHMARK 3

*The following concepts, vocabulary and literary elements are assessed on the ESL 3 Benchmark 3.
Please note: The “Revising and Editing” portion of the benchmark may be completed as a group project, mini lesson or homework assignment.

- Tone
- Setting
- Conflict
- Imagery
- Character motivation
- Theme
- Character trait
- Conflict (internal/external)
- Author’s style
- Alliteration
- Tone
- Structure
- Metaphor
- Poetic form
- Personification
- Poetic elements (meter, rhyme, stanza, rhythm)
- Order of events
- Paraphrase
- Summary
- Author’s purpose
- Idioms

ESL 3 BENCHMARK 4

*The following concepts, vocabulary and literary elements are assessed on the ESL 3 Benchmark 4.
Please note: The “Revising and Editing” portion of the benchmark may be completed as a group project, mini lesson or homework assignment.

- Metaphor
- Imagery
- Rhyme
- Conflict
- Iambic pentameter
- Paraphrase
- Blank verse
- Setting
- Allusion
- Author’s style
- Character traits
- Assonance
- Plot
- Setting
- Paraphrase
- Mood
- Simile
- Contrast
- Resolution
- Alliteration
- Assonance
- Theme
- Tone
- Summarize
- Figurative language
- Plagiarism
- Author’s purpose
- Synonym
- Analogy

ESL THREE**UNIT ONE**

Suggested Timeline: 5 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>What does it take to be a survivor?</p> <p>What are you willing to sacrifice?</p> <p>What makes a winner?</p> <p>Why are we fascinated by the unknown?</p>	<p>RL: 9-10 1, 4, 5, 10</p> <p>RI: 9-10 1, 2, 4, 7</p> <p>SL: 9-10 1-6</p> <p>LS: 9-10 1-2, 4, 6</p> <p>WS: 9-10 1, 4-6</p> <p>WIDA 1-2 LSRW</p>	<p>Draw conclusions, make inferences and predict through textual evidence.</p> <p>Analyze plot, conflict, mood, setting, irony and characters.</p> <p>Analyze the elements of a poem.</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Personal Narrative (pgs. 174-185)</p>	<p>conflict, survivor, disarming, condone, imperative, uncanny, quarry, droll, zealous, irony, vestibule, ransack, covet, agile, falter, assertion, analyze, synthesize, barrier, accolade, newsreel, structure, alliteration, repetition, rhyme, rhythm, bleak, lattice, ominous,</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p>	<p>Reading Selections:</p> <p><i>The Most Dangerous Game</i></p> <p><i>The Gift of the Magi</i></p> <p><i>Horse of the Century</i></p> <p><i>The Raven</i></p> <p><i>Incident in a Rose Garden</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL THREE**UNIT TWO**

Suggested Timeline: 4 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>How important is status?</p> <p>What is a teacher?</p> <p>What is dignity?</p>	<p>RL: 9-10 1, 3, 4, 6, 7</p> <p>RI: 9-10 5, 6, 7, 10</p> <p>SL: 9-10 1-6</p> <p>LS: 9-10 1-2, 4, 6</p> <p>WS: 9-10 1, 4-6</p> <p>WIDA 1-2 LSRW</p>	<p>Analyze character motivation</p> <p>Make inferences</p> <p>Compare/contrast characterization across genres</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Literary Criticism (pgs. 302-313)</p>	<p>prospects, pauper, adulation, aghast, askew, complex, interact, gamut clarity, infuse, illiteracy, taut, leers, homely, cascade, interact, perspective, frenetically, protégé, reverie, retrieve exhortation, serene, device, evaluate, perspective</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p>	<p>Reading Selections:</p> <p><i>The Necklace</i></p> <p><i>I Know Why the Caged Bird Sings</i></p> <p><i>Rosa Parks</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL THREE

UNIT THREE

Suggested Timeline: 6 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>What do you look for in a friend?</p> <p>When is a risk worth taking?</p> <p>Is revenge ever justified?</p> <p>Where do you find adventure?</p>	<p>RL: 9-10 1, 3-5</p> <p>RI: 9-10 1, 2, 4, 6</p> <p>SL: 9-10 1-6</p> <p>LS: 9-10 1-2, 4, 6</p> <p>WS: 9-10 1, 4-6</p> <p>WIDA 1-2 LSRW</p>	<p>Analyze setting, flashback imagery, mood, irony and details.</p> <p>Paraphrase a reading selection</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing: Short Story (pgs. 414-423)</p>	<p>setting, flashback, imagery, mood, irony exhilarate, squander, potent, circumstance, distinct, goad, sever, perceive, inquisitive, persistence, incredulous, contrition, supplication, aspect, contribute, impunity, repose, aperture, abscond, termination, subside, unnerving, abysmal, daunted, veneered, buffeted, intangible, mystical, consolation</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Story Trailer (T.E. pgs. 422-23)</p>	<p>Reading Selections:</p> <p><i>A Christmas Memory</i></p> <p><i>Through the Tunnel</i></p> <p><i>The Cask of Amontillado</i></p> <p><i>A Walk in the Woods</i></p> <p><i>Wilderness Letter</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL THREE**UNIT FOUR**

Suggested Timeline: 4 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>Why do we hurt the ones we love?</p> <p>Where do you go to get away from it all?</p> <p>How do expectations affect what we do?</p>	<p>RL: 9-10 1-4, 6</p> <p>RI: 9-10 1, 2, 4, 6</p> <p>SL: 9-10 1-6</p> <p>LS: 9-10 1-2, 4, 6</p> <p>WS: 9-10 1, 4-6</p> <p>WIDA 1-2 LSRW</p>	<p>Analyze theme, symbols and paradox</p> <p>Make inferences about character</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Analysis of Literary Nonfiction (pgs. 524-535)</p>	<p>infallibility, precariously exotic, imminent, heresy, reiterate, reveal, significant, vulgar, rumpled, billowing, interpret, prodigy, reproach, discordant, lament, encore, debut, context, tradition</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p>	<p>Reading Selections:</p> <p><i>The Scarlet Ibis</i></p> <p><i>Returning to Dwell in the Country</i></p> <p><i>My Heart Leaps Up</i></p> <p><i>The Sun</i></p> <p><i>Two Kinds</i></p> <p><i>Rice and Rose Bowl Blues</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL THREE**UNIT FIVE**

Suggested Timeline: 4 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>How do scientists unlock the past?</p> <p>How far would you go to find freedom?</p> <p>Why are procedural texts necessary?</p>	<p>RI: 9-10 2, 4-6</p> <p>SL: 9-10 1-6</p> <p>LS: 9-10 1-2, 4, 6</p> <p>WS: 9-10 1, 4-6</p> <p>WIDA 1-2 LSRW</p>	<p>Evaluate text features and consumer documents</p> <p>Take effective notes</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing: Business Letter (pgs. 632-643)</p>	<p>refute, compile, presumed, artifact, anthropology, conclude, construct, implicit, exodus, marauding, subsist, boon, posse, primary, specific, procedure, disclaimer</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Online professional profile (pgs. 642-43)</p>	<p>Reading Selections:</p> <p><i>Who Killed the Iceman?</i></p> <p><i>Skeletal Sculptures</i></p> <p><i>The Lost Boys</i></p> <p><i>Consumer Documents</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL THREE

UNIT SIX

Suggested Timeline: 4 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>Can a dream change the world?</p> <p>How do you sell an idea?</p> <p>Is privacy an illusion?</p>	<p>RI: 9-10 2-6, 8, 9</p> <p>SL: 9-10 1-6</p> <p>LS: 9-10 1-2, 4, 6</p> <p>WS: 9-10 1, 4-6</p> <p>WIDA 1-2 LSRW</p>	<p>Analyze the elements of an argument</p> <p>Identify and utilize persuasive techniques</p> <p>Compare/contrast fact and opinion</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing: Persuasive Essay (pgs. 712-723)</p>	<p>momentous, default, inextricably, legitimate, militancy, exalt, coherent relevant, technique, meager, neurological, eradicate, status quo, differentiate, evident, pervasive, surveillance, anonymity, disconcerting browser, articulate</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>30 second commercial</p>	<p>Reading Selections:</p> <p><i>I Have a Dream</i></p> <p><i>Testimony Before the Senate</i></p> <p><i>How Private is Your Private Life?</i></p> <p><i>The Privacy Debate</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL THREE

UNIT SEVEN

Suggested Timeline: 5 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>Can you think out of the box?</p> <p>Is fear our worst enemy?</p> <p>Is “cute” a compliment?</p> <p>Who makes you laugh?</p>	<p>RL: 9-10 4, 5, 10</p> <p>RI: 9-10 4, 10</p> <p>SL: 9-10 1-6</p> <p>LS: 9-10 1-2, 4, 6</p> <p>WS: 9-10 1, 4-6</p> <p>WIDA 1-2 LSRW</p>	<p>Analyze style, voice, realism and sequence of events.</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing: Analysis of an author’s style (pgs. 890-897)</p>	<p>evoke, conventional, effect, stealth, fecund, diffuse, inertia, indicate, unique, vary, stalk, diminutive, valorous, deftness, appreciate, indicate, unique, stifle, infamous, trifle, attribute</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Podcast (pgs. 900-01)</p>	<p>Reading Selections:</p> <p><i>Spring is Like a Perhaps Hand Elogy for the Giant Tortoises Today</i></p> <p><i>Where Have You Gone, Charming Billy?</i></p> <p><i>Tim O’Brien: The Naked Soldier</i></p> <p><i>A Few Words</i></p> <p><i>The Sneeze</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL THREE**UNIT EIGHT**

Suggested Timeline: 4 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>How does friendship begin?</p> <p>When do world events hit home?</p>	<p>RL 9-10: 3, 7, 10</p> <p>RI: 9-10 1, 2, 4-6</p> <p>SL: 9-10 1-6</p> <p>LS: 9-10 1-2, 4, 6</p> <p>WS: 9-10 1, 4-6</p> <p>WIDA 1-2 LSRW</p>	<p>Evaluate context both inside and outside the literature.</p> <p>Analyze the influence of an author's background.</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Online Feature Article (pgs. 996-1003)</p>	<p>relapse, torrent, induce, perfidy, environment, predominant, muted, maneuvering, distraught, resigned, vigilant, enthralled, dilapidated, incorporate, prudent, aura, unscathed, contrast</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Online Feature Article</p>	<p>Reading Selections:</p> <p><i>Angela's Ashes</i></p> <p><i>American History</i></p> <p><i>Special Report</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL THREE**UNIT NINE**

Suggested Timeline: 4 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>How is the “American Dream” defined and is it the same for everyone?</p> <p>Is everyone handicapped?</p> <p>What is the relationship between decisions and consequences?</p> <p>How do we know how to make good decisions?</p> <p>To what extent does culture/society shape an individual’s happiness?</p>	<p>RL: 9-10 1, 4, 5, 7, 9</p> <p>SL: 9-10 1-6</p> <p>LS: 9-10 1-2, 4, 6</p> <p>WS: 9-10 1, 4-6</p> <p>WIDA 1-2 LSRW</p>	<p>Set a purpose for reading</p> <p>Evaluate the author’s use of theme, symbol, setting and characters</p> <p>Draw conclusions, make inferences and predict through textual evidence.</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Book Review</p>	<p>imperious, morose, juncture, skitter, pantomime, mottled, drone, periscope, lumber liniment, cesspool, ominous, pugnacious, brittle, douse, derision, subdued, deliberate, gnawing, reprehensible, spectacles, apprehension, scornful, indignation, pulley, manger, snivel, bewilder, haunches, quivering, waggle, monotonous</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>http://as.sjsu.edu/sits/content.jsp?val=works_of-mice-and-men_vocabulary</p>	<p>Reading Selections:</p> <p><i>Of Mice and Men</i></p> <p>Explain, analyze and evaluate reading selections</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

SAMPLE LESSONS

ESL 3

ESL THREE Lesson One

The Most Dangerous Game

OEQ: *What does it take to be a survivor? (List at least 4 traits)*

Activities

- Students list the top four traits of a survivor. After sharing them with a partner, the teacher solicits suggestions from students and creates a word web on the board.
- Students work in groups to play the “Survival Game”.

Assessment: Complete “*Vocabulary Word Map*” using the following words:
visualize conflict predict infer sequence disarming condone imperative
uncanny quarry droll imperative zealous

SURVIVAL GAME

Scenario: You and your companions have just survived the crash of a small plane. Both the pilot and co-pilot were killed in the crash. It is the middle of January, and you are in Northern Canada. The daily temperature is 25 below zero, and the night time temperature is 40 below zero. There is snow on the ground. The area you are in is a forest with several rivers. The nearest town is 20 miles away. You are all dressed in city clothes appropriate for a business meeting. Your group has only enough time to take 5 items from the plane before it explodes. Below is the list of items you can choose from. You must all agree what to select. After selecting the items, explain why you chose them. Good luck!

Items:



Steel Wool



Ax



Pistol



Crisco



Newspaper



Cigarette Lighter
(No Fluid)



Shirt/Pants



Canvas Tarp



Map



Beer



Compass



Chocolate Bar
(One per person)

Item	Points	Explanation

After each group presents their choices to the class, your teacher will explain why some items are better to choose than others. Each item will be given a point value. The team with the most points has survived and wins!

Explanation (For the teacher ONLY)

Mid-January is the coldest time of the year in Northern Canada. The first problem can be solved by building a fire, minimizing movement, use as much insulation as possible and build a shelter.

The participants have just crashed. This crash and the deaths of the two pilots increase the possibility of enormous shock. Decision-making under such circumstances is extremely difficult. Such a situation requires a strong emphasis on the use of reasoning.

Before taking off, a pilot has to file a flight plan. The flight plan explains important information such as the destination, number of passengers and estimated time of arrival. Search and rescue operations would begin shortly after the plane fails to appear at its destination.

The 20 mile walk to the nearest town in the freezing weather and having to cross ice cold rivers would mean almost certain death. Once the survivors have found ways to keep warm, their next task is to attract the attention of search planes.

Points:

0 – **Map** “Why do you want a map? If you try to walk to town in the freezing weather, your group will most likely die!

0 – **Compass** “Why do you want a compass? If you try to walk to town in the freezing weather, your group will most likely die!

1 – **Beer** The danger of drinking beer is that it will lower your body temperature and lead to hypothermia.

2 – **Pistol** The gun could be used as a signaling device or a hammer. The powder from the bullets will assist in fire building. It could be used for hunting; however, it would take an expert to use a pistol to kill an animal. With many members of the group not thinking clearly, a lethal weapon could be dangerous to the group.

3 – **Newspaper** Useful for starting a fire and could be put into your clothing to provide extra insulation.

4 – **Chocolate** Chocolate could be used to provide much needed energy.

5 – **Ax** Could be used to cut wood for the all-important fire.

6 – **Canvas** This would be used to create a shelter and protect the group from the wind and snow.

7 – **Can of Crisco** The metal lid could be used as a signaling device. It could be rubbed on the skin to protect against the cold. It could be used for fuel. The can could be used to melt snow for drinking.

8 – **Shirt and Pants** Used to add warmth for the body, shelter, signaling, bedding, bandages and fuel for the fire.

9 – **Steel Wool** Used to catch the sparks made by the cigarette lighter. This is the best substance for catching a spark and supporting a flame even if it is wet.

10 – **Cigarette Lighter** Even without fluid, the lighter could still produce the sparks necessary to start a fire. Without a fire, your group is almost certain to freeze to death.

**Ask the students to add up their points to determine a winner.*

Vocabulary “*The Most Dangerous Game*”

Name: _____

_____	_____	_____
(Word)	(Word)	(Word)
_____	_____	_____
(Translation)	(Translation)	(Translation)
_____	_____	_____
_____	_____	_____
(Definition)	(Definition)	(Definition)
_____	_____	_____
_____	_____	_____
(Sample Sentence)	(Sample Sentence)	(Sample Sentence)
_____	_____	_____
(Word)	(Word)	(Word)
_____	_____	_____
(Translation)	(Translation)	(Translation)
_____	_____	_____
_____	_____	_____
(Definition)	(Definition)	(Definition)
_____	_____	_____
_____	_____	_____
(Sample Sentence)	(Sample Sentence)	(Sample Sentence)
_____	_____	_____
(Word)	(Word)	(Word)
_____	_____	_____
(Translation)	(Translation)	(Translation)
_____	_____	_____
_____	_____	_____
(Definition)	(Definition)	(Definition)
_____	_____	_____
_____	_____	_____
(Sample Sentence)	(Sample Sentence)	(Sample Sentence)

Vocabulary “The Most Dangerous Game

Name: _____

_____	_____	_____
(Word)	(Word)	(Word)
_____	_____	_____
(Translation)	(Translation)	(Translation)
_____	_____	_____
_____	_____	_____
(Definition)	(Definition)	(Definition)
_____	_____	_____
_____	_____	_____
(Sample Sentence)	(Sample Sentence)	(Sample Sentence)
_____	_____	_____
(Word)	(Word)	(Word)
_____	_____	_____
(Translation)	(Translation)	(Translation)
_____	_____	_____
_____	_____	_____
(Definition)	(Definition)	(Definition)
_____	_____	_____
_____	_____	_____
(Sample Sentence)	(Sample Sentence)	(Sample Sentence)
_____	_____	_____
(Word)	(Word)	(Word)
_____	_____	_____
(Translation)	(Translation)	(Translation)
_____	_____	_____
_____	_____	_____
(Definition)	(Definition)	(Definition)
_____	_____	_____
_____	_____	_____
(Sample Sentence)	(Sample Sentence)	(Sample Sentence)

ESL THREE Lesson Two

The Most Dangerous Game

OEQ: *What are the most important traits of a survivor?*

Activities

- Students rank the top survivor traits. (pg. 2) and then discuss with a partner.
- Mini lesson: “Text Analysis: Conflict” & “Reading Strategy: Visualize” (pgs. 2-3)
- Vocabulary practice (pgs. 4-5)
- Review “Vocabulary Word Map” homework

Assessment: Language Handbook worksheet 1

ESL THREE Lesson Three

The Most Dangerous Game

OEQ: *What qualities would you need to survive a natural disaster/losing a loved one?*

Activities

- Complete pre-reading of “Interactive Reader Notebook”
- Read pages 6 to 10 (line 130)

Assessment: Language Handbook worksheet 2

INTERACTIVE READER NOTEBOOK

PRE-READING CHECKLIST

Title	
Author	
Page numbers	
Predictions <i>(Based on the title, visuals, sub-headings)</i>	
Purpose for Reading	
Text Analysis	
Skill/Strategy	
Vocabulary	

POST-READING CHECKLIST

Theme/Main Idea	
Questions	
Characters & descriptions	
Setting <i>(Where/When?)</i>	
Plot Summary	
Main Conflict	
Resolution	
Thematic Elements	

ESL THREE Lesson Four: The Most Dangerous Game

OEQ: What do you think will happen to Rainsford?

Activities

- Review HW
- Read pages 10 to 14 (line 251)

Assessment: Language Handbook worksheet 3

ESL THREE Lesson Five: The Most Dangerous Game

OEQ: What is the most dangerous animal? Explain

Activities

- Review HW
- Read pages 14 to 19 (line 407)

Assessment: Language Handbook worksheet 4

ESL THREE Lesson Six: The Most Dangerous Game

OEQ: Will Rainsford agree to hunt a human being? Why/Why not?

Activities

- Review HW
- Read pages 19 to 26 (line 624)

Assessment: Language Handbook worksheet 5

ESL THREE Lesson Seven: The Most Dangerous Game

OEQ: Will Rainsford survive? Why/Why not?

Activities

- Review HW
- Read pages 26 to 32

Assessment: Complete post-reading of “Interactive Reader Notebook”

ESL THREE Lesson Eight: The Most Dangerous Game

OEQ: What was the most exciting part of the story?

Activities

- Review HW
- Partner activities (teacher handout & Venn Diagram – compare/contrast Rainsford & General Zaroff.
- Assessment Practice (pg. 35)

Assessment: Language Handbook worksheet 6

ESL THREE Lesson Nine: The Most Dangerous Game

Activities

- Selection A test

Assessment: Language Handbook worksheet 7

The Most Dangerous Game “Partner Activity” Names: _____

Choose two descriptions from the story that created strong sensory images. (hearing, sight, taste, touch, smell) List the words and phrases that helped create the image. Write the sense(s) that the images stimulated.

Description	Senses
<i>“Somewhere, off in the blackness, someone had fired a gun three times”</i>	hearing & sight

Look back at the “Traits of a Survivor” that you ranked on page 2. Select the top 3 traits. How does Rainsford demonstrate these traits? Give an example from the story.

Trait 1: Rainsford demonstrates _____ when he _____.

Trait 2: Rainsford demonstrates _____ when he _____.

Trait 3: Rainsford demonstrates _____ when he _____.

Vocabulary: Draw a line from the vocabulary word to its synonym.

- | | |
|---------------|------------|
| 1. Disarming | excuse |
| 2. Condone | strange |
| 3. Imperative | needed |
| 4. Uncanny | comforting |

Exciting Events: List three exciting events from “The Most Dangerous Game”

1. _____
2. _____
3. _____

Part A

1. Which word is a synonym for **bewildered** as it is used in line 24?
 - A. upset
 - B. confused
 - C. angry
 - D. happy

Part B

2. Which line best demonstrates Miss Fairchild’s **bewilderment**?
 - A. *Her lips parted in a vague, relaxing distress* (Lines 24-25)
 - B. *The ambassador . . . doesn’t call any more* (Line 40)
 - C. *I could live and be happy in the West* (Lines 55-56)
 - D. *It’s too bad you are not going East* (Line 66)

Part A

3. What does Miss Fairchild cause Mr. Easton to feel **most** embarrassed about?
 - A. his clothes
 - B. his family
 - C. his poverty
 - D. his situation

Part B

4. Which line best supports the answer to Part B?
 - A. The younger man roused himself sharply at the sound of her voice (Line 17)
 - B. He slightly raised his right hand, bunched at the wrist by the shining “bracelet” (Line 22)
 - C. Money has a way of taking wings unto itself (Line 36)
 - D. I can’t deny a petition for tobacco (Line 63)

Part A

5. What does the resolution best reveal about the men?
 - A. their fears
 - B. their pasts
 - C. their regrets
 - D. their identities

Part B

6. Which line best supports the answer to Part B?
 - A. He’s taking me to Leavenworth prison (Lines 31-32)
 - B. It takes money to keep step with our crowd in Washington (Lines 36-37)
 - C. My butterfly days are over I fear (Line 51)
 - D. Did you ever know an officer to handcuff a prisoner to his *right* hand? (Line 75)

Part A

7. How do you predict Miss Fairchild would most likely react if she knew the truth about Mr. Easton?
- A. She would have been angry.
 - B. She would have been happy.
 - C. She would have been shocked.
 - D. She would have been excited.

Part B

8. Which line from the selection provides evidence for the answer to Part A?
- A. Don't you ever recognize old friends when you meet them in the West? (Line 16)
 - B. The glow faded from her cheeks (Line 24)
 - C. You have been missed from the old crowd (Lines 43-44)
 - D. She began to speak truly and simply without the gloss of style and manner (Lines 53-54)

Part A

9. How does Miss Fairchild feel about her life in Washington?
- A. content
 - B. dissatisfied
 - C. excited
 - D. confused
10. What line from the selection **best** supports this inference?
- A. When she spoke her voice proclaimed that its owner was accustomed to speak and be heard (Lines 13-14)
 - B. That's different from the Washington life (Line 43)
 - C. I could live and be happy in the West (Lines 55-56)
 - D. It's too bad you are not going East (Line 66)

Part A

11. How does Mr. Easton handle difficult situations?
- A. He finds them overwhelming.
 - B. He is accustomed to them.
 - C. He tries to avoid them.
 - D. He becomes depressed.

Part B

12. What detail from the story **does not** support the answer to Part A?
- A. He laughs when Miss Fairchild seems horrified by the handcuffs (Lines 24-26)
 - B. He calmly goes along with the marshal's attempts to hide the truth (Lines 35-39)
 - C. He remarks that he will be unable to visit Washington (Line 51)
 - D. He speaks casually about Leavenworth (Line 68)

ESL

FOUR

ESL FOUR

Curriculum Overview

ESL Four extends student understanding of the novel, short story, and dramatic structures through the close and critical reading of a variety of texts. The reading selections for the course include a variety of short stories and poems chosen from classic, contemporary, and multicultural sources as well as the novel, *Lord of the Flies*. Students learn the elements of short stories, novels, and drama. Students will be able to evaluate character motivation, identify and discuss universal themes, compare and contrast literary texts both visual and written.

During each quarter, students will be required to create a variety of written responses to their reading including personal narratives and persuasive essays. In order to meet the needs of the new writing section of the SAT and the writing requirements of the HSPA, the ESL Four curriculum will include a review of the styles of writing (descriptive, narrative, expository, and persuasive) with emphasis on expository and persuasive modes, which were introduced in ESL Three.

Vocabulary instruction will be integrated across the curriculum in the literature units. Instruction in grammar and mechanics will be a part of all formal written work augmented with teacher chosen lessons.

Instructional Materials

The Language of Literature, Grade 10 - Holt McDougal
ELL Adapted Interactive Reader, Grade 10 - Holt McDougal
Lord of the Flies - Golding



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ESL IV Syllabus

*Preparing students to meet the rigorous demands of college, career, and citizenship through
an analytical, inquiry-based approach.*

ESL IV

“Achieving Maximum Potential as Lifelong Learners”

I. Overview:

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II. Course Aims and Objectives:

Aims

Students will:

- Develop critical thinking skills which enable them to function as lifelong learners.
- Expand literacy in their second language and possess the requisite skills to apply this knowledge to their lives as citizens.
- Use effective strategies for locating information.
- Initiate and participate effectively in a range of discussions.
- Demonstrate command of the conventions of standard English.
- Gain an understanding of the essential components of American culture.
- Analyze such literary components as theme, characters, text structure, and point of view.
- Present information, findings and supporting evidence clearly, concisely, and logically.
- Compose informative/explanatory texts to examine and convey complex ideas.
- Compose narratives using effective techniques, details and well-structured events.

Specific Learning Objectives:

Students will:

- Draw conclusions, make inferences and predict through textual evidence.
- Analyze plot, conflict, mood, setting, irony and characters.
- Compare and contrast the universal elements contained within two poems.
- Participate effectively in collaborative discussions.
- Monitor connotation.
- Demonstrate command of the conventions of standard English.
- Determine or clarify the meaning of unknown and multiple-meaning words.
- Recognize classification.
- Identify patterns of organization.
- Interpret graphic aids.
- Analyze setting, flashback, imagery, mood, irony and details.
- Summarize and critique.
- Analyze theme, symbol and paradox.
- Evaluate the author's use of tone and diction.
- Take effective notes.
- Analyze persuasive techniques.
- Compare/contrast fact and opinion.
- Analyze style, voice, realism and sequence of events.
- Evaluate the technique of chronological order.
- Analyze the influence of an author's background.
- Compose a speech.
- Read a play.
- Understand dialect.
- Analyze the effect of historical and cultural context.
- Identify parody.

III. Critical Questions:

- What if everyone were the same?
- What makes something valuable?
- Should you trust your instincts?
- How good are you at judging people?
- Who has made you a better person?
- Why do people argue over silly things?
- Does knowledge come at a price?
- Is technology taking over?
- What's wrong with holding a grudge?
- When do world conflicts affect us?

- Who are the victims of war?
- When are little things a big deal?
- Can beauty be captured in words?
- Can reporters always stay objective?
- How should you spend your free time?
- Do animals have rights?
- Do the ends justify the means?
- What is our place in Nature?
- What makes a good love poem?
- When does poetry sing?
- What breeds terror?
- How can Nature inspire you?
- What is your role in your household?
- What would you do if your government declared you the enemy?
- How can we change society?
- Whose life is it anyway?
- Why do we admire dreamers?
- What is an individual's responsibility to a community?
- How do actions of characters reveal their personalities?
- What does it mean to be civilized?
- When is the restriction of freedom a good thing?
- How do society's views and stereotypes affect a person's power?

III. Format and Procedures:

Students are expected to:

- Be on time for class
- Be prepared for class with all necessary materials
- Be respectful of others
- Listen attentively
- Complete all assignments on time
- Take responsibility for their learning

IV. Course Requirements:

1. Grading Policy

Class Participation:	40%
Tests:	20%
Quizzes:	15%
Projects:	15%
Homework:	10%

2. Course readings:

The Language of Literature, Grade 10 - Holt McDougal
ELL Adapted Interactive Reader, Grade 10 - Holt McDougal
Lord of the Flies - Golding

V. Academic Integrity

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work.

During examinations, students must do their own work. Talking or discussion is not permitted during the examinations, nor may students compare papers, copy from others, or collaborate in any way.

ESL 4

Benchmarks

ESL 4 BENCHMARK 1

*The following concepts, vocabulary and literary elements are assessed on the ESL 4 Benchmark 1.
Please note: The “Revising and Editing” portion of the benchmark may be completed as a group project, mini lesson or homework assignment.

- *Plot*
- *Setting*
- *Mood*
- *Conflict*
- *Character development, traits and motivation*
- *Infer*
- *Draw conclusions*
- *Chronological order*

ESL 4 BENCHMARK 2

*The following concepts, vocabulary and literary elements are assessed on the ESL 4 Benchmark 2.
Please note: The “Revising and Editing” portion of the benchmark may be completed as a group project, mini lesson or homework assignment.

- Theme
- Symbol
- Draw Conclusions
- Author’s purpose and perspective
- Characterization
- Tone and diction
- Classification
- Organization
- Analyze and evaluate arguments
- Persuasive techniques
- Rhetorical devices
- Fact vs. opinion
- Summarize and critique

ESL 4 BENCHMARK 3

*The following concepts, vocabulary and literary elements are assessed on the ESL 4 Benchmark 3.
Please note: The “Revising and Editing” portion of the benchmark may be completed as a group project, mini lesson or homework assignment.

- Poetic elements
- Sound devices
- Understanding dialect
- Style and voice
- Paraphrase
- Infer
- Theme
- Author’s purpose
- Dialogue
- Historical/cultural context
- Predict
- Rhetorical devices

ESL 4 BENCHMARK 4

*The following concepts, vocabulary and literary elements are assessed on the ESL 4 Benchmark 4.
Please note: The “Revising and Editing” portion of the benchmark may be completed as a group project, mini lesson or homework assignment.

- Plot
- Setting
- Mood
- Conflict
- Draw conclusions
- Infer
- Predict
- Character development, traits, motivation
- Author’s purpose
- Chronological order
- Theme
- Symbol
- Style
- Voice
- Moral dilemma

ESL FOUR

UNIT ONE

Suggested Timeline: 3 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
What if everyone were the same? What makes something valuable? Should you trust your instincts?	RL: 9-10 1-5 SL: 9-10 1-6 LS: 9-10 1-2, 4, 6 WS: 9-10 1, 4-6 WIDA 1-2 LSRW	Draw conclusions, make inferences and predict through textual evidence. Analyze plot, conflict, mood, setting and characters. Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.	OEQ Discussion Oral Reading IRN (Interactive Reader Notebook Homework Test/Quizzes Language Handbook Projects Writing: Literary Analysis (pgs. 148-159)	affect, definite, communicate, establish, identify plot, conflict, exposition, climax resolution, setting characterization wince, cower, synchronize, neutralize, furtive recompose, doctrine, heritage intangible, imperative apprehension	Utilize Microsoft Word to publish a variety of text criticisms. Utilize Microsoft PowerPoint to create and exhibit a variety of presentations. Create an advertising campaign Survival game	Reading Selections: - <i>Harrison Bergeron</i> - <i>Everyday Use</i> - <i>To Build a Fire</i> Explain, analyze and evaluate reading selections Class discussions Partner activities Cooperative learning activities Oral reading Interactive Reader Notebook Writing assignments Grammar mini lessons

ESL FOUR

UNIT TWO

Suggested Timeline: 3 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>How good are you at judging people?</p> <p>Who has made you a better person?</p> <p>Why do people argue over silly things?</p>	<p>RL: 9-10 1, 3, 4, 10</p> <p>RI: 9-10 1, 4, 6</p> <p>SL: 9-10</p> <p>LS: 9-10 1, 5</p> <p>WS: 9-10 3-6</p> <p>WIDA 1-2 LSRW</p>	<p>Identify character motivation, symbolism and author's purpose.</p> <p>Make inferences</p> <p>Write a speech and dialogue</p> <p>Read a play</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing: Short Story (pgs. 280-289)</p>	<p>dynamic, individual, motive, seek, undergo, infatuated, degraded, translucent, mentor, tact, catalyst, farce, exaggerate, aside, monologue, meditate, usurper, glutton, contrary</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Video narrative (Pgs. 290-291)</p>	<p>Reading Selections:</p> <p><i>The Possibility of Evil</i></p> <p><i>The Teacher Who Changed My Life</i></p> <p><i>A Marriage Proposal</i></p> <p>Explain, analyze and evaluate readings</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments (<i>Who has made you a better person?</i>)</p> <p>Grammar mini lessons</p>

ESL FOUR

UNIT THREE

Suggested Timeline: 2 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
Does Knowledge Come at a Price? Is Technology Taking Over?	RL: 9-10 1, 3, 4, 5 SL: 9-10 LS: 9-10 2, 3, 4 WS: 9-10 3-6 WIDA 1-2 LSRW	Identify first person POV Make inferences and draw conclusions Evaluate the technique of chronological order Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.	OEQ Discussion Oral Reading IRN (Interactive Reader Notebook Homework Test/Quizzes Language Handbook Projects Writing: Literary nonfiction analysis (pgs. 390-399)	Consequent, crucial, initial, shift, survive, paranoia, manipulate, oblivious, sublime	Utilize Microsoft Word to publish a variety of text criticisms. Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.	Reading Selections: <i>By the Waters of Babylon</i> <i>There Will Come Soft Rains</i> Explain, analyze and evaluate readings Class discussions Partner activities Cooperative learning activities Oral reading Interactive Reader Notebook Writing assignments Grammar mini lessons

ESL FOUR

UNIT FOUR

Suggested Timeline: 3 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>What's Wrong With Holding a Grudge?</p> <p>When do World Conflicts Affect Us?</p> <p>Who are the Victims of War?</p>	<p>RL: 9-10 1-3, 10</p> <p>SL: 9-10 1-4, 6</p> <p>LS: 9-10 1-6</p> <p>WS: 9-10 2</p> <p>WIDA 1-2 LSRW</p>	<p>Evaluate the author's use of theme, symbol and characters</p> <p>Compare and contrast the universal elements contained within two poems</p> <p>Monitor connotation</p> <p>Draw conclusions</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing: "Letter to a young immigrant from another"</p>	<p>alter, layer, symbol, unify, acquiesce, pinioned, condolence, ascertain, compatriot, sovereignty, assail, allusion regiment, symbol, irony</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p>	<p>Reading Selections:</p> <p><i>The Interlopers</i></p> <p><i>When Mr. Pirzada Came to Dine</i></p> <p><i>Do not Weep, Maiden, for War is Kind</i></p> <p><i>The Sonnet-Ballad</i></p> <p><i>Letter to a Young Refugee from Another</i> (pgs. 490-493 Hardback Text)</p> <p>Explain, analyze and evaluate readings</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL FOUR

UNIT FIVE

Suggested Timeline: 3 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
When are Little Things a Big Deal? Can Beauty be Captured in Words? Can Reporters Always Stay Objective?	RI: 9-10 3, 4-6, 7 RL: 9-10 1, 3, 4, 9 SL: 9-10 1-4, 6 LS: 9-10 1-6 WS: 9-10 2 WIDA 1-2 LSRW	Evaluate the author's use of tone and diction Recognize classification Identify patterns of organization Interpret graphic aids Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.	OEQ Discussion Oral Reading IRN (Interactive Reader Notebook Homework Test/Quizzes Language Handbook Projects Writing: Persuasive Letter (pgs. 610-621)	author, goal document, issue, vision, tone, stealth, edict, adaptation, capricious, document, tenacity, fortitude, pandemonium	Utilize Microsoft Word to publish a variety of text criticisms. Utilize Microsoft PowerPoint to create and exhibit a variety of presentations. News Report How a _____ Works	Reading Selections: <i>The Plot Against People</i> <i>Why Leaves Turn Color in the Fall</i> <i>How a Leaf Works</i> <i>And of Clay Are We Created</i> Explain, analyze and evaluate readings Class discussions Partner activities Cooperative learning activities Oral reading Interactive Reader Notebook Writing assignments Grammar mini lessons

ESL FOUR

UNIT SIX

Suggested Timeline: 3 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>How Should You Spend Your Free Time?</p> <p>Do Animals Have Rights?</p> <p>Do the Ends Justify the Means?</p>	<p>RI: 9-10 2, 4, 5, 8</p> <p>SL: 9-10 1-4, 6</p> <p>LS: 9-10 3-5</p> <p>WS: 9-10 5</p> <p>WIDA 1-2 LSRW</p>	<p>Analyze and evaluate arguments, persuasive techniques and rhetorical devices</p> <p>Distinguish fact from opinion</p> <p>Summarize and critique</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing: Persuasive Essay (pgs. 742-753)</p>	<p>cite, convince, controversy, objective, statistic, prestigious, laudable, contemptuous, stark, boisterous, stridently, complicity, rhetoric, proponent, impede</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p>	<p>Reading Selections:</p> <p><i>Doing Nothing is Something</i></p> <p><i>I Acknowledge Mine</i></p> <p><i>Use of Animals in Biomedical Research</i></p> <p>Explain, analyze and evaluate readings</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL FOUR

UNIT SEVEN

Suggested Timeline: 3 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>What is Our Place in Nature?</p> <p>What Makes a Good Love Poem?</p> <p>When Does Poetry Sing?</p>	<p>RL: 9-10 4, 5, 10</p> <p>SL: 9-10 1-4, 6</p> <p>LS: 9-10 3-5</p> <p>WS: 9-10 5</p> <p>WIDA 1-2 LSRW</p>	<p>Identify and analyze poetic elements</p> <p>Understand dialect</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing: Analysis of a poem (pgs. 828-837)</p>	<p>Device, form, literal, traditional, rhyme, alliteration, onomatopoeia, sonnet, ballad, dialect</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Create a class blog (pgs. 838-839)</p>	<p>Reading Selections:</p> <p><i>There Will Come Soft Rains</i></p> <p><i>Meeting at Night</i></p> <p><i>The Sound of Night</i></p> <p><i>Sonnet 18</i></p> <p><i>Sonnet XXX</i></p> <p><i>Lord Randall</i></p> <p><i>Ballad</i></p> <p><i>Midwinter Blues</i></p> <p>Explain, analyze and evaluate readings</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL FOUR

UNIT EIGHT

Suggested Timeline: 3 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>What Breeds Terror?</p> <p>How Can Nature Inspire You?</p> <p>What is Your Role in Your Household?</p>	<p>RL: 9-10 1, 4</p> <p>RI: 9-10 4-6</p> <p>SL: 9-10 1-4, 6</p> <p>LS: 9-10 3-5</p> <p>WS: 9-10 5</p> <p>WIDA 1-2 LSRW</p>	<p>Compare and contrast authors' use of style and voice</p> <p>Paraphrase and make inferences</p> <p>Analyze dialogue</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Online feature article (pgs. 914-923)</p>	<p>Pervade, confound, voracity, anthology, destiny, retrospect, trauma, nostalgia</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p> <p>Online feature article (pgs. 914-923)</p>	<p>Reading Selections:</p> <p><i>The Pit and the Pendulum</i></p> <p><i>Birches</i></p> <p><i>Mending Wall</i></p> <p><i>Only Daughter</i></p> <p><i>Caramelo</i></p> <p>Explain, analyze and evaluate readings</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

ESL FOUR

UNIT NINE

Suggested Timeline: 3 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
What if Your Government Declared You the Enemy? How Can We Change Society? Whose Life is it Anyway?	RL: 9-10 1, 3, 6 RI: 9-10 1, 4, 6, 9 SL: 9-10 1-4, 6 LS: 9-10 3-5 WS: 9-10 5 WIDA 1-2 LSRW	Analyze the effect of historical and cultural context Analyze rhetorical devices Make predictions Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.	OEQ Discussion Oral Reading IRN (Interactive Reader Notebook Homework Test/Quizzes Language Handbook Projects Writing: Cause and effect essay (pgs. 1030-1039)	acknowledge, community, contemporary, culture, role, inevitable, irrational, subordinate, cosmopolitan, deference, persevere	Utilize Microsoft Word to publish a variety of text criticisms. Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.	Reading Selections: <i>Farewell to Manzanar</i> <i>A Eulogy for Dr. Martin Luther King Jr.</i> <i>Marriage is a Private Affair</i> Explain, analyze and evaluate readings Class discussions Partner activities Cooperative learning activities Oral reading Interactive Reader Notebook Writing assignments Grammar mini lessons

ESL FOUR

UNIT TEN

Suggested Timeline: 2 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
Why Do We Admire Dreamers?	RL: 9-10 1, 4, 5, 7, 9 SL: 9-10 1-4, 6 LS: 9-10 3-5 WS: 9-10 2, 5 WIDA 1-2 LSRW	Set a purpose for reading Identify parody Participate effectively in collaborative discussions. Demonstrate command of the conventions of standard English. Determine or clarify the meaning of unknown and multiple-meaning words.	OEQ Discussion Oral Reading IRN (Interactive Reader Notebook Homework Test/Quizzes Language Handbook Projects Writing: Video Script (pgs. 1164-1173)	fictionitious, incongruous, enmity, parody hapless	Utilize Microsoft Word to publish a variety of text criticisms. Utilize Microsoft PowerPoint to create and exhibit a variety of presentations. Produce a drama (pgs. 1164-1175)	Reading Selections: <i>Don Quixote</i> Explain, analyze and evaluate readings Class discussions Partner activities Cooperative learning activities Oral reading Interactive Reader Notebook Writing assignments Grammar mini lessons

ESL FOUR

Suggested Timeline: 4 weeks

UNIT ELEVEN

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>What is an individual's responsibility to a community?</p> <p>How do actions of characters reveal their personalities?</p> <p>What does it mean to be civilized?</p> <p>When is the restriction of freedom a good thing?</p> <p>How do society's views and stereotypes affect a person's power?</p>	<p>RL: 9-10 1, 4, 5, 7, 9</p> <p>SL: 9-10 1-4, 6</p> <p>LS: 9-10 3-5</p> <p>WS: 9-10 2, 5</p> <p>WIDA 1-2 LSRW</p>	<p>Set a purpose for reading</p> <p>Evaluate the author's use of theme, symbol, setting and characters</p> <p>Draw conclusions, make inferences and predict through textual evidence.</p> <p>Participate effectively in collaborative discussions.</p> <p>Demonstrate command of the conventions of standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words.</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>IRN (Interactive Reader Notebook)</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p>Writing:</p> <p>Book Review</p>	<p>enmity, decorous, bastion, hiatus, tumult, tirade, oppressive, tacit, blatant, taboo, jeer, ludicrous, clamor, fervor, enterprise, compelled</p>	<p>Utilize Microsoft Word to publish a variety of text criticisms.</p> <p>Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.</p>	<p>Reading Selections:</p> <p><i>Lord of the Flies</i></p> <p>Explain, analyze and evaluate readings</p> <p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning activities</p> <p>Oral reading</p> <p>Interactive Reader Notebook</p> <p>Writing assignments</p> <p>Grammar mini lessons</p>

SAMPLE LESSONS

ESL 4

ESL FOUR “Harrison Bergeron”

Lesson One

OEQ: *What would the world be like if everyone were the same?*

Activities

- Work with a partner or small group to brainstorm possible advantages and disadvantages of a world where everyone is the same – exactly average. Report out to the class.
- Discuss the 5 stages of plot (pg. 2) & “Drawing Conclusions” (pg. 3)
- Work with a partner to review vocabulary (pg. 3) & complete “Vocab Word Map” (No sample sentences)
- Work with a partner to complete “Vocabulary Practice” (pg. 4)
- Review “Grammar in Context” (pg. 4) and “Academic Vocabulary” (pg. 5)

Assessment: *Complete sample sentences from “Vocabulary Word Map”*

Lesson Two

Grammar mini Lesson

Activities

- Review homework (Individual students will read one of their sample sentences to the class leaving out the vocabulary word. Students will guess the missing word.)
- Complete pre-reading checklist from the “Interactive Reader Notebook”
- Read “Harrison Bergeron” using the “Plot Chart” to assist. *(up to line 91, pg. 9)*

Assessment: What is “normal” in the context of this story? What conclusions can you draw about why the government passed laws to make everyone equal?

Lesson Three

Grammar mini Lesson

Activities

- Review homework
- (Students will read “Harrison Bergeron” using the “Plot Chart” to assist. *(Line 92- 158)*)

Assessment: What conflict is revealed in lines 123-27? Why is Harrison forced to wear so many handicaps?

Lesson Four

Grammar mini Lesson

Activities

- Review homework
- Students will read “*Harrison Bergeron*” using the “Plot Chart” to assist.
(Line 158, pg. 12)
- Complete post reading checklist from “Interactive Reader Notebook” as a class.

Assessment: *Pages 16-17*

Lesson Five

Grammar mini Lesson

Activities

- Review homework
- Complete Plot Diagram Quiz
- Work in small groups and use poster paper to create a plot chart detailing the key stages of “*Harrison Bergeron*” and present it to the class.

Assessment: Complete “Text Criticism”

Extension Activity: Students work in groups to create a product and design an advertising campaign for that product which includes a print ad, a 30 second TV and radio commercial.

Harrison Bergeron Vocabulary List

Unit One Vocabulary:

- Affect
- Communicate
- Definite
- Establish
- Identify
- Plot
- Conflict
- Exposition
- Climax
- Resolution
- Setting
- Characterization

Harrison Bergeron Vocabulary:

- Wince
- Cower
- Synchronize
- Neutralize

INTERACTIVE READER NOTEBOOK

PRE-READING CHECKLIST

Title	
Author	
Page numbers	
Predictions <i>(Based on the title, visuals, sub-headings)</i>	
Purpose for Reading	
Text Analysis	
Skill/Strategy	
Vocabulary	

POST-READING CHECKLIST

Theme/Main Idea	
Questions	
Characters & descriptions	
Setting <i>(Where/When?)</i>	
Plot Summary	
Main Conflict	
Resolution	
Thematic Elements	

Vocabulary

_____ <i>(Word)</i>	_____ <i>(Word)</i>	_____ <i>(Word)</i>
_____ <i>(Translation)</i>	_____ <i>(Translation)</i>	_____ <i>(Translation)</i>
_____ _____ <i>(Definition)</i>	_____ _____ <i>(Definition)</i>	_____ _____ <i>(Definition)</i>
_____ _____ <i>(Sample Sentence)</i>	_____ _____ <i>(Sample Sentence)</i>	_____ _____ <i>(Sample Sentence)</i>
_____ <i>(Word)</i>	_____ <i>(Word)</i>	_____ <i>(Word)</i>
_____ <i>(Translation)</i>	_____ <i>(Translation)</i>	_____ <i>(Translation)</i>
_____ _____ <i>(Definition)</i>	_____ _____ <i>(Definition)</i>	_____ _____ <i>(Definition)</i>
_____ _____ <i>(Sample Sentence)</i>	_____ _____ <i>(Sample Sentence)</i>	_____ _____ <i>(Sample Sentence)</i>
_____ <i>(Word)</i>	_____ <i>(Word)</i>	_____ <i>(Word)</i>
_____ <i>(Translation)</i>	_____ <i>(Translation)</i>	_____ <i>(Translation)</i>
_____ _____ <i>(Definition)</i>	_____ _____ <i>(Definition)</i>	_____ _____ <i>(Definition)</i>
_____ _____ <i>(Sample Sentence)</i>	_____ _____ <i>(Sample Sentence)</i>	_____ _____ <i>(Sample Sentence)</i>

PLOT CHART

Title: _____

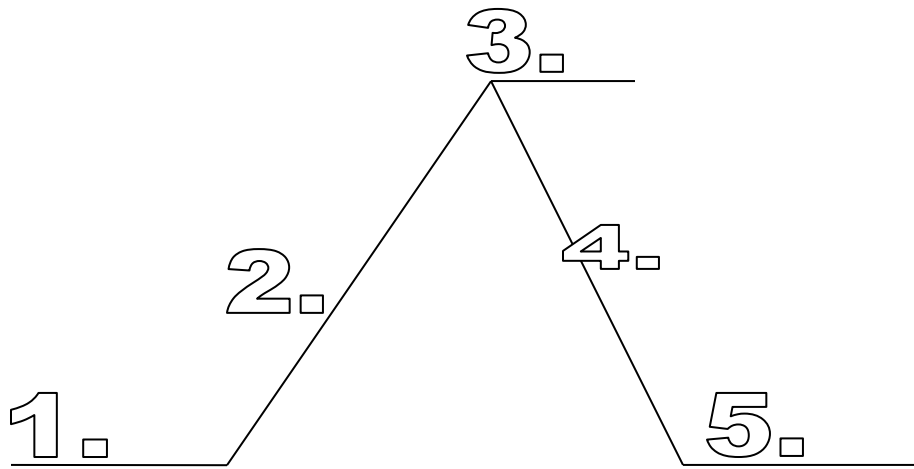
Exposition <i>(Introductory Information)</i>	
Rising Action <i>(Events that lead to the climax)</i>	
Climax <i>(Turning Point)</i>	
Falling Action <i>(Results of the climax)</i>	
Resolution <i>(Final Outcome)</i>	

Plot Diagram Quiz

Name: _____

Label the parts of the plot diagram

Climax **Exposition** **Falling Action** **Rising Action** **Resolution**



Matching

- 1. _____ exposition
- 2. _____ resolution
- 3. _____ setting
- 4. _____ characters
- 5. _____ falling action
- 6. _____ rising action
- 7. _____ climax
- 8. _____ conflict

- a. Where and when the story takes place
- b. All of the information the reader need to know before the story begins. Who are the characters? What is the problem? What is the setting?
- c. All of the events in the story leading up to the climax. The tension in the story is building.
- d.: The turning point in the story. The tension is at its highest point in the story.
- e. All of the events after the climax. The tension of the story comes down.
- f. How is the problem/conflict in the story solved?
- g. The problem in the story.
- h. People or animals that are in the story.

“The Second Voyage of Sinbad the Sailor”

Part A

1. Which word is a synonym for **prodigious** as it is used in line 7?
 - E. shiny
 - F. generous
 - G. enormous
 - H. colorful

Part B

2. Which part of lines 7-10 gives the best clue to the meaning of **prodigious**?
 - E. *“I thought it to be a white bowl”*
 - F. *“found it to be very smooth”*
 - G. *“there was no climbing up to the top”*
 - H. *“It was at least fifty paces round”*

Part A

3. What mood is presented in lines 31-40?
 - A. Happiness
 - B. Sadness
 - C. Loneliness
 - D. Fear

Part B

4. Which detail of setting contributes to the mood as presented in lines 31-40?
 - A. *“a great number of serpents, so big and so long”*
 - B. *“strewed with diamonds, some of which were of a surprising bigness”*
 - C. *“hid themselves from the roc, their enemy”*
 - D. *“a cave, where I thought I might be in safety”*

Part A

5. Which literary element is introduced in lines 51-53?
 - A. Personification
 - B. Foreshadowing
 - C. Flashback
 - D. Simile

Part B

6. Which of the following is predicted by Sindbad’s mention of the “stratagems in line 52”?
 - A. The manner of his death
 - B. How he escapes from the valley
 - C. The reason for his next voyage
 - D. How he will become rich

Part A

7. Which word is a synonym for *retired* as it is used in lines 35-37?
- A. Abandoned
 - B. Departed
 - C. Resigned
 - D. Aged

Part B

8. Which phrase from lines 32-37 helps the reader understand the meaning of the word *retired*?
- A. "great number"
 - B. "to their dens"
 - C. "capable of swallowing"
 - D. "in the day time"

Part A

9. What did the merchants *most* admire about Sinbad? (Lines 78-81)
- A. His daring
 - B. His skill
 - C. His intelligence
 - D. His luck

Part B

10. Which phrase best supports the answer to Part A?
- A. "very much astonished to see me" (Line 79)
 - B. "they were much more surprised when I told them my story" (Lines 79-80)
 - C. "admire my stratagem to save myself" (Line 80)
 - D. "as my courage to attempt it" (Line 81)

Part A

11. Which event does the author use to build suspense in paragraphs 1 and 2?
- A. Sinbad's climb to the top of a great tree
 - B. Sinbad's discovery of a white bowl
 - C. The arrival of the Roc
 - D. The flight above the earth

Part B

12. Which quotation from paragraphs 1 and 2 provides evidence for the answer to Part A?
- A. "from whence I looked about on all sides" (Lines 1 & 2)
 - B. "of a prodigious height and bigness" (Lines 7 & 8)
 - C. "a bird of monstrous size came flying toward me" (Lines 13 & 14)
 - D. "I tied myself strongly to it with the cloth that went round my turban" (Line 18)

APPENDIX A

**THE ENGLISH LANGUAGE
PROFICIENCY STANDARDS**

INTRODUCTION TO THE ENGLISH LANGUAGE PROFICIENCY STANDARDS

Background of WIDA Standards

The WIDA Consortium is a non-profit cooperative of twenty-seven states and territories working together to address the needs of students to become fully proficient in both social and academic language. WIDA was founded in 2003 when it received a federal enhanced assessment grant. These funds have been used to develop:

A) The WIDA English Language Proficiency (ELP) Standards along with their strands of Model Performance Indicators (MPI)—which represent social, instructional and academic language—have been augmented by TESOL as the national model. From those standards, various assessments have been developed to evaluate student progress.

B) The ACCESS for ELLs[®] English language proficiency test is based on the five WIDA standards and aligned to the academic standards of member states. WIDA revises its operational form of ACCESS for ELLs[®] annually with a complete item turn over every three years (33% change per year). ACCESS for ELLs[®] comes in five grade clusters (PreK-K, 1-2, 3-5, 6-8, and 9-12) and three tiers (A, B, C). Tiering the test allows students to avoid responding to questions that are inappropriately difficult or easy. WIDA followed State of Wisconsin procurement regulations in seeking a commercial vendor to print, distribute, score and report the ACCESS for ELLs[®]. The award was granted to MetriTech, Inc. in Urbana, Illinois.

C) A screening test, known as the WIDA ACCESS Placement Test (W-APT)[™], is based upon the ACCESS for ELLs[®]. This test is used to identify students in need of ESL program support and place them in tiers for the ACCESS for ELLs[®] assessment.

D) The WIDA Measure of Developing English Language (MODEL) is a series of assessments that may aid in the identification and placement of English language learners. These tests assess the four language domains and evaluate Social and Instructional English as well as academic language corresponding to the subject areas of Language Arts, Mathematics, Science, and Social Studies.

Organization and Content of the WIDA Standards

The WIDA Standards were created to be used for planning curriculum, instruction, and assessment of English language learners. The elements of the standards are the following:

1) English Language Development Standards in the areas of Social Instructional Language, the Language of Language Arts, the language of Mathematics, the language of Science and the language of Social Studies.

2) Grade Levels and Clusters include grades K, 1, 2, 3, 4, 5, 6, 7 8 and grade clusters 9-10 and 11-12.

3) Example Context for Language Use includes the task or situation in which communication occurs.

4) Cognitive Function indicates the level of cognitive demand for any given task. WIDA has adopted the language used by Bloom's revised taxonomy (Anderson & Krathwohl, 2001) to represent a uniform cognitive demand across all levels of language proficiency.

5) Domain and Levels include the domains of listening, speaking, reading and writing and five levels of language proficiency: Level 1- Entering, Level 2- Emerging, Level 3- Developing, Level 4- Expanding and Level 5- Bridging. Level 6, Reaching, represents the end of the continuum rather than another level of language proficiency.

6) Features of Academic Language delineate academic language at each of the five levels of language proficiency, which correspond to the criteria of Linguistic Complexity, Language Forms and Conventions, and Vocabulary Usage.

7) Performance Definitions are classified into two categories: Receptive Language which represents how ELLs process language to comprehend information, ideas, or concepts in either oral or written communication (Listening & Reading) and Productive Language which shows how students use language to express information, ideas, or concepts in either oral or written communication. (Speaking & Writing)

8) Model Performance Indicators show examples of how language is processed or produced within a particular context. The first part of the MPI, the Language Function, describes how ELLs process or produce language. The second element of the MPI, the Content Stem, is derived from state and national standards including the Common Core and Next Generation Science Standards. The third element of the MPI, instructional Support, illustrates the importance of scaffolding language development for ELLs.

Performance Definitions for Listening and Reading, Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, ELLs will process. . .

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms & Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	Rich descriptive discourse with complex sentences Cohesive and organized related ideas	Compound, complex grammatical constructions (i.e. multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas	Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	Connected discourse with a variety of sentences Expanded related ideas	A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas	Specific and some technical content-area language Words or expressions with multiple meanings
Level 3 Developing	Discourse with a series of extended sentences Related ideas	Compound and some complex grammatical constructions Sentence patterns across content areas	Specific content language Words and expressions with common collocations and idioms
Level 2 Emerging	Multiple related simple sentences An idea with details	Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas	General content words and expressions, including cognates Social/ Instructional words and expressions across content areas
Level 1 Entering	Single statements or questions An idea w/in words, phrases, or chunks of language	Simple grammatical constructions Common social and instructional forms and patterns	General content-related words Everyday social and instructional words/expressions

Performance Definitions for Speaking and Writing, Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, ELLs will process. . .

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms & Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	Multiple, complex sentences Organized, cohesive, and coherent expression of ideas	A variety of grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas	Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion	A variety of grammatical structures Sentence patterns characteristic of particular content areas	Specific and some technical content-area language Words or expressions with expressive meanings
Level 3 Developing	Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple ideas	Repetitive grammatical structures with occasional variation Sentence patterns across content areas	Specific content language including cognates /expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	Phrases or short sentences Emerging expression of ideas	Formulaic grammatical constructions Repetitive phrasal and sentence patterns across content areas	General content words and expressions Social/ Instructional words and expressions across content areas
Level 1 Entering	Words, phrases, or chunks of language Single words used to represent ideas	Phrase-level grammatical structures Phrasal patterns associated with common social and instructional situations	General content-related words Everyday social and instructional words/expressions

From *2012 Amplification of The English Language Development Standards K-12*
 2012 Board of Regents of the University of Wisconsin System, on behalf of
 the WIDA Consortium – www.wida.us. First printing, 2012

ENGLISH LANGUAGE PROFICIENCY TESTING

Students whose primary language is other than English are evaluated for bilingual and ESL program services using the ACCESS Placement Test (W-APT) and the WIDA MODEL. Multiple measures such as report card grades, reading level, and standardized test results are also considered for program placement. The W-APT and the WIDA MODEL are aligned with the ACCESS for ELLs™, the annual state-administered English language proficiency assessment. Parents are notified in writing of the initial assessment results and their right to accept or decline services.

APPENDIX B

**WRITING AND ORAL
PRESENTATION RUBRICS**

<u>Listening/ Reading Rubric</u>	Discourse Level Linguistic Complexity	Sentence Level Language Forms & Conventions	Word/Phrase Level Vocabulary Usage
Level 5 Bridging <i>4.5</i>	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (<i>multiple phrases etc.</i>) A broad range of sentence patterns from content areas 	<ul style="list-style-type: none"> Technical, abstract content area language Words/expressions with shades of meaning across content areas
Level 4 Expanding <i>3.5</i>	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content area language Words/expressions with multiple meanings
Level 3 Developing <i>2.5</i>	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including expressions Words and expressions with common collocations and idioms
Level 2 Emerging <i>1.5</i>	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions
Level 1 Entering <i>.0</i>	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (<i>Wh questions</i>) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

Speaking/ Writing	Discourse Level Linguistic Complexity	Sentence Level Language Forms & Conventions	Word/Phrase Level Vocabulary Usage
Level 5 Bridging	<ul style="list-style-type: none"> • Multiple, complex sentences • Organized, cohesive and coherent expression of ideas 	<ul style="list-style-type: none"> • A variety of grammatical structures matched to purpose • A broad range of sentence patterns 	<ul style="list-style-type: none"> • Technical, abstract content area language • Words/expressions with shades of meaning across content areas
4.5			
Level 4 Expanding	<ul style="list-style-type: none"> • Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> • Repetitive grammatical structures • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Specific and some technical content area language • Words/expressions with multiple meanings (<i>collocations/idioms</i>)
3.5			
Level 3 Developing	<ul style="list-style-type: none"> • Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> • Repetitive grammatical structures with occasional variation • Sentence patterns across content areas 	<ul style="list-style-type: none"> • Specific content language, including expressions • Words and expressions with common collocations and idioms
2.5			
Level 2 Emerging	<ul style="list-style-type: none"> • Phrases or short sentences • Emerging expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions, including cognates • Social and instructional words and expressions
1.5			
Level 1 Entering	<ul style="list-style-type: none"> • Words, phrases, or chunks of language • Single words used to represent ideas 	<ul style="list-style-type: none"> • Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> • General content-related words • Everyday social and instructional words and expressions
.0			



ESL Writing Rubric

Name: _____

Topic: _____

Level: _____

Content/Organization	5	4	3	2	1	Comments
Introduction and conclusion						
Supporting details <i>(Valid reasoning/textual evidence)</i>						
Clear task <i>(Appropriate to audience & purpose)</i>						
Overall organization <i>(Headings, graphics, transitions)</i>						
Usage	5	4	3	2	1	Comments
Tense formation						
Subject-verb agreement						
Pronoun usage						
Vocabulary <i>(Academic/domain specific)</i>						
Sentence construction <i>(Complete, correct, varied)</i>						
Mechanics	5	4	3	2	1	Comments
Spelling, Capitalization, Punctuation <i>(Highlight any problem areas)</i>						
TOTAL SCORE:	_____ ÷ 10 = _____ <i>(See level below)</i>					

5 = Bridging

4 = Expanding

3 = Developing

2 = Emerging

1 = Entering

WIDA SPEAKING & WRITING RUBRIC

(Highlight the appropriate block from each of the three columns)

	Discourse Level Linguistic Complexity	Sentence Level Language Forms & Conventions	Word/Phrase Level Vocabulary Usage
Level 5 Bridging	Multiple, complex sentences Organized, cohesive and coherent expression of ideas	A variety of grammatical structures matched to purpose A broad range of sentence patterns	Technical, content area language Words/expressions with shades of meaning across content areas
4.5			
Level 4 Expanding	Short, expanded, complex sentences Organized expression of ideas with emerging cohesion	Repetitive grammatical structures Sentence patterns characteristic of particular content areas	Specific and technical content area language Words/expressions with multiple meanings (<i>collocations/idioms</i>)
3.5			
Level 3 Developing	Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple ideas	Repetitive grammatical structures with occasional variation Sentence patterns across content areas	Specific content language, including expressions Words and expressions with common collocations and idioms
2.5			
Level 2 Emerging	Phrases or short sentences Emerging expression of ideas	Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas	General content words and expressions, including cognates Social/instructional words and expressions
1.5			
Level 1 Entering	Words, phrases, or chunks of language Single words used to represent ideas	Phrase level grammatical structures Phrasal patterns with common social and instructional situations	General content-related words Everyday social and instructional words and expressions
.0			

CATEGORY	4	3	2	1
THE PRESENTER				
Articulation Score: _____	Speaks clearly all the time & mispronounces no words.	Speaks clearly and most of the time, but mispronounces a few words.	Speaks clearly sometimes. Mispronounces several words.	Cannot be understood. Mispronounces many words.
Sentence Const. Score: _____	Always speaks in complete sentences.	Mostly speaks in complete sentences.	Sometimes speaks in complete sentences.	Rarely speaks in complete sentences.
Posture/ Eye Contact Score: _____	Stands up straight, looks relaxed and confident. Maintains eye contact.	Stands up straight and establishes eye contact with most of the audience.	Sometimes stands up straight and establishes eye contact.	Slouches Does not look at the audience
Volume Score: _____	Loud enough to be heard by all.	Loud enough to be heard by most.	Loud enough to be heard by some.	Often too soft to be heard.
Context Score: _____	Always uses appropriate language	Usually uses appropriate language	Sometimes uses appropriate language	Seldom uses appropriate language
THE PRESENTATION				
Organization Score: _____	Excellent organization	Good organization	Partly Organized	Unorganized
Visuals Score: _____	Sufficient number of visuals that enhance understanding	Includes some key visuals	Visuals do not enhance understanding	No visuals
Vocabulary Score: _____	Sufficient use of key vocabulary	Some use of key vocabulary	Few key vocab/ Vocab used incorrectly	No academic vocabulary
Grammar Score: _____	No grammatical errors	A few mistakes in grammar	Many mistakes in grammar	Grammatical errors are prevalent
Spelling, punct. & capitalization Score: _____	No mistakes	A few mistakes in spelling, punctuation or capitalization	Many mistakes in spelling, punctuation or capitalization	Mistakes in spelling, punctuation and capitalization
Total Score: _____				

APPENDIX C

**LINGUISTIC EXPECTATIONS OF ESL
STUDENTS IN CONTENT CLASSES**

Linguistic Expectations of ESL Students in Content Classes

As taken from WIDA's "Can Do Descriptors"

Note to teachers: This chart may be used to provide you with a basic knowledge of the language your students are able to understand and produce in the classroom. Teachers should identify the *Oral Language Proficiency Level* and *Literacy Proficiency Level* (from the Student Roster Report) and compare the scores to the appropriate level on the chart.

Teachers may use the seating chart to maintain a visual reminder of student proficiency levels.

- *Oral Language Proficiency* = 50% Listening + 50% Speaking
- *Literacy Proficiency* = 50% Reading + 50% Writing

For a more detailed breakdown of student scores (Listening, Speaking, Reading and Writing) refer to the student roster and WIDA "Can Do Descriptors"

Domain	Level 1	Level 2	Level 3	Level 4	Level 5
<i>Oral Language</i> (Listening/ Speaking)	Match oral information to pictures Name pre-taught vocab Repeat memorized chunks of language	Sequence visuals according to oral directions Ask WH questions	Categorize content-based examples described orally Compare/contrast features using general and some specific lang.	Analyze content related tasks based on oral discourse Explain content issues Share pros and cons of choices	Make inferences from oral discourse Engage in debates using technical language
<i>Literacy</i> (Reading/ Writing)	Match words/phrases to pictures Respond to WH questns related to illustrt. text Label pictures from word banks Supply missing words in short sentences	Match sentences to pics Follow multi-step instructions supported by visuals Take notes using graphic organizers Formulate WH questions	Answer questions about specific information in texts Compose short narratives	Infer meaning from text Evaluate usefulness of data Summarize content related notes Produce reports	Draw conclusions from different sources of text Produce reports from multiple sources Explain processes and procedures in detail

Class: _____

Period: _____

Instructor: _____

<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____
<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____
<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____
<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____
<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____	<hr/> <i>(Name)</i> OL: _____ Lit: _____

OL = Oral Language Proficiency Level

Lit = Literacy Proficiency Level

Appendix D

ACCESS FOR ELLS

Purposes of ACCESS for ELLs™

Test Characteristics of ACCESS for ELLs™

Tiers of ACCESS for ELLs™

Test Items of ACCESS for ELLs™

Comparing W-APT™ and ACCESS for ELLs™

CAN DO Descriptors for the Levels of English Language Proficiency 9-12

Purposes of ACCESS for ELLs™

The ACCESS for ELLs™ English language proficiency test has six main purposes:

- Identify the English language proficiency level of students with respect to state-wide performance standards
- Identify students who may be candidates for English as a second language (ESL) and/or bilingual education services
- Assess annual English language proficiency gains using a standards-based assessment instrument
- Provide districts with information that will help them evaluate the effectiveness of their ESL/Bilingual programs and determine staffing requirements
- Provide data for meeting federal and state statutory requirements with respect to student assessment, and
- Provide information that enhances instruction and learning in programs for English language learners.

Test Characteristics of ACCESS for ELLs™

ACCESS FOR ELLS™ stands for *Assessing Comprehension and Communication in English State-to-State For English Language Learners*. Like the NJ NJASK, HSPA and GEPA tests, ACCESS for ELLs™ is a secure test.

It is a large-scale assessment that first and foremost addresses the English language development **standards** that form the core of the WIDA Consortium's approach to instructing and testing English language learners. These standards incorporate a set of model **performance indicators** (PIs) that describe the expectations educators have of ELL students at four different grade level clusters and in five different content areas.

The **grade level clusters** include PreK-K, 1-2, 3-5, 6-8, and 9-12. There are **five content areas** of the standards. The first is called social and instructional language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school. The others are English language arts (LA), math (MA), science (SC), and social studies (SS).

For each grade level the standards specify one or more performance indicators for each content area within each of the **four language domains**: Listening, Speaking, Reading, and Writing.

The WIDA framework recognizes the continuum of language development within the four domains with six **English language proficiency levels**.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Entering	Beginning	Developing	Expanding	Bridging	Reaching

These levels describe the spectrum of a learner's progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support. This final, exit stage for ELL status is designated Level 6 (formerly ELL). Level 7 is used for students who are native English speakers or who have never been designated

as ELL. Within each combination of grade level, content area, and language domain, there is a PI at each of the five points on the proficiency ladder, and the sequence of these five PIs together describe a logical progression and accumulation of skills on the path to full proficiency.

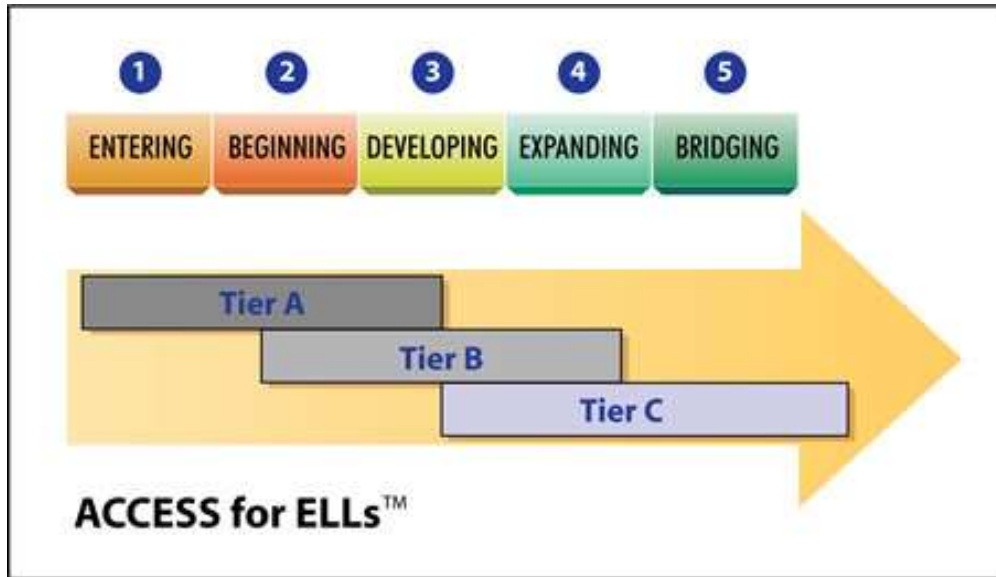
Drawn from the PIs, the ACCESS for ELLs[®] incorporates all five standards and English language proficiency levels in sections that correspond to the four domains. The target administration times for each section of the test are:

- 1. Listening: 20-25 minutes, machine scored**
- 2. Reading: 35-40 minutes, machine scored**
- 3. Writing: Up to 1 hour, rater scored**
- 4. Speaking: Up to 15 minutes, administrator scored**

The goal of the ACCESS for ELLs[®] test is to allow students to demonstrate their level of proficiency through the PIs. However, there are far too many PIs altogether to present to any single test taker. A test with questions assessing each and every PI would be far too long to fit in any reasonable testing session. For any particular child, some of the questions on a comprehensive test might be dismissively easy, making it boring, while others would be exactingly hard, making it frustrating. It is important to avoid both possibilities to achieve a reliable test.

Tiers of ACCESS for ELLs™

The solution to making the test appropriate to each individual was to present the test items in 3 **tiers** for each grade level: A, B, and C. The following chart shows how the different tiers map to the English language proficiency levels.



You can see from this test design that the tiers overlap, a necessity for making sure each tier is measuring to a common proficiency scale.

Each tier, of course, is only able to discriminate performance on its portion of the proficiency scale, so to make sure the whole ACCESS for ELLs® test works as intended, it is necessary to place each student into the tier that best matches his or her English language proficiency level. The decision as to where the student currently falls on the scale is best made by the student's teachers, based on the information they have about the student's language proficiency, including performance on other language tests. The W-APT screener test yields a composite score which indicates which tier a child should be placed in for the ACCESS test, however, that score should be supported by additional criteria for tier selection.

The ACCESS for ELLs® test battery is a collection of assessment instruments administered to all ELL students across all grades and all proficiencies. Each test form consists of a set of thematic folders, or parts, each of which contains three to six test items. The test is arranged in this way to give students a context for the items they are presented with and to minimize the cognitive leaps they have to make in transitioning from math items to language arts items to science items, and so on.

Each test instrument takes particular aim at a certain grade level cluster and range of proficiencies, but each also has to align with all the other instruments in the battery. That is, they each measure a certain segment of a common academic English proficiency measurement scale. To do this successfully, some of the items on any single test are shared among certain other tests. They are "carried over" between grade level clusters and tiers as complete thematic folders. Each

Tier A form, with the exception of the grades 1-2 form, has two thematic folders from the grade level below it. Similarly, each Tier C form contains two thematic folders from the grade level above it. For example, the grade 3-5 Tier A test shares certain items with the 1-2 Tier C and 3-5 Tier B test forms. Likewise, the 6-8 Tier C form borrows items from 6-8 Tier B and 9-12 Tier A. It might be argued that asking a child to respond to questions for which he or she has no preparation on one hand or for which he or she is overqualified makes those items unfair indicators.

However, in fact, this configuration provides just the kind of confirmatory evidence needed for equating all the forms to the common measurement scale. In this way, we can better assure that as a child progresses through the grades and in English proficiency, we get an accurate picture of his or her real advances from year to year.

Test Items of ACCESS for ELLs™

Items on every test are grouped thematically, and each theme addresses one of the five WIDA English language proficiency standards, except in Speaking and Writing where there are integrated tasks, meaning one theme/set of tasks addresses two standards. The five ELP standards are:

Standard 1—SI

- English language learners communicate in English for **social and instructional** purposes in the school setting.

Standard 2—LA

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3—MA

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Math**.

Standard 4—SC

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Science**.

Standard 5—SS

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

More information about these standards and complete sets of the standards and their accompanying model performance indicators can be found on the WIDA website at www.wida.us.

Comparing W-APT™ and ACCESS for ELLs®

The WIDA ACCESS Placement Test (W-APT)™ is modeled after the ACCESS for ELLs® secure assessment, but they differ in several important ways.

Similarities between ACCESS for ELLs® and the W-APT™

	ACCESS for ELLs® & W-APT™
<i>Assessment Domains</i>	All four: Listening, Speaking, Reading, and Writing
<i>Standards Addressed</i>	All five: Social and Instructional, Language Arts, Mathematics, Science, and Social Studies
<i>Format of Kindergarten Test</i>	Individually administered and adaptive
<i>Format of Speaking Test</i>	Individually administered and adaptive
<i>Format of Listening and Reading Test</i>	Multiple choice
<i>Format of Writing Test</i>	Constructed response
<i>Item and Task Organization</i>	Grouped according to theme

Differences between ACCESS for ELLs® and W-APT™

	ACCESS for ELLs®	W-APT™
<i>Purpose</i>	Annual assessment of ELP progress	Program placement; typically administered only to new students
<i>Administration time</i>	Approximately 2.5 hours	Up to 1 hour (depending on proficiency level of student)
<i>Proficiency level (PL) coverage</i>	Three tiers, each covering 3 levels	Single form measuring English language proficiency levels 1 through 5+
<i>Level of security</i>	Secure, administered during annual test window for state	Semi-secure; not for public dissemination but administered as needed
<i>Administration procedures</i>	Individual speaking; group administered (L,R,W) by tier within grade level cluster	All individually administered
<i>Scoring</i>	Machine scored by MetriTech, Inc. (L, R, W)	All domains administrator scored during administration on provided scoring sheets
<i>Reporting</i>	Reports from MetriTech, Inc.	Locally determined managed
<i>Speaking</i>	Three parts, 13 tasks total = 15 minutes maximum	Two parts, 8 tasks total = 8-10 minutes maximum
<i>Listening</i>	6-7 parts, 19-22 items = 30 minutes	5 parts, 15-17 items = maximum 20 minutes
<i>Reading</i>	6-8 parts, 23-30 items = 40 minutes	5 parts, 15-17 items = maximum 30 minutes
<i>Writing</i>	3 (Tier A) or 4 (Tiers B-C) parts = 60 minutes	Two parts (typically only 1 administered) = 15 minutes

APPENDIX E

SAMPLE PERSUASVIE WRITING UNIT

(HSPAT)

Title of Unit	I'm Going to Win this Argument	Grade Level	11-12
Subject	ESL / HSPA Practice (Persuasive Writing)	Time Frame	Four Weeks
Developed By	Louise Gorham-Neblett		

Stage 1 - Identify Desired Results

Established Goals: CCSS / CCCS / Big Ideas / Big Themes

NJCCCS: 3.1.E.1 Assess and apply personal reading strategies that were most effective in learning from a variety of texts
3.1.G.10 Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present
3.1.G.11 Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view

WIDA/ELD Standard 5: The Language of Social Studies: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: citizenship, culture, cultural, heritage, government, ancestor, contribution, law, bill, arbitrary, moot, and protest.

Cross-curricular Integration (Interdisciplinary Teaching and Learning)

Will you integrate this unit with other curricular areas? If so, what areas? In what ways will you connect the curricular areas?

History: [CCSS.ELA-Literacy.W.9-10.8](#) 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>Enduring Understandings If a student spends time with you during this unit, what is absolutely essential that the student understand and be able to transfer as a result of the experience (Rigor: Quadrant “D”)?</p>	<p>Essential Questions What provocative questions will foster inquiry, understanding, and transfer of learning (Relevance)? (Often, open-ended questions that stimulate reflective thought and inquiry and connect the knowledge and skills to the enduring understanding are used.)</p>
<ul style="list-style-type: none"> • <i>To establish a persuasive argument you must clarify the relationship between the claim and the reason.</i> • <i>To win a persuasive argument you must connect the reason with evidence.</i> • <i>To secure the understanding of the persuasive reasoning you have to establish a resolution between the claim and the counterclaims.</i> 	<p><i>Content specific:</i> <i>Why is it important to understand how others think?</i> <i>How is agreeing to disagree an arbitrary decision?</i> <i>Why is persuasion effective?</i></p>
<p>Knowledge: What knowledge (topics and facts) will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.</p>	<p>Skills What skills will students acquire as a result of this unit? List the skills and/or behaviors that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.</p>
<p><i>Students will know</i></p> <ul style="list-style-type: none"> • <i>Persuasive writing is different from arguing in person.</i> • <i>A thesis must be established when writing persuasively.</i> • <i>Successful persuasion includes clarifying another’s thought process.</i> 	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • <i>Write a persuasive argument that includes claims that are supported by evidence.</i> • <i>Support counterclaims with valid reasoning.</i> • <i>Identify elements of persuasion in speaking, listening, reading, and writing.</i>

Stage 2 – Assessment Evidence

Performance Task

Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (Typically, the P.T. describes the learning activity in narrative form. The P.T. usually includes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in an authentic, real life situation {Relevance}. Describe your performance task scenario below)

By what criteria will performances of understanding be judged?

GRASPS Elements of the Performance Task

G – Goal

What should students accomplish by completing this task?

R – Role

What role (perspective) will your students be taking?

A – Audience

Who is the relevant audience?

S – Situation

The context or challenge provided to the student.

P – Product, Performance

What product/performance will the student create?

S – Standards & Criteria for Success

Create the rubric for the Performance Task

I’m Going to Win this Argument – Students will design an illustrated brochure in *Publisher* to persuade people to visit their homeland. The brochure will include positive claims about their country as well as information about known hindrances (i.e. bad drinking water, piracy, dangerous animals, unsanitary conditions, rough terrain etc.) but counterclaims will resolve those issues.

“What is American?” Persuasive Essay – Students will write a persuasive essay on “America” which analyzes the specific requirements for United States citizenship. Students will provide concrete information on what is denied them and their family as non-citizens. They will research fundamental contributions that people from their country have made to the United States of America. They will use this information in an examination of The Dream Act and make a determination if they are for or against it, and why.

If it is developed as part of the plan, attach rubric to the Unit Plan.

Performance Evidence

Through what evidence (work samples, projects, surveys, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? What formative and summative assessments will be used throughout the unit to arrive at the outcomes?

Student Self-Assessment

In what ways will students reflect upon or self-assess their learning?

<p>Formative: <i>Prompt</i> - The strength of a country has always come from the fact that its citizens choose to embrace and defend it. Should the U.S. close its doors to people requesting a dual citizenship? Establish an argument for why or why not.</p> <p><i>Skill Check</i> – Internet usage, Microsoft Publisher, historical data</p> <p><i>Guided practice</i> – Teacher initiated implementation of specific strategies for test taking.</p> <p><i>Mini-Tests</i> – Shorter tests in order to pace the learning</p> <p>Summative: <i>Brochure presentation</i> - (Are the selected images enticing? Is the print for the counterclaim(s) smaller than the rest? Do we have an honest representation of the people and the culture?)</p> <p><i>Discussion Topic</i> – The Dream Act</p> <p><i>Test Practice</i> – Timed tests</p> <p><i>Debate</i> – What is American? Is it just for people from the United States?</p>	<p>Self-assess the potential for personal contributions to society and culture.</p> <p>Self-evaluation of knowledge of ancestral heritage.</p> <p>Reflection on the extent to which education is seen as a foundation for building upon personal goals.</p>
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Stage 3 – Learning Plan

What teaching and learning experiences (WHERE TO) will you use to:

- achieve the desired results identified in Stage 1?
- equip students to complete (with understanding) the assessment tasks identified in Stage 2?

Where are your students headed? Where have they been? How will you make sure the students know where they are going? What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed?

Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?

Students will have the opportunity to examine their own understanding of what it is to be an American citizen; and whether or not they embrace the idea for themselves. They will use their own country to reflect on what the differences and the similarities are for developing a sense of pride in who they are and what they have to contribute to society. Students will be offered an opportunity to engage in discussion about American citizenship, to discover what people from their own countries have contributed to American society, and to examine their cultural value as members of the school community. They will evaluate their own understanding in the form of a panel discussion on “What is American? Is it just the United States?”

In what ways will you engage students at the beginning of the unit?

Students will be given a series of prompts and argue for or against in paired discussion:

- Romantic love is a poor basis for marriage.
- All students in high school and college should be required to take at least two years of a foreign language.
- Students should not be required to take physical education courses.
- Any student caught cheating on an examination should be automatically dismissed from college.
- Government financial aid for students should be based solely on merit.
- At the end of each term, student evaluations of faculty should be posted online.
- Drunk drivers should be imprisoned on the first offense.

**What activities / events will help students experience and explore the enduring understandings and essential questions in the unit?
How will you equip them with needed skills and knowledge?**

#	Lesson Title	Lesson Activities	Cross-curricular	Resources
1	“Try to see it my way”	Receive a list of topics. Determine who you would have an argument or persuasive discussion with. How might you try to win your argument? (paired activity) Unit 2,p.3 <i>HSPA Advantage</i> book		
2	“Don’t Jump”	Students will find evidence in the text to support their argument. Unit 2, p.7 <i>HSPA Advantage</i> book		
3	“Dig for Details”	Students will learn to research for details in order to provide evidence and support for their argument. Unit 2, p.8 <i>HSPA Advantage</i> book		
4	“Keys to the Kingdom”	Two <i>Wh-</i> words will be introduced as a means to simplify persuasive reading passages. (<i>Who/What</i>) Guided practice will be used to help students understand a historic speech. Unit2, p.10 <i>HSPA Advantage</i> book	History	
5	Independent Practice	Students will read a longer persuasive passage and answer several multiple-choice questions. Unit2, p.12 <i>HSPA Advantage</i> book		
6	Test Practice	Students will undergo a replication of HSPA test conditions. Students will read a full length, HSPA-like passage and answer multiple-choice questions.		Copies of the test

9-12 ESL Resources

Class	Textbooks	Ancillary Materials	Technology Resources	Additional Resources
<i>ESL Newcomer</i>	<u>Keys to Learning</u> , Pearson, 2013 <u>Word by Word Basic Picture Dictionary</u> , Pearson Longman, 2006	Keys to Learning workbook Word by Word Dictionary Workbook, Longman, 2000 Rigor, Benchmark Ed,	Desktop Computers Rosetta Stone Google Classroom	Field Trips: Washington, D.C. National Const. Center Trenton State House Liberty Science Center National Aquarium Stockton University Pax Amicus Theater Speakers: Distinguished Alumnae Miss America Various bilingual dictionaries, Bilingual Dictionaries, Inc., 2008
<i>ESL One</i>	<u>Keys to Learning</u> , Pearson, 2013 <u>Side by Side</u> , Pearson, 2008 <u>World English</u> , Cengage Learning, 2010 <u>Javier Arrives in the U.S.</u> , Longman, 1994 <u>True Stories</u> , Longman, 1998	Keys to Learning workbook Side by Side workbook World English workbook Rigor, Benchmark Ed, <i>Picture Stories</i> , Longman, 1992	Chrome Books Rosetta Stone Roadworks.org Duolingo.com Google Classroom	
<i>ESL Two</i>	<u>Keystone- Building Bridges</u> Pearson, 2013 <u>Pacemaker – World Literature</u> Globe Fearon, 2006	Building Bridges workbook World Literature workbook <i>Easy English News</i>	Chrome Books edX.org	
<i>ESL Three</i>	Literature (9 th), Holt McDougal, 2012 ELL Interactive Reader, Holt McDougal, 2012 <u>Of Mice and Men</u> , Penguin Putnam, 1993	<i>Scope Magazine</i> , Scholastic <i>Action Magazine</i> , Scholastic <i>Storyworks Magazine</i> , Scholastic	Chrome Books Scholastic Mag website Holt McDougal website	
<i>ESL Four</i>	Literature (10 th), Holt McDougal, 2012 ELL Interactive Reader, Holt McDougal, 2012 <u>Lord of the Flies</u> , Penguin Putnam, 1954	<i>Scope Magazine</i> , Scholastic <i>Action Magazine</i> , Scholastic <i>Storyworks Magazine</i> , Scholastic	Chrome Books Scholastic Mag website Holt McDougal website	
<i>ESL Reading 1</i>	<u>ACCESS Newcomers</u> , HMH, 2005	ACCESS Newcomers - Student Materials	Chrome Books PLATO	

<i>ESL Reading 2</i>	Varied “Penguin Readers”, Longman, 1999	<i>Reading Power</i> , Pearson, 2007	Chrome Books	
<i>ESL Reading 3</i>	<u>House on Mango Street</u> Random House, 1984 Varied “Penguin Readers”, Longman, 1999 <u>Our Own Stories</u> , Longman, 1996	<i>Focus on Vocabulary</i> , Pearson, 2011 <i>Advanced Reading Power</i> , Pearson, 2007	Chrome Books edX.org	
<i>ESL Enhancement</i>	Various mainstream content area text	<i>Focus on Vocabulary 2</i> , Pearson, 2011	Chrome Books Plato	

