



## **Curriculum Guide**

**ESL 9<sup>th</sup>-12<sup>th</sup> Grade**

## SCHOOL MISSION STATEMENT

*The mission of Chartertech is to provide artists the opportunity to blend principles of artistic expression with cutting-edge technology, so artists will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21<sup>st</sup> century.*

***Artistic integration:*** *Performing arts will be accessible to all artists as a skill and content area and will serve as a vehicle for imparting, enlivening, and motivating excellence in all academic topics, as well as providing a platform for learning multicultural appreciation and empathy, not just tolerance.*

***Technological integration:*** *Technology will serve as the foundation for instructional delivery systems leading to knowledge acquisition, concept understanding, and skill mastery in all academic subjects. Technology will not be studied as a separate entity but infused into the very fabric of educational pursuits, exactly as it occurs in the business world. Artists will be prepared to compete in the modern workplace or post-secondary institution.*

*"Education has always been torn between vocational and utilitarian purposes on one hand and creative and holistic purposes on the other... We are rapidly entering a world that is hard to imagine. By developing the problem-solving skills, creativity, and discipline required in the arts, artists can prepare for life in the 21<sup>st</sup> century."*

From *Understanding How the Arts Contribute to Excellent Education*  
National Endowment for the Arts, 1991

## **SCHOOL GOALS**

### **Goals for Arts Education:**

**Artists will learn the knowledge, skills, and abilities necessary to turn their passions and gifts in the arts into vocations or serious avocations.**

Objective 1: Each year, each artist will take two semesters (10 credits) of career-oriented training (80 minutes per day) in their artistic major.

Objective 2: Each marking period, each artist will perform or produce frequently, in diverse settings and for diverse audiences.

Objective 3: Artistic instruction will be integrated into the study of all academic subjects.

Objective 4: Each year, each artist will complete at least twenty after-school “lab” hours in their artistic major. These will constitute career-oriented service to the school and/or community, and demonstrate accomplishment of the NJCCCS crosscutting workplace readiness standards.

### **Goal for Technology:**

**Chartertech will model the technology-intense workplace and artists will be able to compete successfully and perform well in a technology-intense workplace.**

Objective 5: Each artist will routinely use technology in a workplace-like manner to acquire, analyze, communicate, and present information in every subject.

Objective 6: Each artist will have access to a computer every day, every class so that automated sources will be the main conduit for educational content.

Objective 7: All administrative and instructional functions of the school will be supported by the most modern technology available.

### **Goals for Academic Achievement:**

**Artists will apply themselves in the serious pursuit of knowledge and skills, especially skills in critical thinking, problem solving, decision making, and communication.**

Objective 8: Each year, and to be promoted to the next grade each artist will pass five credits in English, Health, Social Studies, Science, Mathematics, and PE/Health. Between grades 9-12 artists will also complete 1 year of Spanish.

Objective 9: In each academic subject, each year, each artist will complete a significant project that involves critical thinking, problem solving, decision making, and communication skills, and which demonstrates cross-content workplace readiness skills.

Objective 10: Each year artists will develop a artist resume to guide his/her academic and artistic studies and to document his/her academic and artistic accomplishments. This work will be done under the mentorship of the faculty in the artist’s artistic major.

Objective 11: Academic instruction in all subjects will be highly cross-curricular, in accordance with curricula design and continuously improved by teachers, in compliance with the New Jersey Artist Learning Standards.

**Course Title:** ESL

**Department:** English

**Prerequisite:** None

**Number of Credits:** 5

**Grade level(s):** 9-12

**Standards:** Aligned to New Jersey Artist Learning Standards for High Schools English and WIDA Standards

### **Course Description:**

Contemporary Issues introduces artists to various issues facing the world today. Artists will explore global economic systems, human rights, world health, environmental issues, and the role of the United States and the United Nations in a changing world. This class is designed to eliminate much of the confusion surrounding these issues and allow artists to form their own opinions on matters that affect their world. Artists will evaluate the issues and propose solutions from a variety of perspectives.

### **TABLE OF CONTENTS**

Philosophy of the Curriculum Section 1

The 9-12 Program of Study Section 2

- *ESL Newcomer*
  - \* Curriculum Overview
  - \* Syllabus
  - \* Unit Plans
  - \* Writing Portfolio/Benchmarks
  - \* Ancillary Materials
  - \* PARCC Practice
  - \* Rosetta Stone Pacing Guide
  
- *ESL One*
  - \* Curriculum Overview
  - \* Syllabus
  - \* Unit Plans
  - \* Writing Portfolio/Benchmarks
  - \* PARCC Practice
  - \* Rosetta Stone Pacing Guide
  
- *ESL Two*
  - \* Curriculum Overview
  - \* Syllabus
  - \* Unit Plans
  - \* Writing Portfolio/Benchmarks
  - \* Lesson Plans
  - \* Ancillary Materials (World Literature)
  - \* Rosetta Stone Pacing Guide
  - \* PARCC Practice

- *ESL Three*
  - \* Curriculum Overview
  - \* Syllabus
  - \* Quarterly Benchmarks
  - \* Unit Plans
  - \* Sample Lessons
  - \* PARCC Practice
  
- *ESL Four*
  - \* Curriculum Overview
  - \* Syllabus
  - \* Quarterly Benchmarks
  - \* Unit Plans
  - \* Sample Lessons
  - \* PARCC Practice

Appendix A	<i>The English Language Proficiency Standards</i>	Section 3
Appendix B	<i>Writing and Oral Presentation Rubrics</i>	Section 4
Appendix C	<i>Linguistic Expectations of ESL Artists in Content Clases</i>	Section 5
Appendix D	<i>ACCESS for ELLS™</i>	Section 6
Appendix E	<i>Sample Persuasive Writing Unit (HSPAT)</i>	Section 7

## 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 artist and the language environment.

Although the listening and speaking skills are stressed for artists 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.

Using instructional strategies instruction is designed to deliver lessons that address the academic and linguistic needs of ESL artists. 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 artists 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 artists 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 artists must be fully equipped to immerse themselves in American society as a result of their experience in the ESL program at Chartertech High School for the Performing Arts. We envision their exit from the program and subsequent graduation as a demonstration of their ability to genuinely participate in conversations that involve the Chartertech High School for the Performing Arts experience and society at large. That type of ideology is borne out through classroom activities.

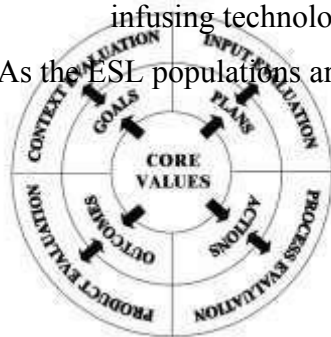
The ESL classroom is special because the cultural capital in the room is so rich. Each artist is recognized for who they are which in turn brings about a level of acceptance. Everyone contributes to the difference in the academic environment. The same is true for any situation in which the distinction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

speaking 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 artists.
- Adopt a curriculum that fosters cultural competency.
- Demonstrate respect for artists' identities and welcome a diverse community to participate in schools.
- Acknowledge artists' diverse learning styles.
- Ensure qualified personnel for all artists.
- Provide extra help for schools and artists who need it.

Chartertech High School for the Performing Arts 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 artists for the demands of 21<sup>st</sup> 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.

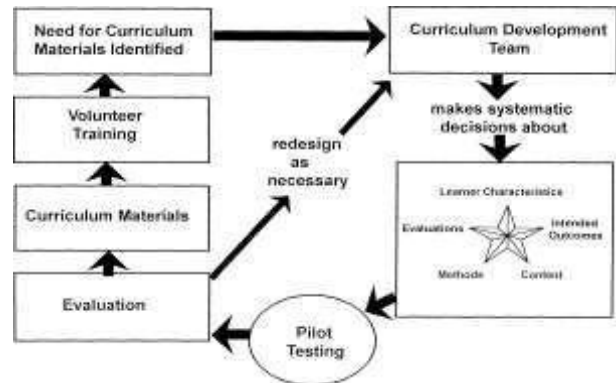
As the ESL populations are foreign born members of our





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 artists 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 Artist 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 artist success.

The ESL department will incorporate diagnostic and benchmark testing in order to view pre-and post-test scores as a means of identifying artist strengths and weaknesses. Additional process evaluation includes alternative assessments, which are usually designed by the teacher to gauge artists' understanding of material. Examples of these measurements are open-ended questions, written compositions, oral presentations, projects, experiments, and portfolios of artist 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.

## **Chartertech ESL Program Course Descriptions (*Language Courses*)**

<b>Title</b>	<b>Description</b>
<b>Newcomer ESL</b>	This course is offered to English language learners with limited or no formal schooling in their native language and no experience with English.
<b>ESL 1</b>	This course is offered to English language learners with no or very limited experience in English. Artists are introduced to the necessary skills to achieve academic and social success.
<b>ESL 2</b>	This course places a greater emphasis on those reading and writing skills required for success in content area classes. Artists enrolled in <i>ESL 2</i> are typically considered to be low intermediate.
<b>ESL 3</b>	This course continues to emphasize the requisite skills of the content area classroom. Artists enrolled in <i>ESL 3</i> are typically considered to be high intermediate artists.
<b>ESL 4</b>	This course prepares artists for exiting the ESL program. <i>ESL 4</i> is typically reserved for sophomore, juniors and seniors.

ESL

NEWCOMER

## **ESL NEWCOMER**

### **Curriculum Overview**

ESL Newcomer provides the requisite language skills and strategies newly arrived artists 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 artists 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. Artists utilize the Rosetta Stone interactive language learning software to supplement and reinforce the key concepts and skills acquired throughout the year along with Read 180.

# **E S L Newcomer**

*“Achieving Maximum Potential as Lifelong Learners”*

## **I. Overview:**

ESL Newcomer provides artists with the requisite language skills and strategies newly arrived artists 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.

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## **II. Course Aims and Objectives:**

### *Aims*

Artists 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:***

Artists 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 an 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:**

Artists 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. Academic Integrity**

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

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

# E S L NEWCOMER

# UNIT ONE

Suggested Timeline: 2-3 weeks

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
<b>RL: 9-10</b> 1, 2, 4  <b>RI: 9-10</b> 1, 2, 4  <b>SLS: 9-10</b> 1-6  <b>LS: 9-10</b> 1-4  <b>WS: 9-10</b> 3-6, 10  <b>WIDA</b> 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  <b>Writing:</b> 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 artist, take out, teacher, What is, write, (numbers 1-10)	Microsoft Word -Emergency form Rosetta Stone Read 180	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - Autobiography Grammar lessons
<b>Essential Question</b>		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><b>RI: 9-10</b> 1, 2, 4</p> <p><b>RI: 9-10</b> 1, 2, 4</p> <p><b>SLS: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-4</p> <p><b>WS: 9-10</b> 3-6, 10</p> <p><b>WIDA</b> 1, 2 <b>LSRW</b></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><b>Writing:</b></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 Read 180</p>	<p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning</p> <p>Oral reading</p> <p>Writing assignments</p> <p>- Biography</p> <p>Grammar lessons</p> <p>Reading</p> <p>- "The Surprise"</p> <p>(Very Easy True Stories)</p>
<p><b>Essential Question</b></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
<b>RL: 9-10</b> 1, 2, 4  <b>RI: 9-10</b> 1, 2, 4  <b>SLS: 9-10</b> 1-6  <b>LS: 9-10</b> 1-4  <b>WS: 9-10</b> 3-6, 10  <b>WIDA</b> 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	<b>OEQ</b> Discussion Oral Reading Homework Test/Quizzes Projects  <b>Writing:</b> 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 Read 180	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - Biography Grammar lessons Reading - "Hiccup! Hiccup!" (Very Easy True Stories)
<b>Essential Question</b>		What critical vocabulary is necessary to talk about families?				

# E S L NEWCOMER

# UNIT FOUR

Suggested Timeline: 2-3 weeks

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
<p><b>RI:</b> 9-10 1, 2, 4</p> <p><b>RI:</b> 9-10 1, 2, 4</p> <p><b>SLS:</b> 9-10 1-6</p> <p><b>LS:</b> 9-10 1-4</p> <p><b>WS:</b> 9-10 3-6, 10</p> <p><b>WIDA</b> 1, 2 <b>LSRW</b></p>	<p>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</p>	<p>OEQ Discussion Oral Reading Homework Test/Quizzes Projects</p> <p><b>Writing:</b> Dream house Garage sale Household problem</p>	<p>Rooms in a house Items in a house Types of houses Household needs Your dream house Garage sales</p>	<p>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</p>	<p>Microsoft Word -My Dream House -Garage Sale flyer</p> <p>Rosetta Stone</p> <p>Read 180</p>	<p>Class discussions Partner activities Cooperative learning Oral reading Writing assignments - Persuasive essay Grammar lessons Reading - “Wrong Number” (Very Easy True Stories)</p>
<p><b>Essential Question</b></p>		<p>What critical vocabulary is necessary to compare and contrast residences and discuss items in a house?</p>				

# ESL NEWCOMER

# UNIT FIVE

Suggested Timeline: 2-3 weeks

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
<p><b>RL:</b> 9-10 1, 2, 4</p> <p><b>RI:</b> 9-10 1, 2, 4</p> <p><b>SLS:</b> 9-10 1-6</p> <p><b>LS:</b> 9-10 1-4</p> <p><b>WS:</b> 9-10 3-6, 10</p> <p><b>WIDA</b> 1, 2 LSRW</p>	<p>Talk about everyday activities</p> <p>Say the days of the week, months, times and dates</p> <p>Make an appointment</p> <p>Talk about frequency of activities</p> <p>Fill out a medical history form</p> <p>Use the simple present tense</p> <p>Read about birthdays</p> <p>Read an email</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Projects</p> <p><b>Writing:</b></p> <p>Picture prompt</p> <p>E-mail</p>	<p>Daily activities</p> <p>Days of the week</p> <p>Months of the year</p> <p>Dates</p> <p>Time</p> <p>Appointments</p> <p>Medical form</p> <p>Birthdays</p>	<p>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 moth, 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)</p>	<p>Microsoft Word</p> <p>-picture prompt</p> <p>-e-mail</p> <p>Rosetta Stone</p> <p>Read 180</p>	<p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning</p> <p>Oral reading</p> <p>Writing assignments</p> <p>- email</p> <p>Grammar lessons</p> <p>Reading</p> <p>- "Fufu Returns"</p> <p>(Very Easy True Stories)</p>
<p><b>Essential Questions</b></p>		<p>What critical vocabulary is necessary to discuss daily activities?</p>				

# ESL NEWCOMER

Suggested Timeline: 2-3 weeks

# UNIT SIX

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
<p><b>RI: 9-10</b> 1, 2, 4</p> <p><b>RI: 9-10</b> 1, 2, 4</p> <p><b>SLS: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-4</p> <p><b>WS: 9-10</b> 3-6, 10</p> <p><b>WIDA</b> 1, 2 <b>LSRW</b></p>	<p>Ask for merchandise</p> <p>Ask for help in a store</p> <p>Identify colors</p> <p>Talk about clothing sizes, colors and problems</p> <p>Recognize American money</p> <p>Write checks</p> <p>Use nouns and adjectives</p> <p>Read a catalog and shopping list</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Projects</p> <p><b>Writing:</b></p> <p>Check</p> <p>Shopping list</p> <p>Favorite clothes</p>	<p>Clothes</p> <p>Colors</p> <p>Clothing sizes</p> <p>Problems with clothing</p> <p>Money</p> <p>Paying by check</p>	<p>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</p>	<p>Microsoft Word</p> <p>-Shopping list</p> <p>-Favorite clothes</p> <p>Rosetta Stone</p> <p>Read 180</p>	<p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning</p> <p>Oral reading</p> <p>Writing assignments</p> <p>- Fashion show script</p> <p>Grammar lessons</p> <p>Reading</p> <p>- “The Present”</p> <p>(Very Easy True Stories)</p>
<p><b>Essential Question</b></p>		<p>What critical vocabulary is necessary to compare and contrast clothing and American currency?</p>				

# ESL NEWCOMER

# UNIT SEVEN

Suggested Timeline: 2-3 weeks

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
<p><b>RL:</b> 9-10 1, 2, 4</p> <p><b>RI:</b> 9-10 1, 2, 4</p> <p><b>SLS:</b> 9-10 1-6</p> <p><b>LS:</b> 9-10 1-4</p> <p><b>WS:</b> 9-10 3-6, 10</p> <p><b>WIDA</b> 1, 2 <b>LSRW</b></p>	<p>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</p>	<p>OEQ Discussion Oral Reading Homework Test/Quizzes Projects</p> <p><b>Writing:</b> Shopping list Menu Dialogue</p>	<p>Grocery shopping Food Food groups Containers for food Meals Supermarket coupons Potluck dinner</p>	<p>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</p>	<p>Microsoft Word -menu</p> <p>Video Role Play -the restaurant</p> <p>Rosetta Stone</p> <p>Read 180</p>	<p>Class discussions Partner activities Cooperative learning Oral reading Writing assignments - Menu Grammar lessons Reading - “Mario’s Rabbits” (Very Easy True Stories)</p>
<p><b>Essential Question</b></p>		<p>What critical vocabulary is necessary to compare and contrast food items in supermarkets, restaurants and at home?</p>				



# ESL NEWCOMER

# UNIT EIGHT

Suggested Timeline: 2-3 weeks

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
<b>RL: 9-10</b> 1, 2, 4  <b>RI: 9-10</b> 1, 2, 4  <b>SLS: 9-10</b> 1-6  <b>LS: 9-10</b> 1-4  <b>WS: 9-10</b> 3-6, 10  <b>WIDA</b> 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	<b>OEQ</b> Discussion Oral Reading Homework Test/Quizzes Projects  <b>Writing:</b> 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  Read 180	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - weather report - friendly letter Grammar lessons Reading - “An Expensive Vacation” (Very Easy True Stories)
<b>Essential Question</b>		What critical vocabulary is necessary to describe the weather and interpret a weather map?				

# ESL NEWCOMER

# UNIT NINE

Suggested Timeline: 2-3 weeks

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
<p><b>RL:</b> 9-10 1, 2, 4</p> <p><b>RI:</b> 9-10 1, 2, 4</p> <p><b>SLS:</b> 9-10 1-6</p> <p><b>LS:</b> 9-10 1-4</p> <p><b>WS:</b> 9-10 3-6, 10</p> <p><b>WIDA</b> 1, 2 <b>LSRW</b></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><b>Writing:</b> 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>Read 180</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><b>Essential Question</b></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
<b>RI: 9-10</b> 1, 2, 4  <b>RI: 9-10</b> 1, 2, 4  <b>SLS: 9-10</b> 1-6  <b>LS: 9-10</b> 1-4  <b>WS: 9-10</b> 3-6, 10  <b>WIDA</b> 1, 2 <b>LSRW</b>	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  <b>Writing:</b> 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  Read 180	Class discussions Partner activities Cooperative learning Oral reading Writing assignments - Health Plan Grammar lessons Reading - "Internet Friend" (Very Easy True Stories)
<b>Essential Question</b>		What critical vocabulary is necessary to make a doctor's appointment and discuss health concerns?				

# ESL NEWCOMER

Suggested Timeline: 2-3 weeks

# UNIT ELEVEN

CCSS/ WIDA	Instructional Objectives	Assessment	Topics	Vocabulary	Technology	Instructional Activities
<p><b>RI: 9-10</b> 1, 2, 4</p> <p><b>RI: 9-10</b> 1, 2, 4</p> <p><b>SLS: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-4</p> <p><b>WS: 9-10</b> 3-6, 10</p> <p><b>WIDA</b> 1, 2 <b>LSRW</b></p>	<p>Talk about occupations, tools of the trade and job environments</p> <p>Ask and answer questions about job skills</p> <p>Read want ads, a paycheck and safety signs</p> <p>Use the simple past of “to be”</p> <p>Use “can” and “can’t”</p> <p>Write a telephone conversation</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Projects</p> <p><b>Writing:</b> Job application Telephone conversation Job interview script</p>	<p>Jobs</p> <p>Workplaces</p> <p>Driving</p> <p>Want ads</p> <p>Safety signs</p> <p>Paychecks</p> <p>Job applications</p> <p>Job items</p> <p>Work skills</p>	<p>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</p>	<p>Microsoft Word</p> <p>-Job application</p> <p>-Telephone conversation</p> <p>Video Role Play</p> <p>-Job Interview</p> <p>Rosetta Stone</p> <p>Read 180</p>	<p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning</p> <p>Oral reading</p> <p>Writing assignments</p> <p>- Job application</p> <p>Grammar lessons</p> <p>Reading</p> <p>- “The Taxi Ride” (Very Easy True Stories)</p>
<b>Essential Question</b>		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
<p><b>RI: 9-10</b> 1, 2, 4</p> <p><b>RI: 9-10</b> 1, 2, 4</p> <p><b>SLS: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-4</p> <p><b>WS: 9-10</b> 3-6, 10</p> <p><b>WIDA</b> 1, 2 LSRW</p>	<p>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”</p> <p>Read about car safety</p> <p>Write about transportation</p>	<p>OEQ</p> <p>Discussion</p> <p>Oral Reading</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Projects</p> <p><b>Writing:</b> Directions</p>	<p>Transportation</p> <p>Directions</p> <p>Learner’s permit</p> <p>Road signs</p> <p>Bus schedules</p>	<p>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</p>	<p>Microsoft Word -Directions</p> <p>Rosetta Stone</p> <p>Read 180</p>	<p>Class discussions</p> <p>Partner activities</p> <p>Cooperative learning</p> <p>Oral reading</p> <p>Writing assignments</p> <p>- Directions to school</p> <p>Grammar lessons</p> <p>Reading</p> <p>- “The Parking Ticket”</p> <p>(Very Easy True Stories)</p>
<p><b>Essential Question</b></p>		<p>What critical vocabulary is necessary to solicit and provide directions, analyze a bus schedule and operate a motor vehicle?</p>				

**ESL NEWCOMER**  
*WRITING PORTFOLIO*

<b>UNIT</b>	<b>ASSIGNMENT</b>	<b>BENCHMARK</b>
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**

**Artist Information**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

<b>Period</b>	<b>Class</b>	<b>Teacher</b>	<b>Room</b>
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  
ARTIST

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: \_\_\_\_\_

<b>Name</b>	<b>Phone Number</b>	<b>Address</b>	<b>E-mail</b>



## 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: \_\_\_\_\_

<b>Name</b>	<b>Country</b>	<b>Language</b>



## 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.



ESL Newcomer

Interview

Name: \_\_\_\_\_

**Ask 8 different artists:** “Do you have \_\_\_\_\_?”

**Answer:** “*Yes, I do.*”

“*No, I don’t*”

**You:** “Do you have . . .

**Artist:** “*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? _____



GRANDFATHER  
HUSBAND

GRANDMOTHER  
MIDDLE AGED

HER HIS  
MISS MOTHER

ESL Newcomer

My Family

Name: \_\_\_\_\_

## 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

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 artists 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?	

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

Select one artist. Write about that artist.

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

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ESL Newcomer      “Welcome to Our House”      Name: \_\_\_\_\_

***Brainstorm:*** *List objects in a house*

<p><b>Objects in a House</b></p>
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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

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

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

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## 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 Artists*"
6. Click the third cell
7. Type your first color
8. Tab Twice
9. Type the number of artists who like your first color
10. Click the fourth cell
11. Type your second color
12. Tab Twice
13. Type the number of artists who like your second color
14. (Repeat for all colors and number of artists)
15. Highlight the second column (*number of artists*) 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 "*Artists*"
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:

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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:

	<b>1-5</b>
<b>Creativity</b>	
<b>Vocabulary</b>	
<b>Pronunciation</b>	
<b>TOTAL</b>	



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.

**Men**

**Both**

**Women**



ESL Newcomer

Clothing

Name: \_\_\_\_\_

# Treasure Hunt



Look around the classroom to find objects of different colors.

Complete the chart below.

<b>Color</b>	<b>Object</b>
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 do n’t li ke.**

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.”*

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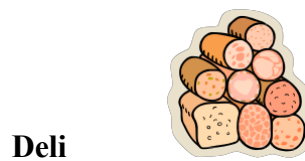
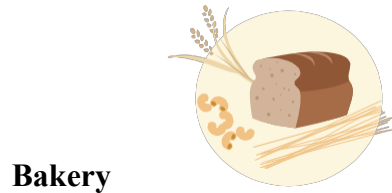
ESL Newcomer

Name: \_\_\_\_\_

### Grocery Shopping

You have \$50.00. Buy food for breakfast, lunch and dinner. Go to [www.shoprite.com](http://www.shoprite.com) and click on "Groceries".

These are the categories you should choose from:





	<b>FRUIT</b>	<i>Carrot</i>	<i>Tomato</i>	<i>Potato</i>							
--	--------------	---------------	---------------	---------------	--	--	--	--	--	--	--





Item		Price
Entree		\$ _____
Fruit		
Drink		
Item		Price
Entree		\$ _____
Fruit		
Drink		
<b>TOTAL</b>		<b>\$</b>

Item		Price
Entree		\$ _____
Fruit		
Drink		
Item		Price
Entree		\$ _____
Fruit		
Drink		
<b>TOTAL</b>		<b>\$</b>

Item		Price
Entree		\$ _____
Fruit		
Drink		
Item		Price
Entree		\$ _____
Fruit		
Drink		
<b>TOTAL</b>		<b>\$</b>

Item		Price
Entree		\$ _____

Fruit		
Drink		
<b>Item</b>		<b>Price</b>
Entree		\$ _____
Fruit		
Drink		
<b>TOTAL</b>		<b>\$</b>

## Unit Eight

**1. “Where are you from?”**

**2. “What’s your favorite season?”**

**3. “What’s the weather like in your country in the . . . .”**

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

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

DANCE

FALL

PLAY

SOCCER

TEMPERATURE

CLOUDY

DEGREES

HOT

RAINING

SPRING

WALK

COLD

DRINK

LISTEN

READ

SUMMER

WARM

COOK

DRY

MAP

SEASON

SUNNY

WATCH

COOL

FAHRENHEIT

MUSIC

SNOWING

SWIM

WEATHER

WEATHER MAP WINDY

WINTER

Newcomer ESL

Favorite Activities

Name: \_\_\_\_\_

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

<b>Name</b>	<b>Spring activity</b>	<b>Summer activity</b>	<b>Winter activity</b>	<b>Fall activity</b>



## 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	ACROSS FROM	APPLICATION	ATM
BANK WITHDRAWAL	BETWEEN	BUS STOP	CHECK
CORNER	DEPOSIT	DRUGSTORE	EXCUSE
MEFAR	FIRE STATION	GAS STATION	HOSPITAL
LAUNDROMAT	LIBRARY	MOVIE THEATER	NEAR
NEIGHBORHOOD	NEXT TO	PARK	PIN
POLICE STATION	POST OFFICE	RESTAURANT	SAVINGS
ACCOUNT STAMPS	SUPERMARKET	THANKS	WASH CLOTHES

## Unit Ten



ESL Newcomer “A Medical Form” Name: \_\_\_\_\_

**Medical History**

Chartertech High School for the Performing  
Arts Health Clinic (609) 343-7300

\_\_\_\_\_  
(Last name)

\_\_\_\_\_  
(First Name)

\_\_\_\_\_  
(Middle Initial)

\_\_\_\_\_  
(Date of Birth)

*Write home remedies for these health problems.*

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

*Now ask five artists about their home remedies*

	<i>Remedy</i>	<i>Remedy</i>	<i>Remedy</i>	<i>Remedy</i>	<i>Remedy</i>
<b>Cough</b>					
<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 \_\_\_\_\_ (re

**Patient:** Okay, doctor. Thank you. me  
dy)

**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: \_\_\_\_\_

Yes: \_\_\_\_\_

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

### **Employment History**

<b>Dates of Employment</b>	<b>Name and Address of Company</b>	<b>Job Title</b>	<b>Duties</b>

### **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.**





## Unit Twelve

<b>Revel Casino</b>	<b>Caesar's Casino</b>	<b>The Walk</b>	<b>Iowa Avenue</b>	<b>Convention Center</b>
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? \_\_\_\_\_

It is 4:30. When does the next bus leave from Revel Casino? \_\_\_\_\_

It is 11:30. When does the next bus leave from Iowa Avenue? \_\_\_\_\_

It is 4:00. When does the next bus leave from Caesar's Casino? \_\_\_\_\_

It is 8:00. When does the next bus leave from the Convention Center? \_\_\_\_\_

It is 4:30. When does the next bus leave from Revel Casino? \_\_\_\_\_

It is 12:45. 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 7:45. 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 11:30. When does the next bus leave from Iowa Avenue? \_\_\_\_\_

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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

BETWEEN  
DRIVE  
LEAVE  
NO PARKING  
SAFETY  
WHAT

BIKE  
EVERY  
LEFT  
ONE WAY  
SCHEDULE  
WHEN

BUS  
HALF HOUR  
MINUTE  
RIDE  
SEAT BELT  
WHERE

CAR  
HOSPITAL  
NEAR  
RIGHT  
SPEED LIMIT  
WHO

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**

<b>LESSON</b>	<b>MINUTES</b>
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**

**ONE**

## **ESL ONE**

### **Curriculum Overview**

ESL One provides artists with the requisite language skills and strategies beginning ESL artists need to study the content areas in an all-English curriculum. Artists 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 artists can engage in more extensive and sophisticated reading and writing activities.

Artists 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 artists 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. Artists 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**



## **Chartertech High School for the Performing Arts ESL Department**

**1400 North Albany Avenue • Atlantic City, NJ 08401**

**(609) 343-7300 Ext. 2167**

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## **ESL I Syllabus**

*Preparing artists 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 artists with the requisite language skills and strategies beginning ESL artists need to study the content areas in an all-English curriculum. Artists 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 artists can engage in more extensive and sophisticated reading and writing activities.

Artists 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 artists 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. Artists regularly utilize the Rosetta Stone interactive language learning software to supplement and reinforce the key concepts and skills acquired throughout the year.

### **II. Course Aims and Objectives:**

#### *Aims*

Artists 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:***

Artists 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:**



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

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



# ESL ONE

# UNIT ONE

Suggested Timeline: 4-6 weeks

CCSS/ WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p><b>RL: 9-10</b> 1-4, 7</p> <p><b>RI: 9-10</b> 1-4, 7</p> <p><b>SLS: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-6</p> <p><b>WS: 9-10</b> 1-6, 10</p> <p><b>WIDA</b> 1, 2 LSRW</p>	<p>Listen to and read dialogues and stories about artists 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><b>Writing:</b> 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>Read 180</p>	<p><b>Reading Selections:</b></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**

<b>CCSS/ WIDA</b>	<b>Instructional Objectives</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Technology</b>	<b>Instructional Activities</b>
<b>RL: 9-10</b> 1-4, 7  <b>RI: 9-10</b> 1-4, 7  <b>SLS: 9-10</b> 1-6  <b>LS: 9-10</b> 1-6  <b>WS: 9-10</b> 1-6, 10  <b>WIDA</b> 1, 2 <b>LSRW</b>	<p>Listen to and read dialogues and stories about artists 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><b>Writing:</b></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>Read 180</p>	<p><b>Reading Selections:</b></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**

<b>CCSS/ WIDA</b>	<b>Instructional Objectives</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Technology</b>	<b>Instructional Activities</b>
<b>RL: 9-10</b> 1-4, 7  <b>RI: 9-10</b> 1-4, 7  <b>SLS: 9-10</b> 1-6  <b>LS: 9-10</b> 1-6  <b>WS: 9-10</b> 1-6, 10  <b>WIDA</b> 1, 2 <b>LSRW</b>	<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><b>Writing:</b></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>Read 180</p>	<p><b>Reading Selections:</b></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**

<b>CCSS/ WIDA</b>	<b>Instructional Objectives</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Technology</b>	<b>Instructional Activities</b>
<b>RL: 9-10</b> 1-4, 7  <b>RI: 9-10</b> 1-4, 7  <b>SLS: 9-10</b> 1-6  <b>LS: 9-10</b> 1-6  <b>WS: 9-10</b> 1-6, 10  <b>WIDA</b> 1, 2 <b>LSRW</b>	<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</p> <p>Discussion</p> <p>Oral Reading</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Projects</p> <p><b>Writing:</b></p> <p>Script</p> <p>Favorite food</p> <p>Song lyrics</p>	<p>Clothing</p> <p>Money</p> <p>Fruits &amp; Vegetables</p> <p>Measurements</p> <p>Descriptive Adjectives</p>	<p>Microsoft Word</p> <p>Microsoft PowerPoint</p> <p>Rosetta Stone</p> <p>Read 180</p>	<p><b>Reading Selections:</b></p> <p><i>How Much Is It?</i></p> <p><i>She Needs Some Lettuce</i></p> <p><i>He's the Cutest Guy at School</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 FIVE**

<b>CCSS/ WIDA</b>	<b>Instructional Objectives</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Technology</b>	<b>Instructional Activities</b>
<b>RL: 9-10</b> 1-4, 7  <b>RI: 9-10</b> 1-4, 7  <b>SLS: 9-10</b> 1-6  <b>LS: 9-10</b> 1-6  <b>WS: 9-10</b> 1-6, 10  <b>WIDA</b> 1, 2 <b>LSRW</b>	<p>Listen to and read dialogues and stories about artists and their friends and family.</p> <p>Ask and answer questions about future plans.</p> <p>Write about future plans and personal goals.</p> <p>Use the strategies <i>Infer</i>, <i>Personalize</i> and <i>Selective Attention</i>.</p>	<p>OEQ Discussion Oral Reading Homework Test/Quizzes Projects</p> <p><b>Writing:</b> Dialogue Personal narrative Goals</p>	<p>Sports and hobbies Medical emergencies Commands Parts of the body Weather Parts of the body Languages</p>	<p>Microsoft Word  Microsoft PowerPoint  Rosetta Stone  Read 180</p>	<p><b>Reading Selections:</b></p> <p><i>He's Going To Fall!</i> <i>Hey! The Lights Went Out!</i> <i>We'll Have a Study Group</i></p> <p>Class discussions Partner activities Cooperative learning activities Oral reading Writing assignments Grammar lessons</p>

# ESL ONE

# UNIT SIX

Suggested Timeline: 3-5 weeks

CCSS/ WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p><b>RL: 9-10</b> 1-4, 7</p> <p><b>RI: 9-10</b> 1-4, 7</p> <p><b>SLS: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-6</p> <p><b>WS: 9-10</b> 1-6, 10</p> <p><b>WIDA</b> 1, 2 <b>LSRW</b></p>	<p>Listen to and read dialogues and stories about artists 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><b>Writing:</b> Classmate's hobby Letter of advice 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>Read 180</p>	<p><b>Reading Selections:</b></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**

<b>CCSS/ WIDA</b>	<b>Instructional Objectives</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Technology</b>	<b>Instructional Activities</b>
<b>RL: 9-10</b> 1-4, 7  <b>RI: 9-10</b> 1-4, 7  <b>SLS: 9-10</b> 1-6  <b>LS: 9-10</b> 1-6  <b>WS: 9-10</b> 1-6, 10  <b>WIDA</b> 1-5 <b>LSRW</b>	Participate effectively in collaborative discussions.  Demonstrate command of the conventions of standard English.  Determine or clarify the meaning of unknown and multiple-meaning words.  Use the strategies <i>Previewing</i> , <i>Predict</i> , <i>Prior Knowledge</i> and <i>Selective Attention</i> .	OEQ Discussion Oral Reading Homework Test/Quizzes Projects  <b>Writing:</b> Food chain Word problem Poem Biography	Vocabulary from the content areas of science, mathematics, English and social studies	Microsoft Word  Microsoft PowerPoint  Rosetta Stone  Read 180	<b>Reading Selections:</b>  <i>Ecosystems and Food Chains</i> <i>The Universe</i> <i>Solving Word Problems</i> <i>Poetry: Understanding Images</i> <i>Reading a Map of the United States</i> <i>Martin Luther King, Jr.</i>  Class discussions Partner activities Cooperative learning activities Oral reading Writing assignments Grammar lessons

**ESL ONE**  
*WRITING PORTFOLIO*

<b>UNIT</b>	<b>ASSIGNMENT</b>	<b>BENCHMARK</b>
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 artists 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**

<b>LESSON</b>	<b>MINUTES</b>
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



T W O

## **ESL TWO**

### **Curriculum Overview**

ESL Two provides artists 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, artists 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. Artists are introduced to the elements of short stories, poems, and drama. Artists will be able to evaluate character motivation, identify and discuss universal themes, compare and contrast literary texts both visual and written.

During each quarter, artists 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**



**Chartertech High School**  
**for the Performing Arts**

**ESL Department**

**1400 North Albany Avenue ▪ Atlantic City, NJ 08401**

**(609) 343-7300 Ext. 2167**

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**ESL II Syllabus**

*Preparing artists 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 artists 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, artists 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. Artists are introduced to the elements of short stories, poems, and drama. Artists will be able to evaluate character motivation, identify and discuss universal themes, compare and contrast literary texts both visual and written.

During each quarter, artists 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*

Artists 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:***

Artists 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:**

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

During examinations, artists must do their own work. Talking or discussion is not permitted during the examinations, nor may artists 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><b>RL: 9-10</b> 1, 4, 5, 10</p> <p><b>RI: 9-10</b> 7</p> <p><b>SLS: 9-10</b> 1, 6</p> <p><b>LS: 9-10</b> 1, 2, 4, 6</p> <p><b>WS: 9-10</b> 2, 4, 6-10</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b> 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>Read 180</p>	<p><b>Reading Selections:</b></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><b>RI: 9-10</b> 1-6</p> <p><b>RI: 9-10</b> 1, 4, 7</p> <p><b>SLS: 9-10</b> 1</p> <p><b>LS: 9-10</b> 1, 2, 4, 6</p> <p><b>WS: 9-10</b> 4-10</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b></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>Read 180</p>	<p><b>Reading Selections:</b></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><b>RI: 9-10</b> 1-6</p> <p><b>RI: 9-10</b> 1, 4, 7</p> <p><b>SLS: 9-10</b> 1</p> <p><b>LS: 9-10</b> 1, 2, 4, 6</p> <p><b>WS: 9-10</b> 4-10</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b></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>Read 180</p>	<p><b>Reading Selections:</b></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

<b>Essential Questions</b>	<b>CCSS/WIDA</b>	<b>Instructional Objectives</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Technology</b>	<b>Instructional Activities</b>
<p>What does it take to be “clever”?</p> <p>Why are children similar to their parents?</p>	<p><b>RI: 9-10</b> 1-6</p> <p><b>RI: 9-10</b> 1, 4, 7</p> <p><b>SLS: 9-10</b> 1, 3, 4, 6</p> <p><b>LS: 9-10</b> 1, 2, 4</p> <p><b>WS: 9-10</b> 3-6, 10</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b></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>Read 180</p>	<p><b>Reading Selections:</b></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

<b>Essential Questions</b>	<b>CCSS/ WIDA</b>	<b>Instructional Objectives</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Technology</b>	<b>Instructional Activities</b>
<p>How are words powerful?</p> <p>Why is it important to learn English?</p>	<p><b>RL: 9-10</b> 1-7</p> <p><b>RI: 9-10</b> 1, 4,</p> <p><b>SLS: 9-10</b> 1, 3, 4, 6</p> <p><b>LS: 9-10</b> 1, 2, 4, 6</p> <p><b>WS: 9-10</b> 10</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b></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>Read 180</p>	<p><b>Reading Selections:</b></p> <p><i>Early Writing The Great Minu 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?	<p><b>RL: 9-10</b> 1-6</p> <p><b>RI: 9-10</b> 1, 4</p> <p><b>SLS: 9-10</b> 1</p> <p><b>LS: 9-10</b> 1, 2, 4, 6</p> <p><b>WS: 9-10</b> 10</p> <p><b>WIDA</b> 1, 2, 4 LSRW</p>	<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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b></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>Read 180</p>	<p><b>Reading Selections:</b></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

<b>Essential Questions</b>	<b>CCSS/WIDA</b>	<b>Instructional Objectives</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Technology</b>	<b>Instructional Activities</b>
<p>Why are plants important?</p> <p>How do individuals “fall in love”?</p>	<p><b>RI: 9-10</b> 1-6</p> <p><b>RI: 9-10</b> 1, 4</p> <p><b>SLS: 9-10</b> 1</p> <p><b>LS: 9-10</b> 1, 2, 4, 6</p> <p><b>WS: 9-10</b> 10</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects <b>Writing:</b></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” &amp; “Coastal Redwoods”</p> <p>Read 180</p>	<p><b>Reading Selections:</b></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><b>RI: 9-10</b> 1-6</p> <p><b>RI: 9-10</b> 1-4</p> <p><b>SLS: 9-10</b> 1</p> <p><b>LS: 9-10</b> 1-6</p> <p><b>WS: 9-10</b> 10</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects <b>Writing:</b></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" &amp; "Someplace Else"</p> <p>Read 180</p>	<p><b>Reading Selections:</b></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><b>RL: 9-10</b> <b>1-6</b></p> <p><b>SLS: 9-10</b> <b>1-6</b></p> <p><b>LS: 9-10</b> <b>1-6</b></p> <p><b>WS: 9-10</b> <b>1-6, 10</b></p> <p><b>WIDA</b> <b>1, 2</b> <b>LSRW</b></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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b></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>Read 180</p>	<p><b>Reading Selections:</b></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><b>RL: 9-10</b> 1-6</p> <p><b>SLS: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-6</p> <p><b>WS: 9-10</b> 1-6, 10</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b></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, 3<sup>rd</sup> 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>Read 180</p>	<p><b>Reading Selections:</b></p> <p><i>Four Haiku The Horses Zlateh the Goat maggie and milly and molly and may The Earthworm Green Creek The Cedar Chest 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><b>RL: 9-10</b> <b>1-6</b></p> <p><b>SLS: 9-10</b> <b>1-6</b></p> <p><b>LS: 9-10</b> <b>1-6</b></p> <p><b>WS: 9-10</b> <b>1-6, 10</b></p> <p><b>WIDA</b> <b>1, 2</b> <b>LSRW</b></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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b></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>Read 180</p>	<p><b>Reading Selections:</b></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

Suggested Timeline: 3 weeks

# UNIT TWELVE

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><b>RL: 9-10</b> 1-6</p> <p><b>SLS: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-6</p> <p><b>WS: 9-10</b> 1-6, 10</p> <p><b>WIDA</b> 1, 2 <b>LSRW</b></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 Oral</p> <p>Reading IRN (Interactive)</p> <p>Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b></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>Read 180</p>	<p><b>Reading Selections:</b></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*

<b>UNIT</b>	<b>ASSIGNMENT</b>	<b>BENCHMARK</b>
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

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

<b>Evaluation</b>	Teacher Observation Artist/teacher & peer/peer response OEQ Homework
<b>Homework</b>	Workbook pages 32-33



## Lesson Plan 2

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

**Nomadic Groups**

Name: \_\_\_\_\_

	Artist name: _____	Artist name: _____	Artist name: _____	
	<b>BEDOUINS</b>	<b>MONGOLIAN</b>	<b>INUIT</b>	<b>SIOUX</b>
Location				<i>North America</i>
Home				<i>A tent called a <b>Tepee</b></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

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





# Use these words to identify the pictures

Buffalo  
Herd

Camel  
Nomad

Desert  
Tent



### Lesson Plan 4

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



### Lesson Plan 5

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

## Lesson Plan 6

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

*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.

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## Lesson Plan 7

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

# DRAWING CONCLUSIONS

<b>Action</b>	<b>Conclusion</b>
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

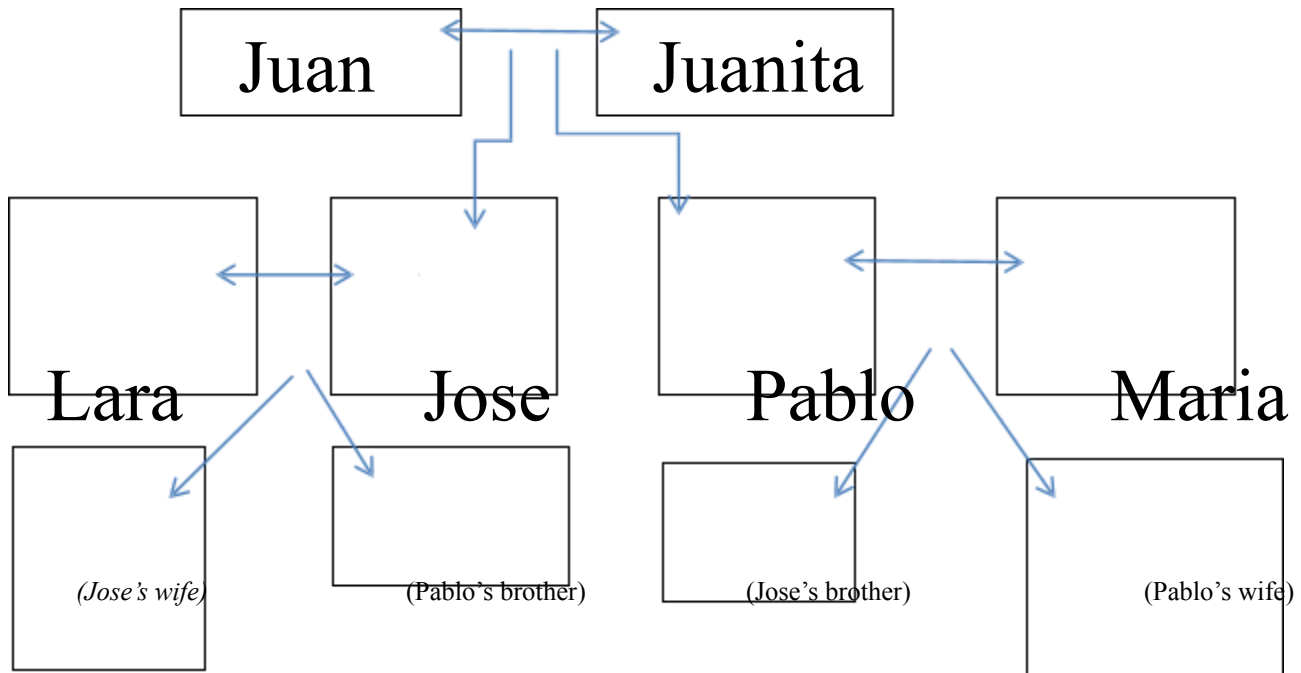
*Aunt*

*Uncle*

*Nephew*

*Niece*

*Cousin*



**Billy**  
(Jose's son)

**Ely**

(Jose's daughter)

**Jon**  
(Pablo's son)

**Caty**  
(Pablo's daughter)

## Lesson Plan 8

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

## DRAWING CONCLUSIONS

<b>Character</b>	<b>Character's Action</b>	<b>Conclusion</b>
<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

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

### Lesson Plan 9b

<b>Lesson Name</b>	Aladdin and the Lamp
<b>Unit</b>	Unit 1
<b>Date</b>	
<b>Objective</b>	Artists 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.
<b>ELA Standard</b>	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
<b>OEQ</b>	What do you know about the story of <i>Aladdin and the Lamp</i> ?
<b>Vocabulary</b>	<i>Irregular past tense verbs</i> : made, wore, hit, went, found, put, thought, stood, brought, took, came, slept
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Open-ended question</li> <li>• Complete pre-reading exercise</li> <li>• Read <i>Aladdin and the Lamp</i> (pg. 35 in <u>Tales from the Arabian Nights</u>)</li> <li>• Write an ending to the story</li> <li>• Rosetta Stone</li> </ul>
<b>Evaluation</b>	Teacher Observation Pre-reading activity Oral Reading OEQ Essay
<b>Homework</b>	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?

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## Lesson Plan 10

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

### Lesson Plan 11

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

## Lesson Plan 12

<b>Lesson Name</b>	Famous Fairy Tales
<b>Unit</b>	Fairy Tales
<b>Date</b>	
<b>Objective</b>	After reading a fairy tale, artists will summarize the fairy tale through creating a PowerPoint presentation.
<b>ELA Standards</b>	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
<b>OEQ</b>	Describe a folktale from your country
<b>Vocabulary</b>	Specific to the fairy tale (artists select 5-10 for their presentation)
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Artists will read <i>“The Table, the Donkey, and the Stick”</i> together as a class.</li> <li>• Sample PowerPoint presentation</li> <li>• Artists 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</li> </ul>
<b>Evaluation</b>	Teacher Observation Artist/teacher & peer/peer interaction PowerPoint presentation
<b>Homework</b>	PowerPoint presentation

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

### ESL Oral Presentation Rubric

CATEGORY	4	3	2	1
<b>THE PRESENTER</b>				
<b>Articulation</b> 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.
<b>Sentence Construction</b> Score: _____	Always speaks in complete sentences.	Mostly speaks in complete sentences.	Sometimes speaks in complete sentences.	Rarely speaks in complete sentences.
<b>Posture/ Eye Contact</b> 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
<b>Volume</b> 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.
<b>Context</b> Score: _____	Always uses appropriate language	Usually uses appropriate language	Sometimes uses appropriate language	Seldom uses appropriate language
<b>THE PRESENTATION</b>				
<b>Organization</b> Score: _____	Excellent organization	Good organization	Partly Organized	Unorganized
<b>Visuals</b> Score: _____	Sufficient number of visuals that enhance understanding	Includes some key visuals	Visuals do not enhance understanding	No visuals
<b>Vocabulary</b> Score: _____	Sufficient use of key vocabulary	Some use of key vocabulary	Few key vocab/ Vocab used incorrectly	No academic vocabulary
<b>Grammar</b> Score: _____	No grammatical errors	A few mistakes in grammar	Many mistakes in grammar	Grammatical errors are prevalent
<b>Spelling, punctuation &amp; capitalization</b> Score: _____	No mistakes	A few mistakes in spelling, punctuation or capitalization	Many mistakes in spelling, punctuation or capitalization	Mistakes in spelling, punctuation and capitalization
<b>Total Score:</b> _____				





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

<b>Lesson Name</b>	Famous Fairy Tales
<b>Unit</b>	Fairy Tales
<b>Date</b>	
<b>Objective</b>	Artists will summarize a fairy tale through creating a PowerPoint presentation.
<b>OEQ</b>	xxx
<b>Vocabulary</b>	Specific to the fairy tale (artists select 5-10 for their presentation)
<b>ELA Standards</b>	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
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Artists 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</li> </ul>
<b>Evaluation</b>	Teacher Observation Artist/teacher & peer/peer interaction PowerPoint presentation
<b>Homework</b>	PowerPoint presentation

### Lesson Plan 14

<b>Lesson Name</b>	Famous Fairy Tales
<b>Unit</b>	Fairy Tales
<b>Date</b>	
<b>Objective</b>	Artists will present a fairy tale through a PowerPoint presentation.
<b>ELA Standards</b>	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
<b>OEQ</b>	xxx
<b>Vocabulary</b>	Specific to the fairy tale (artists select 5-10 for their presentation)
<b>Activities</b>	<ul style="list-style-type: none"><li>• Artists work together in groups to present and assess PowerPoint presentations that summarizes their reading of a fairy tale</li></ul>
<b>Evaluation</b>	Teacher Observation Artist/teacher & peer/peer interaction PowerPoint presentation Rosetta Stone
<b>Homework</b>	xxx

## Lesson Plan 15

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

## Lesson Plan 16

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

### Lesson Plan 17

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

### Lesson Plan 18

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



### Lesson Plan 19

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

### Lesson Plan 19b

<b>Lesson Name</b>	Greek gods
<b>Unit</b>	Unit 2
<b>Date</b>	
<b>Objective</b>	Artists 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.
<b>ELA Standards</b>	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
<b>OEQ</b>	Describe the type of person you would <i>never</i> invite to a party. Why would you not invite this person?
<b>Vocabulary</b>	<i>Characters:</i> Peleus, Thetis, Eris, Hera, Athene, Aphrodite discord, blackest, fairest, greatest
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Open-ended question</li> <li>• Pre-reading activity</li> <li>• Read excerpt from <u>Black Ships Before Troy</u></li> <li>• Create and perform artist short plays</li> <li>• Rosetta Stone</li> </ul>
<b>Evaluation</b>	Teacher Observation Artist/teacher & peer/peer response OEQ Pre-reading activity Play Rosetta Stone
<b>Homework</b>	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.

C H A L L E N G E \_\_\_\_\_

Name: \_\_\_\_\_

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

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

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

***Beautiful***

***High***

***Huge***

***Small***

***Curious***

***Dangerous***

***Strong***

***Special***

*City*

*Walls*

*Horse*

*Door*

*Earthquake*

*Waves*

*Machine*

*People*

## Lesson Plan 22

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

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

## Lesson Plan 24

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

## Lesson Plan 25

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

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

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

### Lesson Plan 27

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

ESL 2

“You are an archaeologist”

Group member names: \_\_\_\_\_

- Your group of archaeologists has discovered several important artifacts.
- Examine the pictures of the artifacts.
- What do you think each artifact was used for?
- What do these artifacts tell you about the civilization?

<b>Artifact</b>	<b>What was the artifact used for?</b>
1	
2	
3	<hr/> <hr/>
4	<hr/> <hr/>
5	<hr/> <hr/>

What do these artifacts tell you about the civilization?

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### Lesson Plan 28

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

### Lesson Plan 29

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

### Lesson Plan 30

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

### Lesson Plan 31

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

### Lesson Plan 32

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

### Lesson Plan 33

<b>Lesson Name</b>	Famous Athletes
<b>Unit</b>	Unit 3
<b>Date</b>	
<b>Objective</b>	Conduct a survey and report the results Read a biography Create and perform an interview
<b>ELA Standards</b>	L.1, L.2, SL.1, SL.3, SL.4, SL.5, SL.6, W. 2-10
<b>OEQ</b>	“Extreme Sports Survey” - from <i>Extreme Sports</i> – Penguin Reader
<b>Vocabulary</b>	As identified by the artist
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Review homework – workbook pg. 92</li> <li>• Review “Extreme Sports Survey”</li> <li>• Artists will conduct a survey about an extreme sport and report the results</li> <li>• Artists 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.</li> </ul>
<b>Evaluation</b>	Teacher Observation Interview
<b>Homework</b>	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.

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

### Lesson Plan 34

<b>Lesson Name</b>	Famous Athletes
<b>Unit</b>	Unit 3
<b>Date</b>	
<b>Objective</b>	Read a biography Create and perform an interview
<b>ELA Standards</b>	L.1, L.2, SL.1, SL.3, SL.4, SL.5, SL.6, W. 2-10
<b>OEQ</b>	What did you learn about your athlete that you didn't know before?
<b>Vocabulary</b>	As identified by the artist
<b>Activities</b>	<ul style="list-style-type: none"><li>• Artists 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.</li><li>• Rosetta Stone</li></ul>
<b>Evaluation</b>	Teacher Observation Interview Rosetta Stone
<b>Homework</b>	Workbook page 92



### Lesson Plan 35

<b>Lesson Name</b>	The Clever Daughter-In-Law
<b>Unit</b>	Unit 4
<b>Date</b>	
<b>Objective</b>	Preview Unit 4 content Use multiple strategies to determine key vocabulary Employ the reading strategy “ <i>Predict</i> ”
<b>ELA Standards</b>	W.10, L.1, L.2, L.4, SL.1, SL.3, SL.4, SL.6
<b>OEQ</b>	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 <b>fox</b>, a <b>chicken</b>, and a <b>bag of corn</b>. 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>
<b>Vocabulary</b>	clever, daughter-in-law, father-in-law, lantern, missed
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Review homework - Workbook page 92</li> <li>• Read about Unit 4 and the objectives – pgs. 100-101</li> <li>• Complete “Background” &amp; “Vocabulary”, pgs. 102-103</li> <li>• <i>Use guided questions (see below)</i></li> <li>• Rosetta Stone</li> </ul>
<b>Evaluation</b>	Teacher Observation Interview Rosetta Stone
<b>Homework</b>	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.*

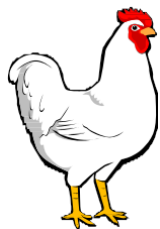
*You need to bring a **fox**, a **chicken**, and a **bag of corn**.*

*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

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

### Lesson Plan 37

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

### Lesson Plan 38

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

### Lesson Plan 39

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

### Lesson Plan 40

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









### Lesson Plan 41

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

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

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

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4. Can two "parent peas" who are both round and green have a child that is wrinkled or yellow? Explain \_\_\_\_\_

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## Lesson Plan 42

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

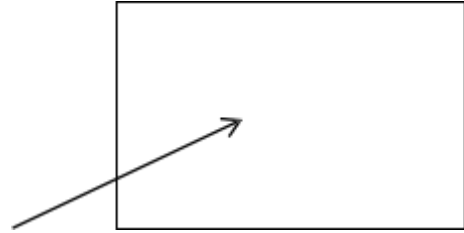
The intense pressure on professional athletes to perform has already led to the illicit use of steroids, highlighted by recent scandals involving professional baseball players. Gene doping could potentially offer a novel way to enhance performance, and would likely require complete sequencing of the 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.

Name: \_\_\_\_\_

GENETIC  
ENGINEERING



**DNA** (Deoxyribonucleic acid) “Your

*body’s blueprints”*

1. What is “Eugenics”? \_\_\_\_\_
2. How does Eugenics improve crops and livestock? \_\_\_\_\_

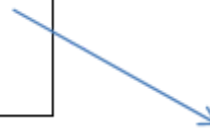
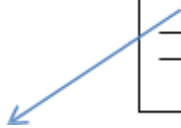
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3. What is “genotype”? \_\_\_\_\_
4. What is “phenotype”? \_\_\_\_\_
5. What is the difference between “Negative Engineering” and “Positive Engineering”?

**Human Genetic Engineering:**

\_\_\_\_\_

\_\_\_\_\_



**Negative Engineering:**

**Positive Engineering:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What is the difference between “Somatic” cells and “Stem” cells? \_\_\_\_\_

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7. What is unique about “*Emryonic Stem Cells*”? \_\_\_\_\_

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8. What is one challenge of gene therapy? \_\_\_\_\_

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

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

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

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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? \_\_\_\_\_

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

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

*progeny*

<b>PRO</b>	<b>Rebuttal</b>	<b>CON</b>	<b>Rebuttal</b>

### Lesson Plan 43

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

### Lesson Plan 44

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



### Lesson Plan 45

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

## Lesson Plan 46

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

### Lesson Plan 47

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

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

Heading Question	Notes

### Lesson Plan 48

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

### Lesson Plan 49

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

### Lesson Plan 50

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

<b>Lesson Name</b>	The Great Minu
<b>Unit</b>	Unit 5
<b>Date</b>	
<b>Objective</b>	Artists will compare & contrast subject and possessive pronouns
<b>ELA Standards</b>	W.10, L.1, L.2, L.4, L.6, SL.1, RL.1-7
<b>OEQ</b>	Describe a time when you spoke in English and were misunderstood
<b>Vocabulary</b>	coffin, funeral, port, sailor, village
<b>Activities</b>	<ul style="list-style-type: none"> <li>• OEQ</li> <li>• Review homework – workbook pgs. 124-26</li> <li>• Review possessive pronouns – teacher says subject pronoun and artists respond with the possessive. Artists will then practice with a partner</li> <li>• Complete Review and Practice, pg. 138</li> <li>• Mini Lesson “Pronouns” – pg. 140</li> <li>• Artists 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.</li> <li>• Rosetta Stone</li> </ul>
<b>Evaluation</b>	Teacher Observation OEQ Homework Partner work Rosetta Stone
<b>Homework</b>	Workbook pgs. 127 & 129

<b>Subject Pronoun</b>	<b>Possessive Pronoun</b>	<b>Object Pronoun</b>
<b>I</b>	<b>MY</b>	<b>ME</b>
<b>HE</b>	<b>HIS</b>	<b>HIM</b>
<b>SHE</b>	<b>HER</b>	<b>HER</b>
<b>IT</b>	<b>ITS</b>	<b>IT</b>

<b>WE</b>	<b>OUR</b>	<b>US</b>
<b>YOU</b>	<b>YOUR</b>	<b>YOU</b>
<b>THEY</b>	<b>THEIR</b>	<b>THEM</b>

## Lesson Plan 52

<b>Lesson Name</b>	The Great Minu
<b>Unit</b>	Unit 5
<b>Date</b>	
<b>Objective</b>	Artists will compare & contrast subject and possessive pronouns
<b>ELA Standards</b>	W.10, L.1, L.2, L.4, L.6, SL.1, RL.1-7
<b>OEQ</b>	Describe a time when you spoke in English and were misunderstood
<b>Vocabulary</b>	coffin, funeral, port, sailor, village
<b>Activities</b>	<ul style="list-style-type: none"> <li>• OEQ</li> <li>• Review homework – workbook pgs. 127 &amp; 129</li> <li>• Review possessive pronouns – teacher says subject pronoun and artists respond with the possessive. Artists will then practice with a partner</li> <li>• Complete Review and Practice, pg. 138</li> <li>• Mini Lesson “Pronouns” – pg. 140</li> <li>• Artists 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.</li> <li>• Rosetta Stone</li> </ul>
<b>Evaluation</b>	Teacher Observation OEQ Homework Partner work Rosetta Stone
<b>Homework</b>	Workbook pgs. 130-31

### Lesson Plan 53

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

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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.”*

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## Lesson Plan 54

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

## Lesson Plan 55

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

### Lesson Plan 56

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

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**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' artist"*

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**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

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



### Lesson Plan 57

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

### Lesson Plan 58

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

SIMILES	
Tusk	
Trunk	
Leg	
Side	
Ear	
Tail	



**Pattern 1:**

**like**

Examples

**Pattern 2:**

**as**

Examples

## 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.

verb + like + noun

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

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 flat  
slippery

pale sharp  
black

blind thin  
colorful



I  
i  
g  
h  
t  
n  
o  
i  
s  
y  
w  
i  
s  
e

- (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 artist. 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
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### Lesson Plan 59

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

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

## Lesson Plan 61

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

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

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

## Lesson Plan 62

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



### Lesson Plan 63

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

## Lesson Plan 64

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

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

1. Why are plants amazing? \_\_\_\_\_

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2. How do plants get energy? \_\_\_\_\_

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3. What does each part of a plant do? \_\_\_\_\_

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4. How do flowers help a plant? \_\_\_\_\_

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5. How does a fruit form? \_\_\_\_\_

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6. What is the plant life cycle? \_\_\_\_\_

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## Lesson Plan 66

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

### Lesson Plan 67

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



## Lesson Plan 68

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

CHALLENGE \_\_\_\_\_

Name:

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

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

## Lesson Plan 70

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

## Lesson Plan 71

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



## Lesson Plan 72

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

CHALLENGE \_\_\_\_\_

Name:

**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 for had to open a flying \_\_\_\_\_

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

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

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**TEACHER:** Copy the sentence strips as needed.

**Distribute one sentence to each artist.**

**Instruct artists to find six artists 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

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

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

### Lesson Plan 76

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

TEACHER: As the artists 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

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

## Lesson Plan 78

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



### Lesson Plan 79

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

## Lesson Plan 80

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

## Lesson Plan 81

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

ESL TWO

Ancillary Materials

*“World Literature”*

***CHARACTER ANALYSIS***

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



ESL 2 World Literature “By Any Other Name” Name: \_\_\_\_\_

***CHARACTER ANALYSIS***

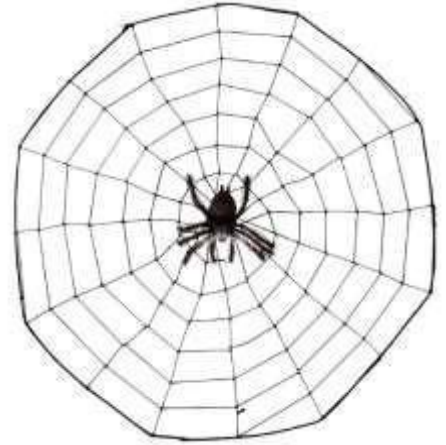
<b>Main Character</b>	<b>One word Description</b>	<b>Two sentences from the text which support you description</b>
		1.  2.
		1.  2.
		1.  2.



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		
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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?

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---

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?

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9. Take turns reading the paragraphs on page 71.

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

---

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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?

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---

---

**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:

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RULE # 2:

---

RULE # 3:

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**The Mountain of the Men and the Mountain of the Women**

The young women of Cambodia are tired of \_\_\_\_\_ marriage and paying for p weddings. To solve this problem, they \_\_\_\_\_ to arrange a mountain-building convince the k

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 \_\_\_\_\_ must move in with Vanya the b

them. Although they do not like the idea, they are polite and re their kindness helps Vanya regain his self-respect. . In time, \_\_\_\_\_

**My Brilliant Career**

Sybylla and her parents \_\_\_\_\_ . In A \_\_\_\_\_ . Sybylla lead a hard life on their f\_

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’  
 My sister’s favorite \_\_\_\_\_ Day with a special  
 dinner. 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?

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

---

Which story was your favorite? Why?

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**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?

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**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? \_\_\_\_\_

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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 **“Jew el i n the San d ”**

#### **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 artists 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*. Artists learn the elements of short stories, novels, and drama. Artists will be able to evaluate character motivation, identify and discuss universal themes, compare and contrast literary texts both visual and written.

During each quarter, artists 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



**Chartertech High School**  
**for the Performing Arts**

**ESL Department**

**1400 North Albany Avenue ▪ Atlantic City, NJ 08401**

**(609) 343-7300 Ext. 2167**

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**ESL III Syllabus**

*Preparing artists 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 artists 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*. Artists learn the elements of short stories, novels, and drama. Artists will be able to evaluate character motivation, identify and discuss universal themes, compare and contrast literary texts both visual and written.

During each quarter, artists 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*

Artists 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:***

Artists 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:**

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

During examinations, artists must do their own work. Talking or discussion is not permitted during the examinations, nor may artists 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><b>RL: 9-10</b> 1, 4, 5, 10</p> <p><b>RI: 9-10</b> 1, 2, 4, 7</p> <p><b>SL: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-2, 4, 6</p> <p><b>WS: 9-10</b> 1, 4-6</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b> Personal Narrative (pgs. 174-185)</p>	<p>conflict, survivor, disarming, condone, imperative, uncanny, quarry, droll, zealous, irony, vestibule, ransack, covet, agile, falter, assertion, analyze, element, sequence, 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>Read 180</p>	<p><b>Reading Selections:</b></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><b>RI: 9-10</b> 1, 3, 4, 6, 7</p> <p><b>RI: 9-10</b> 5, 6, 7, 10</p> <p><b>SL: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-2, 4, 6</p> <p><b>WS: 9-10</b> 1, 4-6</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b> 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>Read 180</p>	<p><b>Reading Selections:</b></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><b>RI: 9-10</b> 1, 3-5</p> <p><b>RI: 9-10</b> 1, 2, 4, 6</p> <p><b>SL: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-2, 4, 6</p> <p><b>WS: 9-10</b> 1, 4-6</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b> 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>Read 180</p>	<p><b>Reading Selections:</b></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><b>RL: 9-10</b> 1-4, 6</p> <p><b>RI: 9-10</b> 1, 2, 4, 6</p> <p><b>SL: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-2, 4, 6</p> <p><b>WS: 9-10</b> 1, 4-6</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b> Analysis of Literary Nonfiction (pgs. 524-535)</p>	<p>infallibility, precariously exotic, imminent, heresy, reiterate, reveal, significant, vulgar, ruffled, 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>Read 180</p>	<p><b>Reading Selections:</b></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

<b>Essential Questions</b>	<b>CCSS/WIDA</b>	<b>Instructional Objectives</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Technology</b>	<b>Instructional Activities</b>
<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><b>RI: 9-10</b> 2, 4-6</p> <p><b>SL: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-2, 4, 6</p> <p><b>WS: 9-10</b> 1, 4-6</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b> 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>Read 180</p>	<p><b>Reading Selections:</b></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><b>RI: 9-10</b> 2-6, 8, 9</p> <p><b>SL: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-2, 4, 6</p> <p><b>WS: 9-10</b> 1, 4-6</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b> 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>Read 180</p>	<p><b>Reading Selections:</b></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><b>RL:</b> 9-10 4, 5, 10</p> <p><b>RI:</b> 9-10 4, 10</p> <p><b>SL:</b> 9-10 1-6</p> <p><b>LS:</b> 9-10 1-2, 4, 6</p> <p><b>WS:</b> 9-10 1, 4-6</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b> 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>Read 180</p>	<p><b>Reading Selections:</b></p> <p><i>Spring is Like a Perhaps Hand Elegy 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

<b>Essential Questions</b>	<b>CCSS/WIDA</b>	<b>Instructional Objectives</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Technology</b>	<b>Instructional Activities</b>
<p>How does friendship begin?</p> <p>When do world events hit home?</p>	<p><b>RL 9-10:</b> 3, 7, 10</p> <p><b>RI: 9-10</b> 1, 2, 4-6</p> <p><b>SL: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-2, 4, 6</p> <p><b>WS: 9-10</b> 1, 4-6</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b> 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>Read 180</p>	<p><b>Reading Selections:</b></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? 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><b>RL: 9-10</b> 1, 4, 5, 7, 9</p> <p><b>SL: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-2, 4, 6</p> <p><b>WS: 9-10</b> 1, 4-6</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b> 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><a href="http://as.sisu.edu/sits/content.jsp?val=works_of-mice-and-men_vocabulary">http://as.sisu.edu/sits/content.jsp?val=works_of-mice-and-men_vocabulary</a></p> <p>Read 180</p>	<p><b>Reading Selections:</b></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**

- Artists list the top four traits of a survivor. After sharing them with a partner, the teacher solicits suggestions from artists and creates a word web on the board.
- Artists 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)

<b>Item</b>	<b>Points</b>	<b>Explanation</b>

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 artists 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**

- Artists 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

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

## POST-READING CHECKLIST

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

### **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? (Line75)

**Part A**

7. How do you predict Miss Fairchild would most likely react if she knew the truth about Mr. Easton?

**Part B**

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- C. She would have been shocked. D. She would have been excited.

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  
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**Part B**

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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 artist 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*. Artists learn the elements of short stories, novels, and drama. Artists will be able to evaluate character motivation, identify and discuss universal themes, compare and contrast literary texts both visual and written.

During each quarter, artists 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



**Chartertech High School**  
**for the Performing Arts**

**ESL Department**

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**ESL IV Syllabus**

*Preparing artists 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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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*

Artists 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:***

Artists 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:**

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

During examinations, artists must do their own work. Talking or discussion is not permitted during the examinations, nor may artists 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
<p>What if everyone were the same?</p> <p>What makes something valuable?</p> <p>Should you trust your instincts?</p>	<p><b>RL: 9-10</b> 1-5</p> <p><b>SL: 9-10</b> 1-6</p> <p><b>LS: 9-10</b> 1-2, 4, 6</p> <p><b>WS: 9-10</b> 1, 4-6</p> <p><b>WIDA</b> 1-2 LSRW</p>	<p>Draw conclusions, make inferences and predict through textual evidence.</p> <p>Analyze plot, conflict, mood, 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b> Literary Analysis (pgs. 148-159)</p>	<p>affect, definite, communicate, establish, identify plot, conflict , exposition, climax resolution, setting characterization</p> <p>wince, cower, synchronize, neutralize, furtive recompose, doctrine, heritage</p> <p>intangible, imperative</p> <p>apprehension</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 an advertising campaign</p> <p>Survival game</p>	<p><b>Reading Selections:</b></p> <ul style="list-style-type: none"> <li>- <i>Harrison Bergeron</i></li> <li>- <i>Everyday Use</i></li> <li>- <i>To Build a Fire</i></li> </ul> <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 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><b>RL: 9-10</b> 1, 3, 4, 10</p> <p><b>RI: 9-10</b> 1, 4, 6</p> <p><b>SL: 9-10</b></p> <p><b>LS: 9-10</b> 1, 5</p> <p><b>WS: 9-10</b> 3-6</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b> 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><b>Reading Selections:</b></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
<p>Does Knowledge Come at a Price?</p> <p>Is Technology Taking Over?</p>	<p><b>RL: 9-10</b> 1, 3, 4, 5</p> <p><b>SL: 9-10</b></p> <p><b>LS: 9-10</b> 2, 3, 4</p> <p><b>WS: 9-10</b> 3-6</p> <p><b>WIDA</b> 1-2 LSRW</p>	<p>Identify first person POV</p> <p>Make inferences and draw conclusions</p> <p>Evaluate the technique of chronological order</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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b> Literary nonfiction analysis (pgs. 390-399)</p>	<p>Consequent, crucial, initial, shift, survive, paranoia, manipulate, oblivious, sublime</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><b>Reading Selections:</b></p> <p><i>By the Waters of Babylon</i></p> <p><i>There Will Come Soft Rains</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 FOUR

Suggested Timeline: 3 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
What's Wrong With Holding a Grudge?  When do World Conflicts Affect Us?  Who are the Victims of War?	<b>RL: 9-10</b> 1-3, 10  <b>SL: 9-10</b> 1-4, 6  <b>LS: 9-10</b> 1-6  <b>WS: 9-10</b> 2  <b>WIDA</b> 1-2 LSRW	Evaluate the author's use of theme, symbol and characters  Compare and contrast the universal elements contained within two poems  Monitor connotation  Draw conclusions  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  <b>Writing:</b> "Letter to a young immigrant from another"	alter, layer, symbol, theme, unify, acquiesce, pinioned, condolence, ascertain, compatriot, sovereignty, assail, allusion regiment, symbol, irony	Utilize Microsoft Word to publish a variety of text criticisms.  Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.	<b>Reading Selections:</b>  <i>The Interlopers</i> <i>When Mr. Pirzada Came to Dine</i> <i>Do not Weep, Maiden, for War is Kind</i> <i>The Sonnet-Ballad</i> <i>Letter to a Young Refugee from Another</i> (pgs. 490-493 Hardback Text)  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 FIVE**

Suggested Timeline: 3 weeks

<b>Essential Questions</b>	<b>CCSS/WIDA</b>	<b>Instructional Objectives</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Technology</b>	<b>Instructional Activities</b>
<p>When are Little Things a Big Deal?</p> <p>Can Beauty be Captured in Words?</p> <p>Can Reporters Always Stay Objective?</p>	<p><b>RI: 9-10</b> 3, 4-6, 7</p> <p><b>RL: 9-10</b> 1, 3, 4, 9</p> <p><b>SL: 9-10</b> 1-4, 6</p> <p><b>LS: 9-10</b> 1-6</p> <p><b>WS: 9-10</b> 2</p> <p><b>WIDA</b> 1-2 LSRW</p>	<p>Evaluate the author's use of tone and diction</p> <p>Recognize classification</p> <p>Identify patterns of organization</p> <p>Interpret graphic aids</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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b> Persuasive Letter (pgs. 610-621)</p>	<p>author, goal document, issue, vision, tone, stealth, edict, adaptation, capricious, document, tenacity, fortitude, pandemonium</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>News Report</p> <p>How a _____ Works</p>	<p><b>Reading Selections:</b></p> <p><i>The Plot Against People</i></p> <p><i>Why Leaves Turn Color in the Fall</i></p> <p><i>How a Leaf Works</i></p> <p><i>And of Clay Are We Created</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 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><b>RI: 9-10</b> 2, 4, 5, 8</p> <p><b>SL: 9-10</b> 1-4, 6</p> <p><b>LS: 9-10</b> 3-5</p> <p><b>WS: 9-10</b> 5</p> <p><b>WIDA</b> 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 Oral Reading IRN (Interactive Reader Notebook Homework Test/Quizzes Language Handbook Projects</p> <p><b>Writing:</b> 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><b>Reading Selections:</b></p> <p><i>Doing Nothing is Something</i> <i>I Acknowledge Mine</i> <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

<b>Essential Questions</b>	<b>CCSS/ WIDA</b>	<b>Instructional Objectives</b>	<b>Assessment</b>	<b>Academic Vocabulary</b>	<b>Technology</b>	<b>Instructional Activities</b>
<p>What is Our Place in Nature?</p> <p>What Makes a Good Love Poem?</p> <p>When Does Poetry Sing?</p>	<p><b>RL: 9-10</b> 4, 5, 10</p> <p><b>SL: 9-10</b> 1-4, 6</p> <p><b>LS: 9-10</b> 3-5</p> <p><b>WS: 9-10</b> 5</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b> 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><b>Reading Selections:</b></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
What Breeds Terror? How Can Nature Inspire You? What is Your Role in Your Household?	<b>RL: 9-10</b> 1, 4 <b>RI: 9-10</b> 4-6 <b>SL: 9-10</b> 1-4, 6 <b>LS: 9-10</b> 3-5 <b>WS: 9-10</b> 5 <b>WIDA</b> 1-2 LSRW	Compare and contrast authors' use of style and voice  Paraphrase and make inferences  Analyze dialogue  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  <b>Writing:</b> Online feature article (pgs. 914-923)	Pervade, confound, voracity, anthology, destiny, retrospect, trauma, nostalgia	Utilize Microsoft Word to publish a variety of text criticisms.  Utilize Microsoft PowerPoint to create and exhibit a variety of presentations.  Online feature article (pgs. 914-923)	<b>Reading Selections:</b>  <i>The Pit and the Pendulum</i> <i>Birches</i> <i>Mending Wall</i> <i>Only Daughter</i> <i>Caramelo</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 NINE

Suggested Timeline: 3 weeks

Essential Questions	CCSS/WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
<p>What if Your Government Declared You the Enemy?</p> <p>How Can We Change Society?</p> <p>Whose Life is it Anyway?</p>	<p><b>RL:</b> 9-10 1, 3, 6</p> <p><b>RI:</b> 9-10 1, 4, 6, 9</p> <p><b>SL:</b> 9-10 1-4, 6</p> <p><b>LS:</b> 9-10 3-5</p> <p><b>WS:</b> 9-10 5</p> <p><b>WIDA</b> 1-2 LSRW</p>	<p>Analyze the effect of historical and cultural context</p> <p>Analyze rhetorical devices</p> <p>Make predictions</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 Oral</p> <p>Reading IRN (Interactive Reader Notebook</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b> Cause and effect essay (pgs. 1030-1039)</p>	<p>acknowledge, community, contemporary, culture, role, inevitable, irrational, subordinate, cosmopolitan, deference, persevere</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><b>Reading Selections:</b></p> <p><i>Farewell to Manzanar</i></p> <p><i>A Eulogy for Dr. Martin Luther King Jr.</i></p> <p><i>Marriage is a Private Affair</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 TEN

Suggested Timeline: 2 weeks

Essential Questions	CCSS/ WIDA	Instructional Objectives	Assessment	Academic Vocabulary	Technology	Instructional Activities
Why Do We Admire Dreamers?	<b>RL: 9-10</b> 1, 4, 5, 7, 9  <b>SL: 9-10</b> 1-4, 6  <b>LS: 9-10</b> 3-5  <b>WS: 9-10</b> 2, 5  <b>WIDA</b> 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  <b>Writing:</b> Video Script (pgs. 1164-1173)	fictitious, 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)	<b>Reading Selections:</b>  <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

# UNIT ELEVEN

Suggested Timeline: 4 weeks

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><b>RL: 9-10</b> 1, 4, 5, 7, 9</p> <p><b>SL: 9-10</b> 1-4, 6</p> <p><b>LS: 9-10</b> 3-5</p> <p><b>WS: 9-10</b> 2, 5</p> <p><b>WIDA</b> 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 Oral</p> <p>Reading IRN (Interactive Reader Notebook)</p> <p>Homework</p> <p>Test/Quizzes</p> <p>Language Handbook</p> <p>Projects</p> <p><b>Writing:</b></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><b>Reading Selections:</b></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 artists will read one of their sample sentences to the class leaving out the vocabulary word. Artists 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?

#### Activities

#### Grammar mini Lesson

- Review homework

### *Lesson Three*

- (Artists 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
- Artists 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: Artists 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

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

## POST-READING CHECKLIST

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

## Vocabulary

<hr/> <i>(Word)</i>	<hr/> <i>(Word)</i>	<hr/> <i>(Word)</i>
<hr/> <i>(Translation)</i>	<hr/> <i>(Translation)</i>	<hr/> <i>(Translation)</i>
<hr/> <hr/> <i>(Definition)</i>	<hr/> <hr/> <i>(Definition)</i>	<hr/> <hr/> <i>(Definition)</i>
<hr/> <hr/> <i>(Sample Sentence)</i>	<hr/> <hr/> <i>(Sample Sentence)</i>	<hr/> <hr/> <i>(Sample Sentence)</i>
<hr/> <i>(Word)</i>	<hr/> <i>(Word)</i>	<hr/> <i>(Word)</i>
<hr/> <i>(Translation)</i>	<hr/> <i>(Translation)</i>	<hr/> <i>(Translation)</i>
<hr/> <hr/> <i>(Definition)</i>	<hr/> <hr/> <i>(Definition)</i>	<hr/> <hr/> <i>(Definition)</i>
<hr/> <hr/> <i>(Sample Sentence)</i>	<hr/> <hr/> <i>(Sample Sentence)</i>	<hr/> <hr/> <i>(Sample Sentence)</i>
<hr/> <i>(Word)</i>	<hr/> <i>(Word)</i>	<hr/> <i>(Word)</i>
<hr/> <i>(Translation)</i>	<hr/> <i>(Translation)</i>	<hr/> <i>(Translation)</i>
<hr/> <hr/> <i>(Definition)</i>	<hr/> <hr/> <i>(Definition)</i>	<hr/> <hr/> <i>(Definition)</i>
<hr/> <hr/> <i>(Sample Sentence)</i>	<hr/> <hr/> <i>(Sample Sentence)</i>	<hr/> <hr/> <i>(Sample Sentence)</i>

# PLOT CHART

Title: \_\_\_\_\_

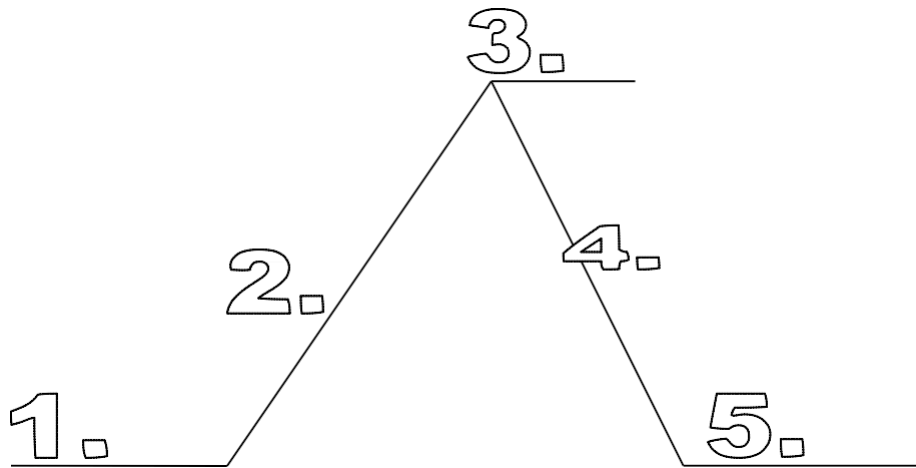
<b>Exposition</b> <i>(Introductory Information)</i>	
<b>Rising Action</b> <i>(Events that lead to the climax)</i>	
<b>Climax</b> <i>(Turning Point)</i>	
<b>Falling Action</b> <i>(Results of the climax)</i>	
<b>Resolution</b> <i>(Final Outcome)</i>	

Plot Diagram Quiz

Name: \_\_\_\_\_

Label the parts of the plot diagram

**Climax      Exposition      Falling Action      Rising Action      Resolution**



<p><b>Matching</b></p> <ol style="list-style-type: none"><li>1. _____ exposition</li><li>2. _____ resolution</li><li>3. _____ setting</li><li>4. _____ characters</li><li>5. _____ falling action</li><li>6. _____ rising action</li><li>7. _____ climax</li><li>8. _____ conflict</li></ol>	<ol style="list-style-type: none"><li>a. Where and when the story takes place</li><li>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?</li><li>c. All of the events in the story leading up to the climax. The tension in the story is building.</li><li>d.: The turning point in the story. The tension is at its highest point in the story.</li><li>e. All of the events after the</li></ol>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- f. 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

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**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 artists 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 artist progress.

B) The ACCESS for ELLs<sup>®</sup> 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<sup>®</sup> annually with a complete item turn over every three years (33% change per year). ACCESS for ELLs<sup>®</sup> 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 artists 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<sup>®</sup>. The award was granted to MetriTech, Inc. in Urbana, Illinois.

C) A screening test, known as the WIDA ACCESS Placement Test (W-APT)<sup>™</sup>, is based upon the ACCESS for ELLs<sup>®</sup>. This test is used to identify artists in need of ESL program support and place them in tiers for the ACCESS for ELLs<sup>®</sup> 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 artists 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. . .

	<b>Discourse Level</b>	<b>Sentence Level</b>	<b>Word/Phrase Level</b>
	<b>Linguistic Complexity</b>	<b>Language Forms &amp; Conventions</b>	<b>Vocabulary Usage</b>
<b>Level 6 – Reaching</b> Language that meets all criteria through Level 5, Bridging			
<b>Level 5 Bridging</b>	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
<b>Level 4 Expanding</b>	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
<b>Level 3 Developing</b>	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
<b>Level 2 Emerging</b>	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
<b>Level 1 Entering</b>	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. . .

	<b>Discourse Level</b>	<b>Sentence Level</b>	<b>Word/Phrase Level</b>
	<b>Linguistic Complexity</b>	<b>Language Forms &amp; Conventions</b>	<b>Vocabulary Usage</b>
<b>Level 6 – Reaching</b> Language that meets all criteria through Level 5, Bridging			
<b>Level 5 Bridging</b>	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
<b>Level 4 Expanding</b>	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
<b>Level 3 Developing</b>	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
<b>Level 2 Emerging</b>	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
<b>Level 1 Entering</b>	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](http://www.wida.us). First printing, 2012

## **ENGLISH LANGUAGE PROFICIENCY TESTING**

Artists 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**



<b><u>Listening/ Reading Rubric</u></b>	<b>Discourse Level</b> Linguistic Complexity	<b>Sentence Level</b> Language Forms & Conventions	<b>Word/Phrase Level</b> Vocabulary Usage
<b>Level 5</b> Bridging	<ul style="list-style-type: none"> <li>Rich descriptive discourse with complex sentences</li> <li>Cohesive and organized related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound, complex grammatical constructions (<i>multiple phrases etc.</i>)</li> <li>A broad range of sentence patterns from content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical, abstract content area language</li> <li>Words/expressions with shades of meaning across content areas</li> </ul>
<b>4.5</b>			
<b>Level 4</b> Expanding	<ul style="list-style-type: none"> <li>Connected discourse with a variety of sentences</li> <li>Expanded related ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical constructions</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content area language</li> <li>Words/expressions with multiple meanings</li> </ul>
<b>3.5</b>			
<b>Level 3</b> Developing	<ul style="list-style-type: none"> <li>Discourse with a series of extended sentences</li> <li>Related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound and some complex grammatical constructions</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including expressions</li> <li>Words and expressions with common collocations and idioms</li> </ul>
<b>2.5</b>			
<b>Level 2</b> Emerging	<ul style="list-style-type: none"> <li>Multiple related simple sentences</li> <li>An idea with details</li> </ul>	<ul style="list-style-type: none"> <li>Compound grammatical constructions</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions, including cognates</li> <li>Social and instructional words and expressions</li> </ul>
<b>1.5</b>			

<p><b>Level 1</b> Entering</p>	<ul style="list-style-type: none"> <li>• Single statements or questions</li> <li>• An idea within words, phrases or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>• Simple grammatical constructions (<i>Wh questions</i>)</li> <li>• Common social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• General content-related words</li> <li>• Everyday social and instructional words and expressions</li> </ul>
<p><b>.0</b></p>			

<b>Speaking/ Writing</b>	<b>Discourse Level</b> Linguistic Complexity	<b>Sentence Level</b> Language Forms & Conventions	<b>Word/Phrase Level</b> Vocabulary Usage
<b>Level 5</b> Bridging	<ul style="list-style-type: none"> <li>• Multiple, complex sentences</li> <li>• Organized, cohesive and coherent expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of grammatical structures matched to purpose</li> <li>• A broad range of sentence patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Technical, abstract content area language</li> <li>• Words/expressions with shades of meaning across content areas</li> </ul>
<b>4.5</b>			
<b>Level 4</b> Expanding	<ul style="list-style-type: none"> <li>• Short, expanded, and some complex sentences</li> <li>• Organized expression of ideas with emerging cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• Repetitive grammatical structures</li> <li>• Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Specific and some technical content area language</li> <li>• Words/expressions with multiple meanings (<i>collocations/idioms</i>)</li> </ul>
<b>3.5</b>			
<b>Level 3</b> Developing	<ul style="list-style-type: none"> <li>• Short and some expanded sentences with emerging complexity</li> <li>• Expanded expression of one idea or emerging expression of multiple related ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Repetitive grammatical structures with occasional variation</li> <li>• Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Specific content language, including expressions</li> <li>• Words and expressions with common collocations and idioms</li> </ul>
<b>2.5</b>			
<b>Level 2</b> Emerging	<ul style="list-style-type: none"> <li>• Phrases or short sentences</li> <li>• Emerging expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Formulaic grammatical structures</li> <li>• Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• General content words and expressions, including cognates</li> <li>• Social and instructional words and expressions</li> </ul>
<b>1.5</b>			

<p><b>Level 1</b> Entering</p>	<ul style="list-style-type: none"> <li>• Words, phrases, or chunks of language</li> <li>• Single words used to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Phrase level grammatical structures</li> <li>• Phrasal patterns associated with common social and instructional situations</li> </ul>	<ul style="list-style-type: none"> <li>• General content-related words</li> <li>• Everyday social and instructional words and expressions</li> </ul>
<p><b>.0</b></p>			



**ESL Writing Rubric**

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

Level: \_\_\_\_\_

<b>Content/Organization</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Introduction and conclusion						
Supporting details <i>(Valid reasoning/textual evidence)</i>						
Clear task <i>(Appropriate to audience &amp; purpose)</i>						
Overall organization <i>(Headings, graphics, transitions)</i>						
<b>Usage</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Tense formation						
Subject-verb agreement						
Pronoun usage						
Vocabulary <i>(Academic/domain specific)</i>						
Sentence construction <i>(Complete, correct, varied)</i>						
<b>Mechanics</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Spelling, Capitalization, Punctuation <i>(Highlight any problem areas)</i>						
<b>TOTAL SCORE:</b>	÷ 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)*

	<b>Discourse Level</b> Linguistic Complexity	<b>Sentence Level</b> Language Forms & Conventions	<b>Word/Phrase Level</b> Vocabulary Usage
<b>Level 5</b> 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
<b>4.5</b>			
<b>Level 4</b> 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> )
<b>3.5</b>			
<b>Level 3</b> 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
<b>2.5</b>			
<b>Level 2</b> 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
<b>1.5</b>			
<b>Level 1</b> 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
<b>.0</b>			

CATEGORY	4	3	2	1
<b>THE PRESENTER</b>				
<b>Articulation</b> 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.
<b>Sentence Const.</b> Score: _____	Always speaks in complete sentences.	Mostly speaks in complete sentences.	Sometimes speaks in complete sentences.	Rarely speaks in complete sentences.
<b>Posture/ Eye Contact</b> 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
<b>Volume</b> 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.
<b>Context</b> Score: _____	Always uses appropriate language	Usually uses appropriate language	Sometimes uses appropriate language	Seldom uses appropriate language
<b>THE PRESENTATION</b>				
<b>Organization</b> Score: _____	Excellent organization	Good organization	Partly Organized	Unorganized
<b>Visuals</b> Score: _____	Sufficient number of visuals that enhance understanding	Includes some key visuals	Visuals do not enhance understanding	No visuals
<b>Vocabulary</b> Score: _____	Sufficient use of key vocabulary	Some use of key vocabulary	Few key vocab/ Vocab used incorrectly	No academic vocabulary
<b>Grammar</b> Score: _____	No grammatical errors	A few mistakes in grammar	Many mistakes in grammar	Grammatical errors are prevalent
<b>Spelling, punct. &amp; capitalization</b> Score: _____	No mistakes	A few mistakes in spelling, punctuation <b>or</b> capitalization	Many mistakes in spelling, punctuation <b>or</b> capitalization	Mistakes in spelling, punctuation <b>and</b> capitalization
<b>Total Score:</b> _____				







**APPENDIX C**

**LINGUISTIC EXPECTATIONS OF ESL  
ARTISTS IN CONTENT CLASSES**

## Linguistic Expectations of ESL Artists 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 artists are able to understand and produce in the classroom. Teachers should identify the *Oral Language Proficiency Level* and *Literacy Proficiency Level* (from the Artist 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 artist proficiency levels.

- *Oral Language Proficiency* = 50% Listening + 50% Speaking
  
- *Literacy Proficiency* = 50% Reading + 50% Writing

For a more detailed breakdown of artist scores (Listening, Speaking, Reading and Writing) refer to the artist roster and WIDA "Can Do Descriptors"

<b>Domain</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<b><i>Oral Language</i></b>  (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
<b><i>Literacy</i></b>  (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:** \_\_\_\_\_

(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>
(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>
(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>	(Name) OL: _____ <u>Lit: _____</u>
(Name) OL: _____ Lit: _____	(Name) OL: _____ Lit: _____	(Name) OL: _____ Lit: _____	(Name) OL: _____ Lit: _____	(Name) OL: _____ Lit: _____	(Name) OL: _____ Lit: _____	(Name) OL: _____ Lit: _____	(Name) OL: _____ Lit: _____
(Name) OL: _____ Lit: _____	(Name) OL: _____ Lit: _____	(Name) OL: _____ Lit: _____	(Name) OL: _____ Lit: _____	(Name) OL: _____ Lit: _____	(Name) OL: _____ Lit: _____	(Name) OL: _____ Lit: _____	(Name) 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 artists with respect to state-wide performance standards
- Identify artists 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 artist 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 artists 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 artists 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.

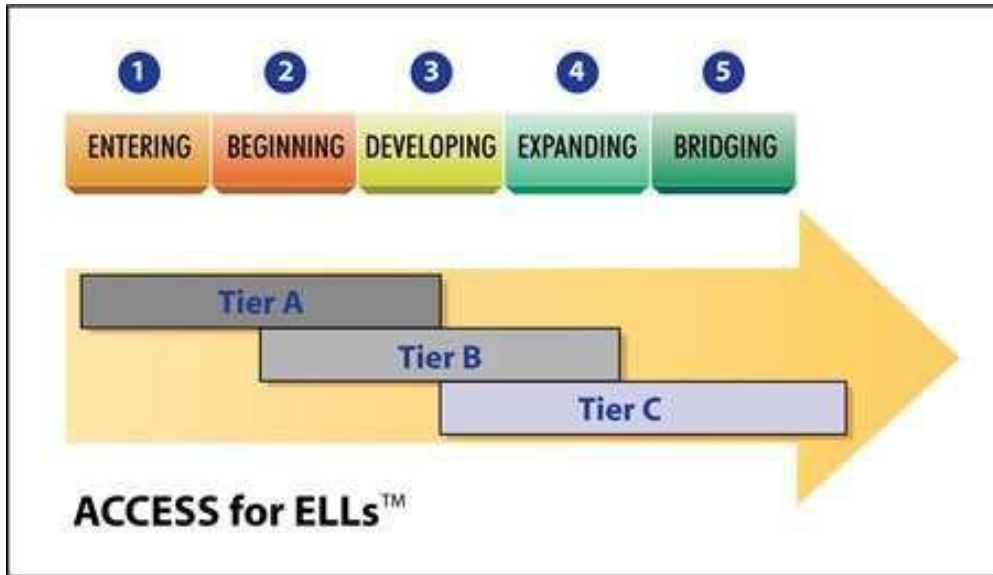
Drawn from the PIs, the ACCESS for ELLs<sup>®</sup> incorporates all five standards and English language proficiency levels in sections that correspond to the four domains. The target administration times for each section of the test are:

- 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<sup>®</sup> test is to allow artists 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 exactly 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 artist into the tier that best matches his or her English language proficiency level. The decision as to where the artist currently falls on the scale is best made by the artist's teachers, based on the information they have about the artist'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 artists 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 artists 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](http://www.wida.us).

## Comparing W-A PT™ 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 artists
<i>Administration time</i>	Approximately 2.5 hours	Up to 1 hour (depending on proficiency level of artist)
<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)**

<b>Title of Unit</b>	I'm Going to Win this Argument	<b>Grade Level</b>	11-12
<b>Subject</b>	ESL / HSPA Practice (Persuasive Writing)	<b>Time Frame</b>	Four Weeks
<b>Developed By</b>	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: Artists 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.

<b>Enduring Understandings</b>	<b>Essential Questions</b>
If a artist spends time with you during this unit, what is absolutely essential that the artist understand and be able to transfer as a result of the experience (Rigor: Quadrant “D”)?	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.)
<ul style="list-style-type: none"> <li>• <i>To establish a persuasive argument you must clarify the relationship between the claim and the reason.</i></li> <li>• <i>To win a persuasive argument you must connect the reason with evidence.</i></li> <li>• <i>To secure the understanding of the persuasive reasoning you have to establish a resolution between the claim and the counterclaims.</i></li> </ul>	<p><i>Content specific:</i></p> <p><i>Why is it important to understand how others think?</i></p> <p><i>How is agreeing to disagree an arbitrary decision?</i></p> <p><i>Why is persuasion effective?</i></p>
<b>Knowledge:</b>	<b>Skills</b>
What knowledge (topics and facts) will artist acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that artists will need for this unit.	What skills will artists acquire as a result of this unit? List the skills and/or behaviors that artists will be able to exhibit as a result of their work in this unit. These will come from the indicators.
<i>Artists will know</i>	<i>Artists will be able to</i>
<ul style="list-style-type: none"> <li>• <i>Persuasive writing is different from arguing in person.</i></li> <li>• <i>A thesis must be established when writing persuasively.</i></li> <li>• <i>Successful persuasion includes clarifying another’s thought process.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Write a persuasive argument that includes claims that are supported by evidence.</i></li> <li>• <i>Support counterclaims with valid reasoning.</i></li> <li>• <i>Identify elements of persuasion in speaking, listening, reading, and writing.</i></li> </ul>





## Stage 2 – Assessment Evidence

### Performance Task

Through what authentic performance task will artists 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 artists 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 artists accomplish by completing this task?*

#### **R – Role**

*What role (perspective) will your artists be taking?*

#### **A – Audience**

*Who is the relevant audience?*

#### **S – Situation**

*The context or challenge provided to the artist.*

#### **P – Product, Performance**

*What product/performance will the artist create?*

#### **S – Standards & Criteria for Success**

*Create the rubric for the Performance Task*

I'm Going to Win this Argument – Artists 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 – Artists will write a persuasive essay on “America” which analyzes the specific requirements for United States citizenship. Artists 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 artists demonstrate achievement of the desired results? What formative and summative assessments will be used throughout the unit to arrive at the outcomes?

### Artist Self-Assessment

In what ways will artists reflect upon or self-assess their learning?

<p><b>Formative:</b> <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><b>Summative:</b></p> <p><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 artists to complete (with understanding) the assessment tasks identified in Stage 2?

**Where are your artists headed? Where have they been? How will you make sure the artists 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? Artists 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. Artists 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 artists at the beginning of the unit?**

**Artists will be given a series of prompts and argue for or against in paired discussion:**

- Romantic love is a poor basis for marriage.
- All artists in high school and college should be required to take at least two years of a foreign language.
- Artists should not be required to take physical education courses.
- Any artist caught cheating on an examination should be automatically dismissed from college.
- Government financial aid for artists should be based solely on merit.
- At the end of each term, artist evaluations of faculty should be posted online.
- Drunk drivers should be imprisoned on the first offense.

**What activities / events will help artists 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”	Artists will find evidence in the text to support their argument. Unit 2, p.7 <i>HSPA Advantage</i> book		
3	“Dig for Details”	Artists 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 artists understand a historic speech. Unit2, p.10 <i>HSPA Advantage</i> book	History	
5	Independent Practice	Artists will read a longer persuasive passage and answer several multiple-choice questions. Unit2, p.12 <i>HSPA Advantage</i> book		
6	Test Practice	Artists will undergo a replication of HSPA test conditions. Artists will read a full length, HSPA-like passage and answer multiple-choice questions.		Copies of the test

Adapted from: Wiggins, Grant and J. McTighe. (1998). Understanding by Design. Association for Supervision and Curriculum Development

## 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 <sup>th</sup> ), 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 <sup>th</sup> ), 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 - Artist Materials	Chrome Books PLATO	

<b><i>ESL Reading 2</i></b>	Varied “Penguin Readers”, Longman, 1999	<i>Reading Power</i> , Pearson, 2007	Chrome Books	
<b><i>ESL Reading 3</i></b>	<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	
<b><i>ESL Enhancement</i></b>	Various mainstream content area text	<i>Focus on Vocabulary 2</i> , Pearson, 2011	Chrome Books Plato	

