

ELD 2

**ENGLISH
LANGUAGE
DEVELOPMENT**
CURRICULUM MAP

ENGLISH / HUMANITY

OFFICE OF MULTILINGUAL CURRICULUM
AND PROGRAMS

440 N. BROAD STREET
PHILADELPHIA, PA 19130



THE SCHOOL DISTRICT OF
PHILADELPHIA



THE SCHOOL DISTRICT OF PHILADELPHIA

Provided by the Office of Multilingual Curriculum and Programs (OMCP). For questions or additional guidance, please contact Donna Sharer at (215) 400-6369 or via email at dsharer@philasd.org.

August 2019

English Language Development (ELD) 2

English / Humanity

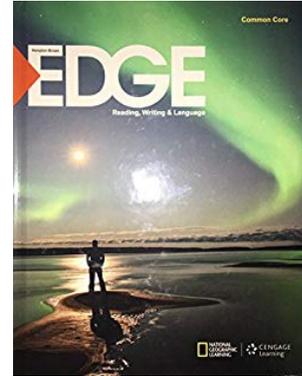
Index

Materials and Resources	3
Course Description	4
Goals for the course.....	4
Beginning of the Year Icebreakers.....	5
<i>Edge Level A: Unit 1.....</i>	<i>6</i>
<i>Edge Level A: Unit 2.....</i>	<i>10</i>
<i>Edge Level A: Unit 3.....</i>	<i>14</i>
<i>Edge Level A: Unit 4.....</i>	<i>18</i>
<i>Edge Level A: Unit 5.....</i>	<i>22</i>
<i>Edge Level A: Unit 6.....</i>	<i>26</i>
<i>Edge Level A: Unit 7.....</i>	<i>30</i>
Office of Multilingual Curriculum and Programs Promising Practices	35
Go To Strategies: Scaffolding Options for teachers of English Learners.....	35
Instructional Values & Promising Practices for English Learners	36
Quality Teaching for English Learners (QTEL)	40
QTEL Principles.....	40
QTEL Unit / Lesson Planning: Three Moments in a Lesson and Sample Tasks.....	42
Google Docs / Files.....	43
Additional Resources.....	43
Pennsylvania Department of Education for English Learners.....	43
The School District of Philadelphia Policy #138 / English Language Development and Bilingual Education Program.....	43
District, School and Teacher Responsibilities.....	43
WIDA.....	44
WIDA English Language Development Standards	44
WIDA Can Do Descriptors and Key Uses Edition.....	44
Scaffolds Supports (WIDA).....	44

Tools.....	45
Scaffolding Planning Template	46
Scaffolding Lesson Plan Checklist	47
Checklist for Increasing Academic-Language Awareness	48
Determining the language focus and opportunities in a lesson	50
Academic Language Demand Analysis Tool	51
Clarifying Bookmark.....	52
Clarifying Bookmark Entering Students	54
Reading Strategies.....	55
Student Survey - Getting to Know our Students	57
Progress Reports.....	58
English Language Development Progress Report Level 1 (Entering)	59
English Language Development Progress Report Level 2 (Emerging)	61
English Language Development Progress Report Level 3 (Developing)	63
English Language Development Progress Report (Expanding)	65
English Language Development Progress Report (Bridging).....	67

Materials and Resources

Hampton Brown **Edge A** (Level 2, High School)



- Level A Teacher’s Edition Set
 - Level A Student Book
 - Selection of reading and fluency models CDs
 - Level A Interactive Practice Book
 - Level A Reading and Writing Transparencies
 - Level A Leveled Library Classroom Set
 - Level A Complex Text Classroom Library
 - Level A Grammar and Writing Handbook
 - Level A Grammar and Writing Handbook Teacher’s Annotated Edition
-
- Students - six-year subscription to myNGconnect (2016 – 2017 to 2021 – 2022)
 - Teachers - six-year subscription to myNGconnect (2016 – 2017 to 2021 – 2022)

For additional purchases, contact

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Course Description

English Language Development (ELD) 2 (English / Humanities) is a two-credit course for ACCESS level 2 high school students. Students receive 1 English and 1 humanities credit. Students should be rostered with the same teacher for the two-credit course. The teacher must have both English (7-12) and ESL certification.

The core text, EDGE A, integrates language and grade level content while providing access to PA Core English Language Arts Standards. The four language domains are integrated with reading / writing strategies and scaffolds to enable students to develop academic literacy and language skills. The texts include various genres, authentic literature, including multicultural literature, and non-fiction. Grammar and vocabulary instruction is integrated in each unit. Units begin with an essential question related to the theme, literature and extended learning activities to engage students, improve academic skills and increase multicultural awareness and appreciation. Each unit concludes with a writing project and “Workplace Workshop.” The latter is included to assist students with career exploration.

Edge units are designed to be completed in 8-week intervals. Nevertheless, school teams should determine the most appropriate time frame for each unit to ensure teachers are able to incorporate the range of materials such as the close readings, Leveled Readers, Writing Project, Unit Project, and Workplace Workshop. *Depth may be more appropriate than breadth of coverage.*

ELD 2 (English and Humanities) is either two periods a day/ full academic year with courses rostered sequentially or, with a block roster, one block roster for a full academic year. *Therefore, schools may choose the following planning and scheduling timeline whether organized in a block or a traditional roster:*

- Level 1 / EDGE Fundamentals: (September) October – June, Units 1 – 4
- Level 2 / EDGE Fundamentals: September – December, Units 5 – 6
- **Level 2 / EDGE A:** January – June, Units 1 – 4 or 5
- **Level 3 / EDGE A:** September – November / December, Units (5) 6 – 7
- Level 3 / Core Curriculum (Collections or Study Sync): December / January – June

Goals for the course

Goals for the course include (1) building on students’ “funds of knowledge” / prior knowledge and experiences, (2) engaging students in meaningful language practice in the four language domains (reading, writing, speaking, listening) with appropriate scaffolds, (3) improving students’ growth in reading including comprehension in English, (4) improving students’ growth in creative and formal writing, and (5) preparing students for college, career and civic engagement.

Beginning of the Year Icebreakers

The beginning of the academic year provides an opportunity to learn more about your students and for students to learn about you. The following are a few examples of icebreakers and/or community building activities.

Where –We-Come-From-Map: world map, sticky notes, pens/markers

Have students write their name on a sticky note and place it on the map. Provide students with sentence starters to introduce themselves. “Hi, my name is.... I am from”

Classroom Treasure Hunt: notecards, tape, “treasure hunt” form

Label important items in the room (e.g. pencil sharpener, bathroom pass, folders, stapler, trash can, recycling container, books, tissues, clock, etc.) Create a “treasure hunt” form with visuals and have students, individually or in teams, find the items. Review the name for each item and when they are used.

Alphabet Introduction: piece of paper for each student, markers

Have students write their name on a piece of paper. Ask each student to introduce him/her/themselves either in a small group or to the whole class. Then, after reviewing the English alphabet, ask students to line up in alphabetical order. Students should say their names again. (You may also want students to introduce a student next to him/her/them as another way to review names.)

Name Toss: soft object (stuffed animal, soft ball, bean bag, etc.), possibly name tags

This activity requires students to either wear a name tag or to have already introduced him/her/themselves. Organize students into a circle. Model tossing the soft object to a student and saying “Hi, my name is... What is your name?” OR “Hi, my name is... Your name is...” The students toss the soft object to another student by either saying the student’s name or asking what is his/her/their name. Repeat until all students have tossed and received the soft object.

Edge Level A: Unit 1

Proposed Duration: 8 weeks

<p>Unit Theme Think Again</p> <p>Essential Question: What influences you you act?</p>	<p>Cluster Themes</p> <p>#1: Find out how beliefs can affect people. #2: Find out how people get to where they want to go. #3: Find out how easily people can be fooled.</p>		
<p>Unit Story Titles</p> <p>#1 - Short Story - “The Experiment” (Martin Raim) #1 - Magazine Article -Superstitions: The Truth Uncovered (Jaime Kiffel) #2 - Short Story - Building Bridges (Andrea Davis Pinkney) #2 - Memoir - The Right Words at the Right Time (John Leguizamo) #3 - Short Story - The Open Window (Saki) #3 - Folk Tale - One in a Million (a traditional Eastern tale)</p> <p>Close Reading: Short story – Ambush (Tim O’Brien), T70 – T73 A lesson plan for the short story is on the Google Drive for Edge A.</p>			
<p>Edge Leveled Readers</p> <p>Short Stories - Mysteries of Sherlock Holmes (Sir Arthur Conan Doyle) Lexile Level 370L Nonfiction Autobiography - Facing the Lion: Growing Up Maasai on the African Savanna (Joseph Lemasolai Lekuton) Lexile Level 720L Contemporary Fiction - Bronx Masquerade (Nikki Grimes) Lexile Level 650L</p>			
<p>Background Knowledge</p>			
<p>Basic English vocabulary</p>	<p>From previous schooling</p>	<p>From Daily Life</p>	<p>From US Culture</p>
<p>Foiled Skip (to pass over)</p>	<p>Characters Clarify</p>	<p>Celebrities</p>	<p>Celebrities Layout of New York City</p>
<p>Student Materials</p> <p>Student Book: pp. 2-83 Interactive Practice Book: pp. 6-39 Grammar & Writing Practice Book: pp. 1-30</p>		<p>Transparencies</p> <p>Reading and Writing: 1-5 Language Function: A-C Language and Grammar Lab: 1-15</p>	
<p>Teacher Materials</p> <p>Teacher Edition (TE): pp. 0-83 Interactive Practice TE: pp. 6-39 Grammar & Writing Practice TE: pp. 1-30 Language & Grammar Lab TE: pp. 2-19</p>		<p>Audio / Technology</p> <p>Selection CD 1: Tracks 1-12 Selection CD 8: Tracks 1-3 Language CD: Tracks 1-3 e-Edition CD ROM</p>	

<p>Reading <i>Strategy:</i> Plan and Monitor (review, predict, set a purpose, clarify ideas, clarify vocabulary)</p> <p><i>Literary Analysis:</i> Analyze Character, Plot, and Setting in Short Stories</p> <p><i>Fluency:</i> Accuracy and Rate Expression Intonation Phrasing</p> <p><i>Vocabulary:</i> Use Structural Clues: Prefixes Strategy</p>	<p>Key Vocabulary <i>Academic Vocabulary:</i> clarify, conflict, dialogue, monitor, predict, sequence</p> <p><i>Cluster 1:</i> belief, escape, evidence, experiment, failure, misfortune, mistaken, superstition <i>Cluster 2:</i> career, comedian, consent, engineer, obstacle, project, react, stubborn <i>Cluster 3:</i> confident, convince, doubt, foolish, nerves, shock, tragedy, worthless</p> <p>Vocabulary Strategy / Workshop Use Word Parts, T27 – Use Structural Clues: Prefixes and Suffixes Vocabulary Practice: Fold Cards, T27</p>
<p>Writing <i>Response to Literature</i></p> <ul style="list-style-type: none"> Opinion Statement Journal Entry <p><i>Written Composition</i></p> <ul style="list-style-type: none"> Write a Narrative Paragraph Write a Short Comparison <p><i>Writing Across the Curriculum:</i></p> <ul style="list-style-type: none"> Career Chart: Career Choices 	<p>Language Workshop Language Functions: Ask and Answer Questions</p> <p>Grammar: Complete Sentences Plural Nouns Subject-Verb Agreement</p> <p>Listening & Speaking: Think, Pair, Share: Evaluate Possible Endings Oral Report: Health-Old Beliefs Role –Play: Interview Folk Tales: Trickster Tales Participate in a Discussion</p>
<p>Unit Project Children’s Book, T68</p>	<p>Workplace Workshop At a Television Station, T28</p>
<p>Writing Project Personal Narrative, T74B – T89 Writing Traits: Focus and Unity</p>	<p>Assessment Formative: Independent reading Journal Interactive Practice Book, Unit 1 Summative: Cluster Tests 1, pp. 1c – 1e; 2, pp. 1g-1i 3, pp. 1k – 1m Reading Reflection: pp. 1b, 1f, 1j Unit 1 Wrap Up Test: pp. 2-14</p>

Student Learning Outcomes / PA Core Standards

Listening

Determine the word meaning or the effect on meaning of selected prefixes and suffixes (such as *re-*, *un-*, *dis-*, *-tion*, *-less*, *-ly*).

Identify facts that answer the listeners' questions in a literary or informational text that is heard.

Speaking

Participate in sustained, interpersonal conversations.

Present information orally, using an appropriate degree of formality for the audience and setting.

C.C.1.5.9-10.B: Evaluate a speaker's perspective, reasoning, and use of evidence...

C.C.1.5.9-10.D: Present information, findings, and supporting evidence clearly, concisely... listeners can follow the line of reasoning...

Reading

Identify and apply strategies to enhance comprehension of texts.

Analyze a common theme presented in various genres.

C.C.1.3.9-10.B: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

C.C.1.3.9-10.E: Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

C.C.1.1.2.9-10.G: Analyze various accounts of a subject told in different mediums.

Writing

Write a personal or persuasive essay, expressing an attitude or position.

Revise writing to improve organization of ideas.

C.C.1.4.9-10.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

C.C.1.4.9-10.X: Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

C.C.1.4.9-10.M: Write narratives to develop real or imagined experiences or events.

C.C.1.4.9-10.N: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

C.C.1.4.9-10.P: Create a smooth progression of experiences or events ...

Genres	Literary Elements / Text Structure Analysis & Critique	Key Unit 1 Vocabulary	New Academic Vocabulary	Vocabulary Strategies	Academic Tasks
Short Stories Magazine Article Memoir Folk Tale	Author's perspective Captions Characters Details Diagrams Dialect Headings Historical Connections to Topic / Text Non-fiction text features: Photos Plot Plot Line Diagram Setting Subheadings Text Structure: Cause / Effect Visuals and effects	Cluster 1: belief, escape, evidence, experiment, failure, misfortune, mistaken, superstition Cluster 2: career, comedian, consent, engineer, obstacle, project, react, stubborn Cluster 3: confident, convince, doubt, foolish, nerves, shock, tragedy, worthless	Clarify Conflict Dialogue Monitor Predict Sequence Disciplinary Vocabulary <u>TV Broadcasting:</u> Station Broadcast Documentary Journalism <u>Jobs & Careers:</u> Form, crew, application, training, salary	Prefixes: Dis- Mis- Im- In- Re- Suffixes: -able -ible -er -ion -tion -ly -less -ful Word maps Examples Non-examples Definition map Vocabulary Study Cards Word Sorts Drama Cognates Yes/No Questions	Analyze Brainstorm Choose appropriate research resources Clarify Compare Compare across texts Confirm predictions Debate Discuss Draw Draw conclusions Evaluate Explain Gather and organize information Imagine Interpret Label Make a connection Paraphrase Predict Preview Recognize Rephrase / restate Respond to... Set a purpose Speculate Use context clues Use graphic organizers

Cluster 1 – Suggested Products	Cluster 2 – Suggested Products	Cluster 3 – Suggested Products
Vocabulary Cards Anticipation Guide Prediction Chart Purpose Questions Narrative Paragraph *Brochure *Plot Diagram T-Chart / Setting (Text and Visuals)	Definition Map Word Web(s) Character Chart Comparison Paragraph Venn Diagram *Role-Play	Character Chart T-Chart / Setting *Personal Narrative *Monologue *Children's Book

**Priority Projects*

Edge Level A: Unit 2

Proposed Duration: 8 weeks

Unit Theme	Family Matters	Cluster Themes	
Essential Question	How Do Families Affect Us?	#1: Explore the science behind family resemblances. #2: Learn about the impact of family meals. #3: Read about how the behavior of parents can make a difference.	
Unit Story Titles			
#1 Nonfiction: Science Article - Genes: All in the Family (Robert Winston) #1 Nonfiction: Science Procedure - How to See DNA (Genetic Science Learning Center) #2 Nonfiction: Research Report - Do Family Meals Matter? (Mary Story and Dianne Neumark-Sztainer) #2 Nonfiction: Anecdote - Fish Cheeks (Amy Tan) #3 Nonfiction: Memoir - Only Daughter (Sandra Cisneros) #3 Nonfiction: News Commentary –Calling a Foul (Stan Simpson) #3 Surveys -Surveys on Sports (National Alliance for Youth Sports)			
Close Reading:	Memoir – from The Color of Water (James McBride), T160 - - T163		
Edge Leveled Readers			
Classic Fiction - Jane Eyre (Charlotte Bronté) Contemporary Fiction - Finding Miracles (Julia Alvarez) Short Stories - Walking Stars (Victor Villanseñor)			
Background Knowledge			
Basic English vocabulary	From previous schooling	From Daily Life	From US Culture
Influence Eliminate Feedback Vague Confusing	Purpose Result Nonfiction What is a cell? Feedback	Documentary Medical laboratory	Over excited parents at youth sporting event
Student Materials		Transparencies	
Student Book: pp. 84-169 Interactive Practice Book: pp. 48-83 Grammar & Writing Practice Book: pp. 35-64		Reading and Writing: 6-9 Language Function: D-F Language and Grammar Lab: 16-30	
Teacher Materials		Audio / Technology	
Teacher Edition (TE): pp. T89A-T179 Interactive Practice TE: pp. 42-77 Grammar & Writing Practice TE: pp. 35-64 Language & Grammar Lab TE: pp. 20-37		Selection CD 2: Tracks 1-8 Selection CD 8: Tracks 4-6 Language CD: Tracks 4-6 e-Edition CD ROM	

<p>Reading</p> <p><i>Strategy:</i> Ask Questions (self-question, question the author, question-answer relationship)</p> <p><i>Literary Analysis:</i> Analyze Author's Purpose</p> <p><i>Fluency:</i> Accuracy and Rate Expression Intonation Phrasing</p> <p><i>Vocabulary:</i> Use Context Clues</p>	<p>Key Vocabulary</p> <p><i>Academic Vocabulary:</i> category, evaluate</p> <p><i>Disciplinary Vocabulary:</i> <u>Science:</u> amino acids, code, natural world, protein, scientists <u>Medial Lab Profession:</u> Tissue, precision, interpret, supervise</p> <p><i>Cluster 1:</i> control, extraction, inherit, molecule, sequence, trait, transmit, unique <i>Cluster 2:</i> appreciate, beneficial, bond, consume, data, research, survey, united <i>Cluster 3:</i> abusive, approval, behavior, circumstance, destiny, embarrass, role, valuable</p> <p>Vocabulary workshop Expository Writing: News Article</p>
<p>Writing</p> <p><i>Response to Literature</i></p> <p>Write About Literature</p> <ul style="list-style-type: none"> •Opinion Paragraph •Critical Review •Guide for Parents <p>Written Composition</p> <ul style="list-style-type: none"> •Write a Biographical Sketch •Write an Expository Paragraph <p><i>Writing Across the Curriculum</i></p> <p>Research and Writing the Curriculum</p> <ul style="list-style-type: none"> •Biology: Explore the Genome •Poster: The Human Genome Project •Arts: Design and Informational Brochure •Flier: Places of Origin 	<p>Language Workshop</p> <p>Language Functions: Express Likes and Dislikes Express Ideas and Feelings Express Needs and Intentions</p> <p>Grammar: Subject Pronouns Action Verbs and Helping Verbs Present Tense Verbs</p> <p>Listening & Speaking: Scavenger Hunt: Collect Nonfiction Examples Role-Play: Radio-Talk-Show Oral Report: Dining Customs Participate in a Discussion</p>
<p>Unit Project Biographical Documentary</p>	<p>Workplace Workshop Inside a Medical Laboratory</p>

<p>Writing Project Expository Writing: News Article Writing Trait: Development of Ideas</p>	<p>Assessment Formative: Independent Reading Journal <i>Interactive Practice Book</i> Summative: Cluster Test 1, 15c-e Cluster Test 2, 15g-i Cluster Test 3, 15k-m Reading Reflection Unit 2 Test: pp. 16-29 Unit 2 Wrap Up</p>
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Student Learning Outcomes / PA Core Standards	
<p><u>Listening</u> Take notes (using graphic organizers) while listening for specific information. Determine meanings of words with inflections (looks, looked, looking) by using knowledge of base word (look)</p>	<p><u>Speaking</u> Request opinions, preferences, and wishes orally from peers. Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. C.C.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. C.C.1.5.9-10.D: Present information, findings, and supporting evidence clearly, concisely... listeners can follow the line of reasoning...</p>
<p><u>Reading</u> Identify words, phrases, and sentences that determine meaning in expository paragraphs. Support individual interpretations or conclusions, using evidence from an informational text. C.C.1.3.9-10.B: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. C.C.1.3.9-10.E: Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. C.C.1.3.9-10.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.</p>	<p><u>Writing</u> Select and use words to increase detail in writing. Create media productions using effective images, texts, music, sound effects and/or graphics. C.C.1.4.9-10.A: Write informative / explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. C.C.1.4.9-10.C: Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples, appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. C.C.1.4.9-10.D: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; including formatting when useful to aiding comprehension; provide a concluding statement or section. C.C.1.4.9-10.E: Write with an awareness of stylistic aspects of composition: use precise language and domain-specific vocabulary...; establish and maintain a formal style and objective tone... C.C.1.4.9-10.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, spelling.</p>

Genres: Types of Nonfiction	Literary Elements / Text Structure Analysis & Critique	Key Unit 1 Vocabulary	New Academic Vocabulary	Vocabulary Strategies	Academic Tasks
Expository text, procedural text, narrative nonfiction Science article Science procedure Research report Anecdote Memoir News commentary Surveys	Visuals and effects Author's purpose Descriptive language Information Graphics: diagrams, photos, maps Topics in Social Context Topics in Historical Context Effects of Visual Arts on Mood Allusions Style	Cluster 1: control, extraction, inherit, molecule, sequence, trait, transmit, unique Cluster 2: appreciate, beneficial, bond, consume, data, research, survey, united Cluster 3: abusive, approval, behavior, circumstance, destiny, embarrass, role, valuable	Academic: Category Evaluate Disciplinary Vocabulary <u>Science:</u> Amino acids Code Natural world Protein Scientists <u>Medical Lab Profession:</u> Tissue Precision Interpret Supervise	World maps Examples Non-examples Cognates Yes/No questions Dictionaries / online dictionaries Denotation / connotation chart Context Clues: synonyms, antonyms	Analyze Ask question / self-question Assess Choose appropriate resources Compare across texts Compare Convert data into graphic aids Debate Discuss Evaluate Gather and organize information Generalize Imagine Interpret & respond Judge Make connections Make inferences Paraphrase Question the author Recognize Relate Speculate Summarize Use context clues Use graphic organizers Use reference sources

Cluster 1 – Suggested Products	Cluster 2 – Suggested Products	Cluster 3 – Suggested Products
KWL Chart Double-Entry Journal List/Genetic Triantis Science Procedure Chart Poster/ Human Genome Project *Expository Paragraph *Job Outlook Chart	Vocabulary Cards T-Chart/Q & A Character Analysis Summary/ Graph Feature Chart / Research Report Features Word Web Critical Review / Research *Biographical Sketch *Interview	Double-Entry Journal Venn Diagram/Characters List / Memoir Details List / Facts to Support Commentary *Parent Guide Problem / solution Paragraph *News Article *Documentary

**Priority Projects*

Edge Level A: Unit 3

Proposed Duration: 8 weeks

Unit Theme	True Self	Cluster Themes	
Essential Question	Do We Find or Create Our True Selves?	#1: Explore whether appearance matters. #2: Find out about people who put themselves in categories. #3: Discover some struggles that people must face about their identity.	
Unit Story Titles			
#1 - Short Story - Heartbeat (David Yoo) #1 - Comic Strip - Zits (Jerry Scott and Jim Borgman) #1 - Informative Article - Behind the Bulk (Cate Bailly) #2 - Short Story - I Go Along (Richard Peck) #3 - Poem - Theme for English B (Langston Hughes) #4 - Short Story - The Pale Mare (Marian Flandrick Bray) #4 - Poem - My Horse, Fly Like a Bird (Virginia Driving hawk Sneve) #4 - Poem - Caged Bird (Maya Angelou)			
Close Reading:	Persuasive Essay - The Outliers (Malcolm Gladwell), T258 – T261		
Edge Leveled Readers			
Adapted Classic - Dr. Jekyll and Mr. Hyde (Robert Louis Stevenson) Contemporary Fiction - Start Girl (Jerry Spinelli) Biography - Out of War (Sara Cameron)			
Background Knowledge			
Basic English vocabulary	From previous schooling	From Daily Life	From US Culture
Fitness Warrior		The difference between lifting weights and gaining / losing weight	“Colored” (as an archaic ethnic term) Tracking: the difference between regular and advance lasses Lakota warrior
Student Materials		Transparencies	
Student Book: pp. 170-263 Interactive Practice Book: pp. 92-127 Grammar & Writing Practice Book: pp. 69-98		Reading and Writing: 10-14 Language Function: G-I Language and Grammar Lab: 31-45	
Teacher Materials		Audio / Technology	
Teacher Edition (TE): pp. 169A-T263 Interactive Practice TE: pp. 80-108 Grammar & Writing Practice TE: pp. 69-98 Language & Grammar Lab TE: pp. 38-55		Selection CD 3: Tracks 1-11 Selection CD 8: Tracks 7-9 Language CD: Tracks 7-9 e-Edition CD ROM	

<p>Reading <i>Strategy:</i> Make Inferences</p> <p><i>Literary Analysis:</i> Analyze Point of View in Short Stories</p> <p><i>Fluency:</i> Accuracy and Rate Expression Intonation Phrasing</p> <p><i>Vocabulary</i> Word Families Strategy: Latin and Greek Roots</p>	<p>Key Vocabulary <i>Academic vocabulary:</i> assume, inference, perspectives <i>Disciplinary vocabulary:</i> <u>Health:</u> pulse, caloric, lean, metabolism, lungs <u>Fitness Industry:</u> client, personalize, coordinate <u>Astronomy:</u> Nova, astronomy, eclipse, cluster, planet</p> <p><u>Cluster 1:</u> appearance, depressed, distorted, illusion, normal, solution, transform, weight <u>Cluster 2:</u> advanced, category, poet, potential, program, realize, serious, understand <u>Cluster 3:</u> claim, freedom, goal, ideals, implore, roots, struggle, tradition</p> <p>Vocabulary Workshop: Use What You Know – Word Families</p>
<p>Writing</p> <p><i>Response to Literature</i></p> <p>Write About Literature</p> <ul style="list-style-type: none"> •Explanation •Opinion Statement •Cause-and-Effect Paragraph <p>Written Composition</p> <ul style="list-style-type: none"> •Write a Comparison/Contrast Piece •Write a Response to Literature <p><i>Writing Across the Curriculum</i> Research and Writing the Curriculum</p> <ul style="list-style-type: none"> •Explore Media Influence •Historic Harlem •Explore Ornithology 	<p>Language Workshop</p> <p>Language Functions: Give and Respond to Commands Make and Respond to Requests Give Directions</p> <p>Grammar: Verb tenses Pronouns</p> <p>Listening & Speaking: Dramatize and Discuss: Questions About Narrators Role-play: Medical Check-Up Critique: Illustrations Evaluation: Music - Musical Styles Dramatic Reading: Drama Participate in a Discussion</p>
<p>Unit Project Gallery Walk</p>	<p>Workplace Workshop Inside a Health Club</p>
<p>Writing Project Short Story, T2626B Writing Trait: Organization</p>	<p>Assessment Formative: Independent Reading Journal Summative: Cluster Test 1, 30c-e Cluster Test 2, 30g-i Cluster Text 3, 30k-m Reading Reflection, 30b, f Unit 3 Test Unit 3 Wrap Up</p>

Student Learning Outcomes / PA Core Standards

<p><u>Listening</u> Demonstrate comprehension of oral questions that are based on academic content.</p>	<p><u>Speaking</u> Make predictions or inferences based on a story or information that has been heard. Rehearse and dramatize stories, plays and poems, using eye contact and voice volume appropriate for an identified audience. CC.1.5.9-10.B: Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning or exaggerated or distorted evidence.</p>
<p><u>Reading</u> Identify and apply strategies to enhance comprehension of texts. Analyze and provide evidence from a text to support understanding of theme. C.C. 1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective support of the text. C.C.1.1.9-10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. C.C.1.3.9-10.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.</p>	<p><u>Writing</u> Write a story with well-developed characters, setting, dialogue and conflict and resolution that includes sufficient descriptive detail. After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer. C.C.1.4.9-10.S: Draw evidence from literary or informational texts to support analysis, reflection and research, applying grade level reading standards for literature and literary non-fiction. C.C.1.4.9-10.T: Develop and strength writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. C.C. 1.4.9-10.X: Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. C.C.1.4.9-10.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p>

Genres	Literary Elements / Text Structure Analysis & Critique	Key Unit 1 Vocabulary	New Academic Vocabulary	Vocabulary Strategies	Academic Tasks
Fiction: Short Stories Comic Strip Nonfiction: Informative Article Poetry / Poems	Author's perspective Cartoons / comic strips Characters Details Development of Setting Diagrams Effect on visual arts on mood Elements of poetry (rhyme, symbol, rhythm) First-Person Point of View Graphics Idiom Mythological allusions Plot Style Theme Third-Person Limited Point of View Third-Person Point of View	<u>Cluster 1:</u> appearance, depressed, distorted, illusion, normal, solution, transform, weight <u>Cluster 2:</u> advanced, category, poet, potential, programs, realize, serious, understand <u>Cluster 3:</u> claim, freedom, goal, ideals, implore, roots, struggle, tradition	Academic: Assume Inference Perspective Disciplinary Vocabulary <u>Health:</u> Pulse Caloric Lean Metabolism Lungs <u>Fitness</u> <u>Industry:</u> Client Personalize Coordinate <u>Astronomy:</u> Nova Astronomy Eclipse Cluster Planet	Categories Cognates Definition maps Examples Key vocabulary chart Latin and Greek roots Non-examples Rephrase language Word families Word maps Word walls	Analyze Access Compare across texts Compare Confirm predictions Convert data into graphics Create a multi-genre response Critique Discuss Dramatize Draw conclusions Evaluate Gather and evaluate information Generalize Give & support opinions Give feedback Identify Imagine Interpret & respond Make connections Make inferences Paraphrase

Cluster 1 – Suggested Products	Cluster 2 – Suggested Products	Cluster 3 – Suggested Products
Definition Map Cause / Effect chart *Role-Play Opinion chart / Point-of-View Inference Chart Venn Diagram / Point-of – View Definition Logical Order Paragraph *Email request	T-Chart / Effect Inference and Support Chart / Character Category Chart / Genres *Compare / Contrast Paragraph List / Analysis of Informal Style *Story Retelling	Key Vocabulary Chart Character chart T-Chart / Inferences about the horses Inference Chart Elements of Poetry *Cause / Effect Paragraph Response to Literature / Paragraph Frame *Short Story Gallery Walk

**Priority Projects*

Edge Level A: Unit 4

Proposed Duration: 8 weeks

<p>Unit Theme Give and Take</p> <p>Essential Question How Much Should People Help Each Other?</p>	<p>Cluster Themes</p> <p>#1: Read about helpful and harmful relationships.</p> <p>#2: Learn what families do for each other in special situations.</p> <p>#3: Read about people who can barely survive on their own.</p>		
<p>Unit Story Titles</p> <p>#1 - Nonfiction: Informational Text -Enabling or Disabling? (Sandra R. Arbetter)</p> <p>#1 - Nonfiction: Essay -This I believe (Isabel Allende)</p> <p>#2 - Nonfiction: Autobiography - Brother Ray: Ray Charles’s Own Story (Ray Charles and David Ritz)</p> <p>#2 - Song Lyrics - Hard Times (Ray Charles)</p> <p>#2 - Nonfiction: Memoir - Power of the Powerless (Christopher de Vinck)</p> <p>#3 - Nonfiction: Eulogy - He Was No Bum (Bob Greene)</p> <p>#3 - Poem - miss rosie (Lucille Clifton)</p> <p>Close Reading: Essay – Household Words (Barbara Kingsolver), T344 – T347</p>			
<p>Edge Leveled Readers</p> <p>Contemporary Fiction - Of Sound Mind (Jean Ferris)</p> <p>Legends / Myths - The Ch’i-lin Purse (retold by Linda Fang)</p> <p>Biography - The Forbidden Schoolhouse (Suzanne Jurmain)</p>			
Background Knowledge			
Basic English vocabulary	From previous schooling	From Daily Life	From US Culture
Volunteer / volunteering Mental health Looking down on... Service organization Bum Skid row	Mental health	Service organizations	US football related terms (quarterback, sacked, quarter, season, 22-yard pass, 2-yard-line, touchdown) Softball/ baseball-related terms (runs batted in, batting average, and stolen bases) Helen Keller Skid row
<p>Student Materials</p> <p>Student Book: pp. 265-421</p> <p>Interactive Practice Book: pp. 136-171</p> <p>Grammar & Writing Practice Book: pp.103-132</p>		<p>Transparencies</p> <p>Reading and Writing: 15-19</p> <p>Language Function: J – L</p> <p>Language and Grammar Lab: 46-60</p>	

<p>Teacher Materials Teacher Edition (TE): pp. T263A-T345 Interactive Practice TE: pp. 118-148 Grammar & Writing Practice TE: pp. 103-132 Language & Grammar Lab TE: pp. 56-61</p>	<p>Audio / Technology Selection CD4: Tracks 1-8 Selection CD 8: Tracks 10-12 Language CD: Tracks10-12 e-Edition CD ROM</p>
<p>Reading <i>Strategy:</i> Determine Importance</p> <p><i>Literary Analysis:</i> Analyze Nonfiction Text Features and Structure</p> <p><i>Fluency:</i> Accuracy and Rate Expression Intonation Phrasing</p> <p><i>Vocabulary</i> Use Context Clues for Multiple-Meaning Words</p> <p><i>Strategy:</i> Use Context Clues for Unfamiliar Words</p>	<p>Key Vocabulary <i>Academic Vocabulary:</i> Justify Summarize</p> <p><i>Disciplinary Vocabulary:</i> <u>Mental Health Profession:</u> Rehabilitation, psychology, diagnose, residency</p> <p><u>Cluster 1:</u> agony, avoid, consequence, dependent, enable, relationship, rescue, responsibility <u>Cluster 2:</u> advice, communicate, condition, disabilities, discipline, hero, outlook, presence <u>Cluster 3:</u> arrange, destruction, dignity, guardian, intervene, survive, veteran, willingly</p> <p>Vocabulary Workshop Access Words During Reading – Use Contextual Analysis to Determine Word Meaning</p>
<p>Writing <i>Response to Literature</i> Write About Literature</p> <ul style="list-style-type: none"> •Journal Entry •Summary Paragraph •Opinion Statement <p>Written Composition</p> <ul style="list-style-type: none"> •Paragraph to Express an Idea •Personal Essay <p><i>Writing Across the Curriculum</i> Research and Writing the Curriculum</p> <ul style="list-style-type: none"> •Explore Community Service •Poster: Support Groups 	<p>Language Workshop Language Functions: Describe an Experience Describe People and Places Describe Events</p> <p>Grammar: Possessive Words Prepositions Object Pronouns</p> <p>Listening & Speaking: Add Text Features: Compare Text Features Slide Show: Biographies Extemporaneous Talk: Helping Veterans Participate in a Discussion</p>
<p>Unit Project Present Your Project: Multimedia Presentation</p>	<p>Workplace Workshop Inside a Mental Health Center</p>

<p>Writing Project Problem-Solution Essay, T348B – T363 Writing Trait: Voice and Style</p>	<p>Assessment Formative: Independent Reading Journal <i>Interactive Practice Book</i></p> <p>Summative: Cluster Test 1, 44c-e Cluster Text 2, g-i Cluster Test 3, k-m Reading Reflection: pp. 44b, f, j Unit 4 Test: pp. 45-57 Unit 4 Wrap Up</p>
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Student Learning Outcomes / PA Core Standards	
<p><u>Listening</u> Identify important information about academic content, using prior knowledge and/or visual cues as needed.</p>	<p><u>Speaking</u> Plan, rehearse, and orally present information in a brief report, using visual cues. CC.1.5.9-10.B: Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning or exaggerated or distorted evidence.</p>
<p><u>Reading</u> Identify details that support main idea(s) in a literary or an informational text. Use knowledge of organizational structures in nonfiction text to determine its meaning. C.C. 1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective support of the text. C.C.1.3.9-10.F; Analyze how words and phrases shape meaning and tone in texts. C.C.1.3.9-10.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.</p>	<p><u>Writing</u> Organize information about a topic into a multi-paragraph format with an introductory paragraph, supporting paragraphs, and a concluding paragraph. Vary expression by employing new words and phrases in writing. C.C.1.4.9-10.A: Write informative / explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. C.C.1.4.9-10.D: Organize ideas, concepts and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; including formatting when useful to aiding comprehension; provide a concluding statement or section. C.C.1.4.9-10.C: Develop an analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. C.C.1.4.9-10.E: Write with an awareness of the stylistic aspects of composition. (1) Use precise language and domain-specific vocabulary to manage the complexity of the topic. (2) Establish and maintain n a formal style and objective tone while attending to the norms of the discipline in which they are writing. C.C.1.4.9-10.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p>

Genres	Literary Elements / Text Structure Analysis & Critique	Key Unit 1 Vocabulary	New Academic Vocabulary	Vocabulary Strategies	Academic Tasks
Informational Text Essay Autobiography Memoir Song Lyrics Eulogy Poem	Main ideas Supporting details Style: word choice, repetition, figurative language, question to the reader Nonfiction text features Text structure: Chronology Literature and film Figurative language Repetition Alliteration Similes & metaphors Author's purpose Information from media and technology Problems and solutions Visuals and effects Checklists Author's experiences Universal themes Maps Characters	<u>Cluster 1:</u> Agony Avoid Consequence Dependent Enable Relationship Rescue Responsibility <u>Cluster 2:</u> Advice Communicate Condition Disabilities Discipline Hero Outlook Presence <u>Cluster 3:</u> Arrange Destruction Dignity Guardian Intervene Survive Veteran Willingly	Academic: Justify Summarize Disciplinary Vocabulary <u>Mental Health Profession:</u> Rehabilitation Psychology Diagnose Residency	Key vocabulary chart Definition map Word maps Examples Non-examples <u>Context clues:</u> Multiple-meaning words (body, private, station) Unfamiliar words Word sorts Workbench activity Role-Plays Yes / No Questions Cognates	Analyze Apply literature to personal life Compare across texts Compare Conduct research & gather information Debate Describe Determine importance Evaluate Explain Identify Judge Make a multi-media presentation Make connections Make inferences Paraphrase Preview Recognize Relate Rephrase / Restate Interpret & respond Set a purpose Speculate Summarize Use graphic aids to support message Use graphic organizers

Cluster 1 – Suggested Products	Cluster 2 – Suggested Products	Cluster 3 – Suggested Products
Definition Map Cause / Effect chart Concept Web / Main Idea Details – Main Idea chart Main Idea Outline Journal Entries *Expressive Paragraph *Poster / Support Groups *Career Details from Research	Key Vocabulary Chart Sequence Chain T-Chart / Phrases Venn Diagram / Ideas Across Genres Summary Planner Concept Web / Feelings *Personal Essay *Oral Report	Vocabulary Study Card Graphic Organizer / Important Events Sequence Chain T-Chart / Importance Opinion Statement List /Alliteration and Repetition *Multimedia Presentation *Problem / Solution Essay

* Priority Projects

Edge Level A: Unit 5

Proposed Duration: 8 weeks

Unit Theme	Fair Play	Cluster Themes	
Essential Question	Do People Get What They Deserve?	#1: Find out how people deal with bullies. #2: Find out how people respond to violence in their communities. #3: Find out what happens to people who insult others.	
Unit Story Titles			
#1 - Short Story - Jump Away (René Saldaña, Jr.) #1 - Personal Narrative - Showdown with Big Eva (Laila Ali) #2 - Short Story - Fear (Terry Trueman) #2 - Magazine Article - Violence Hits Home (Denise Rinaldo) #3 - Short Story - Abuela Invents the Zero (Judith Ortiz Cofer) #3 - Personal Narratives - Karate (Huynh Quang Nhuong)			
Close Reading:	Speech - Why We Must Never Forget (Noman Y. Mineta), T440 – T443		
Edge Leveled Readers			
Adapted Classic - Dracula (Bram Stroker) Contemporary - Emako Blue (Brenda Woods) Graphic Nonfiction - Cesar Chavez: Fighting for Farmworkers (Eric Braun)			
Background Knowledge			
Basic English vocabulary	From previous schooling	From Daily Life	From US Culture
	Comic book / graphic novel	Catholicism and related terms (mass, Pope, communion and blessing)	Fraidy-cat Muhammed Ali Gangs Comic book / graphic novel
Student Materials		Transparencies	
Student Book: pp. 346-437 Interactive Practice Book: pp. 180-219 Grammar & Writing Practice Book: pp. 137-166		Reading and Writing: 20-23 Language Function: M – O Language & Grammar Lab: 61-75	
Teacher Materials		Audio / Technology	
Teacher Edition (TE): pp. T346A-T437 Interactive Practice TE: pp. 156-195 Grammar & Writing Practice TE: pp. 137-166 Language & Grammar Lab TE: pp. 74-91		Selection CD 5: Tracks 1-9 Selection CD 8: Tracks 13-15 Language CD Tracks 13-15 e-Edition CD ROM	

<p>Reading <i>Strategy:</i> Make Connections</p> <p><i>Literary Analysis:</i> Analyze Theme</p> <p><i>Fluency:</i> Accuracy and Rate Expression Intonation Phrasing</p> <p><i>Vocabulary:</i> Relate Words: Synonyms and Antonyms</p> <p>Strategy: Use reference sources to understand word relationships</p>	<p>Key Vocabulary <i>Academic Vocabulary:</i> consequence <i>Disciplinary Vocabulary:</i> <u>Psychology:</u> fantasies, act out, counselor, stereotyping, role models <u>Social Studies:</u> karate, self-defense, weapon, opponent, bow</p> <p><i>Cluster 1:</i> attitude, bully, challenge, confront, intimidate, reform, revelation, sympathetic <i>Cluster 2:</i> defiant, intruder, motivate, positive, reaction, response, revenge, violence <i>Cluster 3:</i> assume, compromise, existence, ignore, inconvenient, insult, ridiculous, value</p> <p>Vocabulary Workshop Make Word Connections – Word Relationships</p>
<p>Writing <i>Response to Literature</i></p> <p>Write About Literature</p> <ul style="list-style-type: none"> •Opinion Statement •Letter to the Editor •Letter of Advice <p>Written Composition</p> <ul style="list-style-type: none"> •Write an Expressive Paragraph •Write a Character Sketch •Organization <p>Research and Writing Curriculum</p> <ul style="list-style-type: none"> •Visual Display: Explore Bridges •Stages of Grief •Brochure: Puerto Rico 	<p>Language Workshop Language Functions: Ask for and Give Information Engage in Conversation Define and Explain</p> <p>Grammar: Adjectives Adverbs</p> <p>Listening & Speaking: Think Pair Share: Questions About Endings and Theme Dramatization Role-Play: Counseling Session Review: Graphic Novels Panel Discussion: Human Relations Participate in a Discussion</p>
<p>Unit Project Comic Book or Graphic Novel</p>	<p>Workplace Workshop Inside a School</p>
<p>Writing Project Description of a Process, T448B – T459 Writing Trait: Organization</p>	<p>Assessment Formative: Independent Reading Journal Summative: Cluster Test 1, pp. 58c-e Cluster Test 2, pp. 58g-i Cluster Test 3, pp. 58k-m Reader Reflection, 58b, f, j Unit 5 Test: pp. 59-72</p>

Student Learning Outcomes / PA Core Standards	
<p><u>Listening</u> Demonstrate comprehension of frequently used synonyms and antonyms.</p>	<p><u>Speaking</u> Participate in classroom discussions and activities, when frequently used synonyms and antonyms. C.C.1.5.9-10.A: Initiative and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CC.1.5.9-10.B: Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying and fallacious reasoning or exaggerated or distorted evidence.</p>
<p><u>Reading</u> Use knowledge of organizational structures in nonfiction text to determine its meaning. Distinguish forms and purposes of informational and expository materials. C.C. 1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective support of the text. C.C.1.3.9-10.B: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. C.C.1.3.9-10.E: Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect. C.C.1.2.9-10.G: Analyze various accounts of a subject told in different mediums (e.g. a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p><u>Writing</u> Write a brief response to a literary text or an explanation of an informational text, using evidence from the text as support. Evaluate and revise word choice, sentence variety, and organization of ideas. C.C.1.4.9-10.A: Write informative / explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. C.C.1.4.9-10.D: Organize ideas, concepts and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; including formatting when useful to aiding comprehension; provide a concluding statement or section. C.C.1.4.9-10.C: Develop an analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. C.C.1.4.9-10.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. C.C.1.4.9-10.X: Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>

Genres	Literary Elements / Text Structure Analysis & Critique	Key Unit 1 Vocabulary	New Academic Vocabulary	Vocabulary Strategies	Academic Tasks
Short Stories Personal Narratives Magazine Article	Theme Irony Flashback Suspense Mood Tone Effect of visual arts on mood Cartoon Character / character development Conflict Author's inspiration Author's experience Author's perspective Author's style Design elements Setting Literary allusions Dialogues Colors and shapes Repetition Perspective Word Choice Idioms	<u>Cluster 1:</u> Attitude Bully Challenge Confront Intimidate Reform Revelation Sympathetic <u>Cluster 2:</u> Defiant Intruder Motivate Positive Reaction Response Revenge Violence <u>Cluster 3:</u> Assume Compromise Existence Ignore Inconvenient Insult Ridiculous Value	Academic: Consequences Disciplinary Vocabulary <u>Psychology:</u> Fantasies Act out Stereotyping Role models <u>Social Studies:</u> Karate Self-defense Weapon Opponent Bow	Synonyms Antonyms Thesaurus Dictionary Expanded meaning map Word maps Examples Non-examples Cognates Word wall Vocabulary cards Word study cards Word sort Yes/No Questions Word bench Activity	Analyze Compare across texts Compare and contrast Confirm predictions Debate Describe Dramatize Draw conclusions Evaluate Explain Gather information Generalize Identify Interpret & Respond Make connections Predict Preview Recognize Relate Rephrase / restate Research & confirm Retell Set a purpose Speculate Summarize Use content clues Use graphic organizers Use reference sources

Cluster 1 – Suggested Products	Cluster 2 – Suggested Products	Cluster 3 – Suggested Products
Anticipation Guide Character Notes Concept Webs Text to Self Connection Chart Character Chart / Before & After *Dramatization *Expressive Paragraph *Letter of Invitation	Meaning Maps (Vocabulary) Concept Maps Role-play Problem / Solution Chart Statement of Theme Connections Chart List / Magazine Information *Email *Character Sketch *Panel Discussion	Double-Entry Journal Concept Web / Abuela State of Theme Connections Chart *Letter of Advice Chronological Paragraph *Comic Book *Description of Process

**Priority Projects*

Edge Level A: Unit 6

Proposed Duration: 8 weeks

Unit Theme	Coming Of Age	Cluster Themes	
Essential Question	What Rights and Responsibilities Should Teens Have?	#1: Decide whether teens are mature enough to vote. #2: Learn what people think of teen curfews. #3: Read about the reality of adult responsibilities.	
Unit Story Titles			
#1 - Nonfiction: Argument - 16: The Right Voting Age (National Youth Rights Association) #1 - Nonfiction: Expository Nonfiction - Teens Brains Are Different (Lee Bowman) #2 - Nonfiction: Magazine Opinion Piece - Should Communities Set Teen Curfews? (Barabara Bey) #2 - Nonfiction: Commentary - Curfews: A National Debate #3 - Nonfiction: Essay - What Does Responsibility Look Like? (Louise Bohmer Turnbull) #3 - Nonfiction: Functional Documents - Getting a Job			
Close Reading:	Interview: Trashing Teens (Hara Estroff Marano), T522 – T525		
Edge Leveled Readers			
Short Stories - Crazy Loco (David Rice) Autobiography - Thura’s Diary (Thura Al-Windawl) Historical Fiction - Ties That Binds, Ties That Break (Lensey Namioka)			
Background Knowledge			
Basic English vocabulary	From previous schooling	From Daily Life	From US Culture
Position (as side in an argument) Position (as a job) Appeal Formal Rights Responsibilities	Percentages Formal (as a style of writing) Rights Responsibilities	What is an ad campaign? Formal	Teenagers
Student Materials		Transparencies	
Student Book: pp. 438-515 Interactive Practice Book: pp. 228-265 Grammar & Writing Practice Book: pp. 171-180		Reading and Writing: 20-23 Language Function: M – O Language & Grammar Lab: 76-80	
Teacher Materials		Audio / Technology	
Teacher Edition (TE): pp. T438A-T515 Interactive Practice TE: pp. 198-235 Grammar & Writing Practice TE: pp. 171-200 Language & Grammar Lab TE: pp. 92-109		Selection CD 6: Tracks 1-6 Selection CD 8: Tracks 16-18 Language CD: Tracks 16-18 e-Edition CD ROM	

<p>Reading <i>Strategy:</i> Synthesize</p> <p><i>Literary Analysis:</i> Analyze Argument and Evidence</p> <p><i>Fluency:</i> Accuracy and Rate Expression Intonation Phrasing</p> <p><i>Vocabulary Strategies:</i> Use reference Sources (<i>dictionary</i>) to understand specialized vocabulary Analogy Use reference sources (<i>dictionary</i>) to understand multiple-meaning words</p>	<p>Key Vocabulary <i>Academic Vocabulary:</i> ethics, evidence, logic <i>Disciplinary Vocabulary:</i> <u>Science:</u> neuron, gray matter, cell, hormone, nerve fiber <u>Government:</u> amendment, branch, elect, party, poll, primary <u>Postal Service:</u> rate, claim, enforce, investigate <u>Jobs & Careers:</u> career, management, reference, coworker, promote</p> <p><i>Cluster 1:</i> establish, generation, judgment, mature, participate, politics, qualified, vote <i>Cluster 2:</i> accountable, authority, discrimination, impose, neglect, prohibit, restriction, violate <i>Cluster 3:</i> afford, dropout, experience, income, independent, position, reality, reckless</p> <p>Vocabulary Workshop Build Word Knowledge – Use Reference Source</p>
<p>Writing <i>Response to Literature</i></p> <p>Write About Literature</p> <ul style="list-style-type: none"> •Analysis •Argument •Letter of Persuasion <p>Written Composition</p> <ul style="list-style-type: none"> •Write a Letter to the Editor •Write an Expository Essay <p><i>Writing Across the Curriculum</i></p> <ul style="list-style-type: none"> •Diagram the Brain •Cause-and-Effect Essay 	<p>Language Workshop</p> <p>Language Functions: Make Comparisons Express Opinions Persuade</p> <p>Grammar: Indefinite Pronouns Word Order Compound Sentences</p> <p>Listening & Speaking: Think Pair Share: Questions About Arguments and Evidence Role-Play: Job Interview Participate in a Discussion</p>
<p>Unit Project Ad Campaign, T526</p>	<p>Workplace Workshop Inside the Postal Service, T484 – T485</p>
<p>Writing Project Persuasive Essay, T526B – T541 Writing Trait: Development of Ideas</p>	<p>Assessment</p> <p>Formative: Independent Reading Journal</p> <p>Summative: Cluster Test 1, pp. 73c-e Cluster Test 2, pp. 73g-i Cluster Test 3, pp. 73k-m Reader Reflection, pp. 73b, f, j Unit Test 6, pp. 74 - 88</p>

Student Learning Outcomes / PA Core Standards

<p><u>Listening</u> Demonstrate comprehension of common words with multiple meanings (such as saw, can, sentence).</p>	<p><u>Speaking</u> Participate in small-group activities, playing a specific role. C.C.1.5.9-10.A: Initiative and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. C.C.1.5.9-10.D: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p>
<p><u>Reading</u> Use knowledge of text features to determine the purpose and meaning of a text. C.C. 1.2.9-10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective support of the text. C.C.1.3.9-10.E: Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. C.C.1.3.9-10.F: Analyze how words and phrases shape meaning and tone in texts. (figurative, connotative, and technical meanings) C.C.1.3.9-10.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibility from a range of strategies and tools.</p>	<p><u>Writing</u> Write a letter, using appropriate form and degree of formality for its intended audience. C.C.1.9-10.D: Organize ideas, concepts and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; including formatting when useful to aiding comprehension; provide a concluding statement or section. C.C.1.4.9-10.G: Write arguments to support claims in an analysis of substantive topics. C.C.1.4.9-10.I: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both ... C.C.1.4.9-10.J: Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; ... provide a concluding statement or section that follows from and supports the argument presented. C.C.1.4.9-10.K: Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. C.C.1.4.9-10.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>

Genres	Literary Elements / Text Structure Analysis & Critique	Key Unit 1 Vocabulary	New Academic Vocabulary	Vocabulary Strategies	Academic Tasks
<u>Nonfiction:</u> Argument Expository nonfiction Magazine opinion piece Commentary Essay Functional Documents (cover letter, resume, business letter, job application, help system)	Test structure: Main ideas & details, cause / effect Author's purpose Author's perspective Author's tone Arguments & support Persuasive techniques Functional documents Visuals & Effects Speaker's message Photographs Ads / advertisements Types of arguments: Logical appeals, ethical appeals, emotional appeals) Types of evidence: facts, statistics, quotations, expert opinions, personal memoirs Topics in Historical Context Topics related to Social conditions Maps Charts Diagrams	<u>Cluster 1:</u> Establish Generation Judgment Mature Participate Politics Qualified Vote <u>Cluster 2:</u> Accountable Authority Discrimination Impose Neglect Prohibit Restriction Violate <u>Cluster 3:</u> Afford Dropout Experience Income Independent Position Reality Reckless	Academic: Ethics Evidence Logic Disciplinary Vocabulary <u>Science:</u> Neuron, gray matter, cell, hormone, nerve fiber <u>Government:</u> Amendment, branch, elect, party, poll, primary <u>Postal Service:</u> rate, claim, enforce, investigate <u>Jobs & Careers:</u> career, management, reference, coworker, promote	Dictionaries Analogies Multiple-meaning words Definition map Word map Examples Non-examples Cognates Word wall Vocabulary cards Yes / No Questions Structural analysis: Latin / Greek Roots	Analyze Assess Compare across texts Compare Critique Draw Conclusions Evaluate Explain Express opinions Generalize / Form Generalizations Give a speech Identify Interpret & respond Label Make a logical argument Make connections Make inferences Paraphrase Present ad campaign Predict Preview Set a Purpose Summarize Synthesize Take a position Use Context Clues Use Graphic Organizers View critically Visualize

Cluster 1 – Suggested Products	Cluster 2 – Suggested Products	Cluster 3 – Suggested Products
Definition Maps Evidence chart Argument / Evidence Paragraph Main Idea Chart Opinion Analysis *Letter to the Editor *Job Summary	Definition Maps Comparison Charts T-Chart / Feelings Summary / Chart Information Argument / Curfew *Cause / Effect Essay on Current Affairs *Persuasive speech	Generalization Charts Vocabulary Study Cards Concept Map / Logical Appeals Chart Cover Letter Resume *Expository Essay *Ad Campaign *Persuasive Essay

**Priority Projects*

Edge Level A: Unit 7

Proposed Duration: 8 weeks

Unit Theme	Making Impressions	Cluster Themes	
Essential Question	What Do You Do to Make an Impression?	#1: Read about teens who are nervous about a first date. #2: Read about people who gain confidence in themselves. #3: Read about people who are or who want to be unforgettable.	
Unit Story Titles			
#1 - Play - Novio Boy, Scene 7, Part 1 (Gary Soto) #1 - Poem - Oranges (Gary Soto) #2 - Play - Novio Boy, Scene 7, Part 2 (Gary Soto) #2 - Poem - Your World (Georgia Douglas Johnson) #3 - Letter - A Letter to Helen Keller (Ernest Papanek) #3 - Poem - Helen Keller (Langston Hughes) #3 - Poem - Marked (Carmen Tafolla) #3 - Poem - Dusting (Julia Alvarez)			
Close Reading:	Poem – I Believe in All That Has Never Yet Been Spoken (Ranier Maria Rilke), T612 Poem – Make Music with Your Life (Bob O’Meally), T613		
Edge Leveled Readers			
Expository Nonfiction - The Code: The 5 Secrets of Teen Success (Mawi Asgedom) Drama - Novio Boy (Gary Soto) Classic Fiction - The Friends (Rosa Guy)			
Background Knowledge			
Basic English vocabulary	From previous schooling	From Daily Life	From US Culture
Impression Theater Stage Perform Portray / portrayal	Theater Stage Perform Portray / portrayal		hippie
Student Materials		Transparencies	
Student Book: pp. 516-586, 274-307 Grammar & Writing Practice Book: pp. 205-234		Reading and Writing: 29 - 33 Language Function: M – O Language & Grammar Lab: 91 - 105	

<p>Teacher Materials Teacher Edition (TE): pp. T516-T586 Interactive Practice TE: pp. 238-271 Grammar & Writing Practice TE: pp. 205-234 Language & Grammar Lab TE: pp. 110-127</p>	<p>Audio / Technology Selection CD 7: Tracks 1-10 Selection CD 8: Tracks 19-21 Language CD: Tracks 19-21 e-Edition CD ROM</p>
<p>Reading <i>Strategy:</i> Visualize</p> <p><i>Literary Analysis:</i> Analyze Drama and Poetry</p> <p><i>Fluency:</i> Accuracy and Rate Expression Intonation Phrasing</p> <p><i>Vocabulary Strategy:</i> Interpret Figurative Language: Idioms Use Reference Sources (<i>dictionary</i>) to understand connotation and denotation</p>	<p>Key Vocabulary <i>Academic Vocabulary:</i> aspect, image, interact, mental, structure</p> <p><i>Disciplinary Vocabulary:</i> <u>Music:</u> microphone, strum, tune, guitarist, violinist</p> <p><i>Cluster 1:</i> compliment, conceal, elegance, nervous, overprotective, personality, reveal, romantic <i>Cluster 2:</i> ashamed, conscious, desire, flirt, horizon, privacy, recover, reluctant <i>Cluster 3:</i> anonymous, conquer, contribute, encouragement, imperfection, inspire, overcome, unforgettable</p> <p>Vocabulary Workshop Interpret Non-Literal Language Interpret Figurative Language: Idioms</p>
<p>Writing <i>Response to Literature</i> Write About Literature <ul style="list-style-type: none"> •Opinion Statement •Explanation and Comment •Poem </p> <p><i>Written Composition</i> <ul style="list-style-type: none"> •Write a Script •Write a Theme Analysis </p> <p><i>Writing Across the Curriculum</i></p> <p>Written Application <ul style="list-style-type: none"> •Write a Dialogue •Create a Comic Strip </p> <p>Research and Writing <ul style="list-style-type: none"> •Learn About String Instruments </p>	<p>Language Workshop</p> <p>Language Functions: Engage in Discussion Use Appropriate Language Elaborate During a Discussion</p> <p>Grammar: Complex Sentences Verb Tenses</p> <p>Listening & Speaking: Create an Ending Evaluate Performances Choral Reading: Poetry Oral Report: Compare Responses Recite Song Lyrics Participate in a Discussion</p>
<p>Unit Project Skit, T614-T614A</p>	<p>Workplace Workshop Inside a Restaurant, T574 – T575</p>

<p>Writing Project NONE</p>	<p>Assessment Formative: Independent reading Journal</p> <p>Summative: Cluster Test 1, pp. 89c-e Cluster Test 2, pp. 89g-i Cluster Test 3, pp. 89k-m Reader Reflection: pp. 89b, f, j Unit 7 Test: pp. 90-102</p>
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<p align="center">Student Learning Outcomes / PA Core Standards</p>	
<p><u>Listening</u> Demonstrate comprehension of common words with multiple meanings (such as saw, can, sentence).</p>	<p><u>Speaking</u> Describe how two things within a given academic content are alike or different. C.C.1.5.9-10.B: Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><u>Reading</u> Identify theme in a variety of texts. Identify and analyze how sound devices, figurative language, and graphic elements support meaning in poetry. Demonstrate understanding that dialogue develops the plot and characters of a play. C.C. 1.3.9-10.A: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. C.C.1.3.9-10.C: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. C.C.1.3.9-10.F: Analyze how words and phrases shape meaning and tone in texts. (figurative, connotative, and technical meanings) C.C.1.3.9-10.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibility from a range of strategies and tools.</p>	<p><u>Writing</u> Write a short poem that contains simple sensory details. Write a well-organized story or script with explicit or implicit theme(s) and with details that contribute to mood or tone. C.C.1.4.9-10.R: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. C.C.1.9-10.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. C.C.1.4.9-10.X: Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>

Genres	Literary Elements / Text Structure Analysis & Critique	Key Unit 1 Vocabulary	New Academic Vocabulary	Vocabulary Strategies	Academic Tasks
Play Poems Letter	Biography Sound in Poetry (rhythm, rhyme, meter, foot) Alliteration Consonance <u>Figurative language in Poetry:</u> Idioms, simile, metaphor, personification, symbols <u>Dramatic Elements:</u> scenes, acts, dialogue, stage directions Characters Plot Setting Style Design Sensory images Emotional responses & effects Visuals & Effects Script Props Author's perspective Author's experiences Charts Forms Theme across genres	<u>Cluster 1:</u> Compliment Conceal Elegance Nervous Overprotective Personality Reveal Romantic <u>Cluster 2:</u> Ashamed Conscious Desire Flirt Horizon Privacy Recover Reluctant <u>Cluster 3:</u> Anonymous Conquer Contribute Encouragement Imperfection Inspire Overcome Unforgettable	Academic: Aspect Image Interact Mental Structure Disciplinary Vocabulary <u>Music:</u> microphone, strum, tune, guitarist, violinist	Connotation / denotation Word Maps Examples Non-examples Web of Examples Yes / No Questions Context clues Word Sorts Drama Multiple-Meaning words Category Chart Cognates "Wordbench" Activity Categories	Analyze Assess Compare across texts Compare Critique Draw Conclusions Evaluate Explain Express opinions Generalize / Form Generalizations Give a speech Identify Interpret & respond Label Make a logical argument Make connections Make inferences Paraphrase Present ad campaign Predict Preview Set a Purpose Summarize Synthesize Take a position Use Context Clues Use Graphic Organizers View critically Visualize

Cluster 1 – Suggested Products	Cluster 2 – Suggested Products	Cluster 3 – Suggested Products
Web of Examples Character Chart Sketches Dramatic Elements Chart Character Chart Storyboard *Genre Comparison Paragraph *Script *Job Application	Vocabulary Study Cards Sensory Image Chart Character Analysis Character Emails Plot Diagram Explanation *Theme Analysis *Oral Report Poetry Slam	Category Chart Double-Entry Journal T-Chart / Style Personal Letter Alliterative Poem Skit

**Priority Projects*

Appendix

Office of Multilingual Curriculum and Programs Promising Practices

OMCP has identified five practices that will have high impact on outcomes for English Language Learners (ELs). These five practices are aligned to the Danielson Framework, and are what we look for in all classes (both content and ESOL) that support ELs. Teachers can use this tool to identify steps towards making their instruction more effective for ELs. This tool can also be used to guide and inform instructional feedback. The practices are adapted from the *Go To Strategies* (see below).

Go To Strategies: Scaffolding Options for teachers of English Learners

by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood for Project EXCELL

Copy of the document: <https://tinyurl.com/gnnpe9v>

5 core principles: (1) focus on academic language, literacy and vocabulary; (2) link background knowledge and culture to learning, (3) increase comprehensible input and language output, (4) promote classroom interaction, and (5) stimulate higher order thinking and the use of learning strategies. <http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

Go To Strategies Matrix: <https://tinyurl.com/yaxka6qn>

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> Use physical gestures to accompany oral directives. Modify *Teacher Talk. Label visuals and objects with target vocabulary. Introduce Cognates to aid comprehension. Ask for Signal Responses to check comprehension. 	<ul style="list-style-type: none"> Give two step Contextualized directions. Restate/rephrase and use *Patterned Oral Language routines. Model Academic Language and vocabulary. Ask for Total Physical Responses from students. 	<ul style="list-style-type: none"> Provide graphics or objects to sequence steps in a process. Check Comprehension of all students frequently. Use *Wait Time. Provide Anticipation Guides for previewing content reading. 	<ul style="list-style-type: none"> Compare/contrast relationships from auditory information using a Venn Diagram. Require students to restate and rephrase from auditory input as in *Paraphrase Passport. 	<ul style="list-style-type: none"> Outline lectures on the SmartBoard. Use *Video Observation Guides. Confirm students' prior knowledge of content topics. Extend content vocabulary with multiple examples and non-examples.
Speaking	<ul style="list-style-type: none"> Provide wall charts with illustrated academic vocabulary. Ask simple WH (who, what, when, where), yes-no or either-or questions. Elicit *Choral Responses. Encourage participation in group chants, poems, and songs. 	<ul style="list-style-type: none"> Use 10-2 structures. Assign roles in group work. Use Clock Buddies. Use Numbered Heads Together. Use *Think-Pair-Share-Squared. Develop Key Sentence Frames for pair interactions. 	<ul style="list-style-type: none"> Provide Graphic Organizers or notes to scaffold oral retelling. Prompt for academic language output. Use Think-Pair-Share. Repeat and Expand student responses in a *Collaborative Dialogue. 	<ul style="list-style-type: none"> Require full sentence responses by asking open ended questions. Use Varied Presentation Formats such as role plays. * Scaffold oral reports with note cards and provide time for prior practice. Use Reader's Theatre to scaffold oral language growth. 	<ul style="list-style-type: none"> * Structure debates requiring various points of view with graphic organizers and/or outlines. Require the use of academic language. Require oral reporting for summarizing group work. Include oral presentations in the content classroom.
Reading	<ul style="list-style-type: none"> Preview the text content with pictures, demos, charts, or experiences. Pair students to read one text together. Preview text with a Picture Walk. Use Choral Reading. Use *Teacher Read Alouds. 	<ul style="list-style-type: none"> Use Card Sorts. Use K-W-L charts before reading. Use the Language Experience Approach. Provide a list of important concepts on a graphic organizer. Use *Shared Reading and/or simplify the text. 	<ul style="list-style-type: none"> Provide a content vocabulary Word Bank with non-linguistic representations. Teach skimming for specific information. Use Teach the Text Backwards. Use 4 to 1 for main ideas from text. Use *Guided Reading. 	<ul style="list-style-type: none"> Model the creation of a Story Map from a narrative. Provide Question Answer Relationship questions for student pairs to research. Use Directed Reading Thinking Activity. Use Cornell Notes. Use *Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> Require computer and library research. Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. Use *Reciprocal Teaching to scaffold independent reading.
Writing	<ul style="list-style-type: none"> Require students to label visuals and/or create language balloons. Require vocabulary notebooks with L1 translations or non-linguistic representations. Provide *Key Sentence Frames with word and picture banks. 	<ul style="list-style-type: none"> Teach note taking on a Graphic Organizer. Use a Roving Chart in small group work. Use Interactive Journals. Use *Think-Write-Pair-Share. Provide Cloze sentences with a Word Bank. 	<ul style="list-style-type: none"> Require Learning Logs for summaries of learning. Use Text to Graphics and Back Again. Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing. Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> Provide Rubrics and exemplars to scaffold writing assignments. Teach and utilize the writing process. Provide an outline for the standard five-paragraph essay. Provide *Report Frames for independent, structured, content writing. 	<ul style="list-style-type: none"> Require academic writing and the use of target academic vocabulary. * Teach the process of writing a research paper. Address students' cultures in differing genres of writing. Hold frequent writing conferences with teacher and peers.

*Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

Levine, L. N., Lukens, L., & Smallwood, B. A., (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

Instructional Values & Promising Practices for English Learners

Guiding Principles:

- **High Expectations:** All ELs can achieve at high levels and graduate ready for college and career
- **Asset Based:** Students' home languages and cultures are tremendous assets
- **Shared Ownership:** All educators share responsibility and take ownership for student success

Instructional Values:

We will...

1. Sustain academic rigor
2. Hold high expectations: high challenge, high supports
3. Engage all students in quality interactions
4. Sustain a language focus
5. Develop and deliver quality lessons

The five values detailed on the next several pages are aligned to the Danielson Framework, and are what we look for in all classes (both content and ESL) that support ELs. Together they provide high impact on outcomes for English Language Learners (ELs). Teachers can use this tool to identify steps towards making their instruction more effective for ELs. This tool can also be used to guide and inform instructional feedback. For supports or suggestions in any of these areas, contact OMCP at multilingual@philasd.org.

<i>Instructional Value 1: Sustain Academic Rigor</i>	
<i>Are students demonstrating complex understanding of concepts and themes central to the discipline?</i>	
Danielson Alignment	1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2b Establishing a Culture for Learning 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3e Demonstrating Flexibility and Responsiveness
Promising Practices for Teachers of ELs	<ul style="list-style-type: none"> ● Integrate and connect central ideas and themes of the discipline over time in order to promote deep disciplinary knowledge (deep focus on central ideas versus shallow coverage of several ideas) ● Invite students to build increasingly complex explanations of disciplinary concepts and processes ● Engage students in higher order thinking through complex text, tasks, and talk
Student Look-Fors	<ol style="list-style-type: none"> 1. Students are engaged in higher-order thinking through complex texts, tasks, and talk 2. Students combine facts and ideas to synthesize, evaluate, and generalize 3. Students solve problems and construct new meanings and understandings 4. Students demonstrate complex understandings central to the discipline (through questioning, discussions, arguments, etc)
Research and Rationale	Learning concepts and analytical practices is conceived of as the integration of discrete understandings learned independently of language (Heritage, Walqui, Linquanti, 2016). Learning needs to take place in the student's zone of proximal development, more recently referred to as the construction zone. This metaphor refers to the area that lies beyond a student's ability to act on his or her own, where socially mediated learning prompts development. (Vygotsky, Newman Griffin, Cole, 1989). (Heritage, Walqui, Linquanti, 2016).

<i>Instructional Value 2: Hold High Expectations</i> <i>Are all students supported in meeting grade-level standards?</i>	
Danielson Alignment	1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1e Designing Coherent Instruction 1f Designing Student Assessments 2b Establishing a Culture for Learning 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 4c Communicating with Families
Promising Practices for Teachers of ELs	<ul style="list-style-type: none"> ● Engage students at every proficiency level in grade-level tasks that provide high challenge ● Provide appropriate scaffolds by using the following techniques: <ul style="list-style-type: none"> ○ Develop appropriate scaffolds for academic tasks and activities using the WIDA Can Do Descriptors and Model Performance Indicators (MPIs) as a guide ○ Implement specific techniques to increase students' comprehension of complex input and support students' production of complex output and remove scaffolds as students progress ○ Incorporate strategic use of L1 (first language) through translanguaging practices ● Use rubrics and other tools to ensure criteria for quality work is clear for students ● Conduct metacognitive activities so that students gain knowledge of how to learn, how to monitor their progress, and how to self-correct
Student Look-Fors	1. Students at all proficiency levels are engaged in grade-level content 2. Students are able to explain the expectations of quality work 3. Students have opportunities to monitor their progress, self-correct, and provide feedback to classmates
Research and Rationale	<p>Learning truly happens only if it is ahead of development. In response to teacher's worries, we would say that development occurs precisely because teachers plan lessons beyond the students' ability to carry them out independently. The catch, of course, is that lessons be deliberately designed to present high support along with high challenge. (Heritage, Walqui, Linqunti, 2016). ELs learn both through the language they encounter (input) and the language they produce (output). Input should be at a level that is challenging but nonetheless comprehensible (Krashen, 1985).</p>

<i>Instructional Value 3: Engage Students in Quality Interactions</i> <i>Do students participate in <u>extended</u> interactions/discussions on academically relevant and challenging texts/topics/content?</i>	
Danielson Alignment	1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2b Establishing a Culture for Learning 3a Communicating with Students 3b Using Questioning and Discussion Techniques
Promising Practices for Teachers of ELs	<ul style="list-style-type: none"> ● Structure tasks for extended interaction and discussion, in order for students to use language to co-construct knowledge and meaning ● Provide students with multiple opportunities to interact with peers in deliberate and sustained conversations on academically relevant and challenging texts/topics/content ● Ensure all students participate in discussion activities with multiple opportunities to provide corrective feedback aligned with instructional goals ● Ask open-ended questions that engage students in higher-order thinking

Student Look-Fors	<ol style="list-style-type: none"> 1. Students participate in sustained verbal interactions about disciplinary ideas with other students and with the teacher 2. Students interact in dialogue which involves the exchange of ideas and is not scripted or dominated by one or two students 3. Student responses to teacher or peer questions are elaborated to make complex points (beyond a single word response)
Research and Rationale	<p>Conversation builds oral language, which is a foundation for reading and writing (Roskos, Tabors & Lenhart, 2009). ELs’ vocabulary, grammar, and pronunciation develop faster when there are opportunities for interaction in the classroom using the language being learned (Mackey & Goo, 2007). Students develop abilities to communicate complex ideas when there are many opportunities for authentic interactions with others (Zwiers, O’Hara & Pritchard, 2014). Well over a century ago, linguist Wilhelm von Humboldt described expressions as having “meaning potential”, a potential that is realized in interaction. To explore this meaning potential is what we want students in general, and English language learners in particular, to do: construct new knowledge by engaging in interactions that pursue understanding, enhance it, problematize central ideas, propose counter arguments, debate, and reach some sort of conclusion. (Heritage, Walqui, Linquanti, 2016)</p>

<i>Instructional Value 4: Sustain a Language Focus</i>	
<i>Do students use the language of the discipline in meaningful ways?</i>	
Danielson Alignment	<ol style="list-style-type: none"> 1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2c Managing Classroom Procedures 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 4a Reflection on Teaching
Promising Practices for Teachers of ELs	<ul style="list-style-type: none"> ● Provide opportunities for students to use the language of the discipline (e.g. the language of math, science, social studies, and language arts) both orally and in writing ● Explicitly teach the language of the discipline including word, sentence, and discourse level ● Model and explain the nuances of language specific to the discipline (formulaic expressions, text structures, active versus passive voice, etc.)
Student Look-Fors	<ol style="list-style-type: none"> 1. Students practice and produce language of the discipline orally and in writing at the word, sentence and discourse level.
Research and Rationale	<p>ELs who appear to be fully fluent in English may nonetheless struggle to express themselves effectively in academic settings (Cummins, 2000; Scarcella, 2003; Short & Echevarria, 2005). Research shows that students should be explicitly taught, in context, the language skills they need to succeed in the classroom (Saunders & Goldenberg, 2010). As ELs use more complex forms of language to accomplish interesting tasks, they learn more content and their language skills improve (Zwiers, O’Hara, & Pritchard, 2014). ELs benefit from many of the teaching practices that are effective for all students; however, these learners also require modifications to make instruction meaningful (August & Shanahan, 2006, 2010). Students learning rigorous content in a language they do not speak or comprehend completely requires specialized teaching techniques to make the message understandable (Echevarria, Vogt & Short, 2012). Students retain more language and content concepts when they create and communicate original messages (Swain, 1985; Walqui, 2006).</p>

<i>Instructional Value 5: Develop and Deliver Quality Unit & Lesson Plans</i> <i>Are lessons designed to simultaneously develop language proficiency and content knowledge?</i>	
Danielson Alignment	1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2b Establishing a Culture for Learning 3a Communicating with Students 3c Engaging Students in Learning 4a Reflecting on Teaching 4c Communicating with Families
Promising Practices for Teachers of ELs	<ul style="list-style-type: none"> ● Design units for continuity and coherence ● Design lessons that: <ul style="list-style-type: none"> ○ Provide opportunities for students to actively engage with the language and content of the discipline ○ Make connections between subject matter and students' lives and experiences ○ Connect the tasks/activities to the instructional objectives so students know where they are headed and what is expected of them ○ Incorporate frequent opportunities to check comprehension/understanding, using a variety of formal and informal assessment techniques, to assess and promote student learning of language and content ○ Allow for adjustment of instruction in response to student learning with the goal of students monitoring their own learning
Student Look-Fors	1. Students can explain the key concepts and central ideas of the unit and lesson 2. Students are actively engaged with academic content and language of the discipline 3. Students are involved in assessing their own learning 4. Students can connect the key concepts to their lives and experiences
Research and Rationale	ELs need multiple opportunities to see and hear modeling of the target language, to try and modify their language output, with teachers offering specific feedback that describes progress and focuses on areas for revision. (Zwiers, 2008). Using formative assessment on a regular basis has a strong effect on student learning, and can help raise achievement for below-grade level students while also benefiting all students. Students who are involved in assessing their own learning significantly outperform students who are not involved (Black and Wiliam, 1998). Numerous studies show that students perform better when their home culture and background knowledge are welcomed, respected and incorporated into the academic environment (Doherty, Hilberg, Pinal, & Tharp, 2003; Gonzalez, Moll & Amanti, 2005; Nieto, 1999).

Resources:

1. Walqui Aida and Leo van Lier. Scaffolding. The Academic Success of Adolescent English Learners. WestEd. 2010.
2. Levine, L.N. Lukens, L & Smallwood, B.A. (2013). The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12. For Project EXCEL, a partnership between the University of Missouri-Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

Quality Teaching for English Learners (QTEL) – <https://qtel.wested.org/>

QTEL provides a framework / foundation for planning and instruction for 6th – 12th grade just as Comprehensive Literacy provides a framework / foundation for planning and instruction for K-5.

QTEL Principles

From Walqui, A & van Lier, L. (2010) *Scaffolding the Academic Success of Adolescent English Language Learners: A Pedagogy of Promise*. San Francisco, CA: WestEd; pp. 84, 85, 152, 155, 169, 174.

Principles	Goals	Objectives
<i>Sustain Academic Rigor</i>	<ol style="list-style-type: none"> Promote deep disciplinary knowledge Engage students in generative disciplinary concepts and skills Engage students in generative cognitive skills (higher order thinking) 	<ul style="list-style-type: none"> Develop central ideas in the discipline first, postponing interesting but secondary details Establish interconnections among central ideas of the disciplines Deepen understanding of themes over time Have students anchor new knowledge to central concepts to build understanding Have students apply familiar central ideas or strategies to their emerging understanding of new concepts Invite students to build increasingly complex explanations of disciplinary concepts and processes Have students combine facts and ideas to synthesize, evaluate, and generalize Have students build arguments, solve problems, and construct new meanings and understandings
<i>Hold High Expectations</i>	<ol style="list-style-type: none"> Engage students in tasks that provide high challenge and high support Engage students (and teacher) in the development of their own expertise 	<ul style="list-style-type: none"> Provide students with activities that are robust, but flexible enough to allow multiple entry points: all students, regardless of where they starts, will benefit from participation Scaffold students' ability to participate in the activities Ensure that students are asked to engage in increasingly more complex tasks Treat students as if they already possess the abilities you are seeking to develop Conduct metacognitive activities so that students gain knowledge of how to learn, how to monitor their progress, and how to self-correct Provide practice in the use of academic tools and activities so that students appropriate them over time Encourage students to support each other in their development Encourage students to support each other in building academic stamina

	<ol style="list-style-type: none"> 3. Make criteria for quality work clear for all 	<ul style="list-style-type: none"> • Use rubrics to spell out expected quality of work • Encourage students to take risks and to work hard to master challenging academic work
<i>Engage Students in Quality Interactions</i>	<ol style="list-style-type: none"> 1. Engage students in sustained interactions with teacher and peers 2. Focus interactions on the construction of knowledge 	<ul style="list-style-type: none"> • Invite students to go beyond brief, single responses and to elaborate, illustrate, and connect to their interlocutors' ideas • State explicitly that constructing new understandings is hard work, that is requires listening intently to interlocutors, making sense of what they are saying, and deciding how to respond, either by agreeing and providing further evidence or by disagreeing and stating why this is the case • Ask students to focus on the coherence of what they are saying (Are they staying with the main ideas? Are they making sense?) and to deepen their understanding by making connections to related ideas
<i>Sustain a Language Focus</i>	<ol style="list-style-type: none"> 1. Promote language learning in meaningful contexts 2. Promote disciplinary language use 3. Amplify rather than simplify communications 4. Address specific language issues judiciously 	<ul style="list-style-type: none"> • Provide explicit examples, for example, formulaic expressions, of how to mark agreement, disagreement, and other moves in response to an interlocutor or text. • Focus on social purpose of genre, audience, structure, and specific language of disciplinary texts; have students practice deconstructing and creating similar texts. • Give rich and varied examples, looking at difficult concepts from several angles. • Focus corrective feedback on fluency, complexity, or accuracy, but not at the same time
<i>Develop Quality Curriculum</i>	<ol style="list-style-type: none"> 1. Structure opportunities to scaffold learning, incorporating the goals above 	<ul style="list-style-type: none"> • Set long-term goals and benchmarks • Use a problem-based approach with increasing interrelated lessons • Use a spiraling progression • Make connections between subject matter and students' reality • Build on students' lives and experiences

QTEL Unit / Lesson Planning: Three Moments in a Lesson and Sample Tasks

Preparing Learners	Sample Tasks
<ul style="list-style-type: none"> • Focus attention on concepts to be developed • Activate / build on background knowledge • Introduce essential new vocabulary in context • Connect lessons to students' experiences 	Think-Write-Pair-Share Quick-Write / Round-Robin Anticipatory Guide or Extended Anticipatory Guide Knowledge Rating Scale Novel Ideas Only Jig-Saw Project Frayer Model List – Group – Label (vocabulary)
Interacting with Text / Concepts / Content	Sample Tasks
<ul style="list-style-type: none"> • Deconstruct text; focus on understanding a chunk and reconnect a chunk to the emerging whole text • Establish connections between ideas within text • Work collaboratively to discuss, evaluate, predict, check for understanding, summarize, etc. 	Teacher Model Double-entry Journal / Triple-Entry Journal Reading with a Focus / Viewing with a Focus Clarifying Bookmark or Partner Clarifying Bookmark Reading Aloud in Four Voices Partner Reading and Discussion Novel Ideas Only Four Corners Carousel
Extending Understanding	Sample Tasks
<ul style="list-style-type: none"> • Re-create text in a new genre or create new text to represent new understanding • Apply newly gained knowledge to novel situations or use to problem-solve • Connect ideas learned to other ideas and experiences outside the text - compare, synthesize, evaluate, create, critique, problem solve, etc. 	Collaborative Mind Mirror / Monologue Collaborative Poster Famous Phrases Create, Exchange, Assess Collaborative (Dialogue) Writing Literary Elements Famous Phrases Gallery Walk

Google Docs / Files

Additional materials are on a Google Doc/ File. The file includes teachers created lesson plans using the 3 Moment Lesson Planning. There is also a sample close reading unit for Unit 1. Email dsharer@philasd.org for access to the Google File.

Additional Resources: Reading Logs (leveled, genres) Background Knowledge Guide, Deep Reading of an Image Directions / Scaffolds, Progress Monitoring Charts, etc.

Pennsylvania Department of Education for English Learners

English Learner Overlay (Standards):

<http://www.pdesas.org/Page/Viewer/ViewPage/15>

English Learners Basic Education Circulars (BECS), July 2017

<https://tinyurl.com/y86q9svj> (22 Pa. Code 4.26)

The School District of Philadelphia Policy #138 / English Language Development and Bilingual Education Program

<https://www.philasd.org/src/wp-content/uploads/sites/80/2018/01/Policy-138.pdf>

District, School and Teacher Responsibilities

<https://tinyurl.com/yda7g34u>

WIDA

WIDA is an educational consortium of 39 state education agencies and 200 international schools. ACCESS testing is developed by WIDA. The mission of WIDA is to advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse. WIDA’s Can Do Philosophy is grounded on students’ assets and contributions to the classroom and community. Lastly, WIDA challenges linguistic discrimination, cultural biases and racism in education.

WIDA English Language Development Standards: <https://www.wida.us/standards/eld.aspx>

WIDA Can Do Descriptors and Key Uses Edition:

https://www.wida.us/standards/CAN_DOs/

Scaffolds Supports (WIDA)

Sensory	Graphic
<ul style="list-style-type: none"> ○ Real life objects (Realia) / concrete objects / Physical models ○ Manipulative (measurement tools, models, scientific instruments, etc.) ○ Pictures / photos ○ Visual representations (illustrations, diagrams, drawings, etc.) / Cartoons ○ Videos / broadcasts / audio books ○ Newspapers / magazines ○ Gestures / Physical movement ○ Music / songs / chants ○ Posters / display 	<ul style="list-style-type: none"> ○ Charts / Tables ○ Graphs ○ Timelines ○ Number lines ○ Graphic organizers ○ Graphing paper ○ Number lines ○ Timelines ○ Maps ○ Rubrics ○ Study guides / Guided Notes
Interactive	Verbal and Textual* *by Halla Jmourko
<ul style="list-style-type: none"> ○ Whole group ○ Small group ○ Partner (turn-&-talk) ○ Cooperative groups (think/write/pair/share) ○ Triads ○ Interactive websites / software ○ Mentor / coach ○ L1 (home or first language) ○ Word to Word Dictionary / Picture Dictionary ○ Jigsaw activities 	<ul style="list-style-type: none"> ○ Labeling ○ Teacher Modeling / Monitoring ○ Repetition ○ Paraphrasing / Summarizing ○ Guiding, clarifying, probing questions ○ Leveled questions (5Ws) ○ Questioning prompts / cues ○ Word banks / phrase banks / word walls ○ Sentence starters / sentence frames / discussion frames / formulaic expressions ○ Cloze paragraphs / sentences ○ Talk moves (structured academic conversations: re-voicing/clarifying, restating, reasoning, adding on, wait time) ○ Wait time

Tools

Scaffolding Planning Template

(adapted from WIDA Scaffolds (2012) and Staehr Fenner and Snyder, Unlocking English Learner's Potential, (2017))

Lesson:	
Background of ELs (e.g. home language, ACCESS level(s), etc.):	
Categories of Scaffolds	Possible Scaffold
Materials and Resources	<ul style="list-style-type: none"> ○ Graphic organizers ○ Charts / tables ○ Photos, pictures, maps, graphs / graphing paper ○ Timelines / number lines ○ English / bilingual glossaries or dictionaries ○ Word - to - word dictionaries ○ Home language materials ○ Reduced linguistic load (labeling, word banks, sentence frames, sentence starters, formulaic expressions, discussion frames, talk moves / structured academic conversations) ○ Sensory supports (realia, manipulatives, illustrations / diagrams, audio books, diagrams, posters, videos, music /chants, gestures, magazines / newspapers, displays)
Instruction	<ul style="list-style-type: none"> ○ Pre-identified and pre-teach ESSENTIAL vocabulary (academic / disciplinary terms, morphology) ○ Build on prior knowledge / instruction of background knowledge ○ Repetition, paraphrasing, summarizing, wait time ○ Modeling ○ Guiding, clarifying, probing questions, leveled questions (5 Ws/H) ○ Read/think-aloud, chunk text (reconnect to whole), scan the text/text structure, echo reading, choral read, read with a partner, read in L1, reading in 4 voices, make connections between ideas within a text, embed vocabulary instruction (morphology, cognates, etc.), etc. ○ Create formative assessments to monitor progress / plan instruction
Student grouping	<ul style="list-style-type: none"> ○ Structure pair / triad work ○ Structured small-group work (collaborative groups) ○ Teacher-led small-group work

Scaffolding Lesson Plan Checklist

(adapted from Quality Teaching for English Learners (QTEL) (2010), Walqui and van Lier and Staehr Fenner and Snyder, Unlocking ELs' Potential, (2017))

Checklist	Yes	No
1. Determine the strengths and needs of ELs in relation to the language demands of the lesson. Sets goals for both content and language learning to support ELs progress in their acquisition of English.		
2. Determine the possible challenges in the text / concepts based on both the content and language demands (word, sentence, discourse).		
3. Determine how to extend understanding (summative) - re-create the text in a new genre, apply newly gained knowledge to novel situations / problem-solve, connect ideas learn to ideas outside of the text, etc.		
4. Preparing the learners: tasks (strategies) to activate or build prior knowledge		
5. Preparing the learners: analyze the language demands of the lesson and identify areas that may be challenging for ELs.		
6. Preparing the learners: Develop a list of ESSENTIAL vocabulary to introduce in context. Determine how to provide opportunities to practice the vocabulary in the lesson.		
7. Determine specific aspects of language use to focus on during lesson (e.g. grammar / syntax / sentence level and discourse complexity / paragraph level).		
8. Interacting with texts / concepts / content: Determine how to effectively group students in order to support their learning of content and acquisition of English.		
9. Interacting with texts / concepts / content: Determine how to provide opportunities to practice key concepts in varied ways using multiple modalities (tasks/strategies, materials, instruction, grouping).		
10. Prepare scaffolded materials to support ELs of varying proficiency levels (e.g. graphic organizers, formulaic expressions, visuals, materials in L1, etc.)		
11. Determine how to assess student learning (formative) and, if appropriate, how to scaffold the assessments.		

Checklist for Increasing Academic-Language Awareness

(adapted from Staehr Fenner and Snyder, Unlocking ELs' Potential, 2017)

1. Select a text.
2. What is the purpose for teaching the text? (content, structure, language, etc.)
3. Use the checklist of analyze the elements of the text's language.

Awareness-Building Questions

Vocabulary (Word Level)	Text information	Example(s) found in the text	Teach this feature?
Are there everyday words that may be unfamiliar to students? (e.g. run, cat, etc.)	Yes/No		Yes/No
Are there general academic words that may be unfamiliar? (e.g. analyze, critique, compare, etc.)	Yes/No		Yes/No
Based on the vocabulary, is a mini-lesson on word-learning strategies necessary or generative? (e.g. words with multiple meanings, cognates, determine meaning in context, morphology, etc.)	Yes/No		Yes/No
Are there disciplinary specific or technical terms that may be unfamiliar?	Yes/No		Yes/No
Grammar or Syntax (Sentence Level)	Text information	Example(s) found in the text	Teach this feature?
Are there aspects of grammar that may be challenging for ELs? (e.g. clauses, verb tense, interrogatives, count / non-count nouns, passive voice, idioms, etc.)	Yes/No		Yes/No
Is there any syntax (arrangements of words and phrases) that might be confusing?	Yes/No		Yes/No

Are there any conventions that may be new or confusing? (e.g. punctuation, spelling, etc.)			
Organization (Discourse Level)	Text information	Example(s) found in the text	Teach this feature?
Type of text (e.g. text, lab report, word problem, narrative essay, etc.)			Yes/No
Purpose of the text (e.g. persuade, inform, entertain, etc.)			Yes/No
How is the text organized or structured? (e.g. description, cause / effect, comparative /contrast, problem / solution, chronological, sequence, etc.)			Yes/No
Are there markers of sequence or relationships between ideas? (e.g. in addition, therefore, first, etc.)	Yes/No		Yes/No
Sociocultural Level	Text information	Example(s) found in the text	Teach this feature?
Does the text assume any experience, background knowledge, and/or awareness for students to understand it?	Yes/No		Yes/No
Does the text assume a perspective or point of view that may conflict with the student's culture, belief system(s), heritage or national origin? (e.g. interpretation of historical event, religious values, etc.)	Yes/No		Yes/No
Could the students' first language and/or home culture impact their understanding of the text?	Yes/No		Yes/No

Determining the language focus and opportunities in a lesson

(adapted from *A Focus on Language: Understanding and Producing Language*, Walqui & Hernandez, 2001)

For students to participate in the class and complete the formative and summative assessment, what language do students need to produce (speaking, writing) and understand the text and their peers (reading, listening)? Focus feedback on the meaning and content first and gradually the vocabulary, grammar, etc.

What language do students need to...

	Understand the content / concepts / themes?	Explain / apply their understanding(s) to the content / concepts / themes?	Participate in a discussion about the content / concepts / themes?
Purpose (genre)			
Ideas			
Organization of the text			
Language of the genre and communication*			
Sentences / clauses			
Vocabulary (disciplinary and technical terms)			
Spelling			

*Language of the genre and communication

Biography may be written in the past tense and in chronological order

Cause / effect essays: nouns (cause / reason, effect, consequence, results),

transitions (as a result, therefore, first, initial)

verbs (cause, contributes to, is responsible for, is due to)

Academic Language Demand Analysis Tool

Support Ed (www.GetsupportEd.net)

Use when considering the academic tasks in a text or activity. Analyze the possible challenges at the word, sentence, discourse, and sociocultural levels. Determine what your priorities will be for scaffolding and instruction.

Lesson:		Text (if used):	
Academic tasks students will complete (e.g., summarize a text excerpt, discuss the main idea):			
	Potential challenges for ELLs	Scaffolding and instructional priorities	
Word level <ul style="list-style-type: none"> • Key content vocabulary • General academic vocabulary 			
Sentence level <ul style="list-style-type: none"> • Grammar (e.g., phrases, verb tenses) • Sentence complexity • Conventions (e.g., spelling, punctuation) 			
Discourse level <ul style="list-style-type: none"> • Type and purpose of text • Organization of text • Connecting or sequencing words or phrases (e.g., In addition, next, finally) 			
Sociocultural level <ul style="list-style-type: none"> • Background knowledge needed • Cultural expectations 			

Clarifying Bookmark

(from *English Language Learners and the New Standards*, Heritage, Walqui, Linquanti)(Quality Teaching for English Learners)

Purpose: Develop students' capacity to monitor and remedy their own comprehension difficulties.

Distribute Clarifying Bookmark to each student. Explain and model the activity for your students. Read aloud the first paragraph of the story. Stop and think aloud through the process while using relevant aspects explained in the *What you can do* side of the bookmark. Indicate the relationship to the other side of the bookmark, *What you can say*.

Invite students to continue the activity working in dyads. The first member of the dyad reads the second paragraph aloud, and then chooses the appropriate action from those offered in the bookmark. Students then take turns with the bookmark to use starters presented in the *What you can say* section. Then, the second students read the next paragraph aloud.

Process:

- Students work in dyads reading the text.
- Student A reads the problem in a soft voice to his/her/their partner.
- Student A then announces which strategy s/he/they is/are going to choose: I am going to identify what the problem is asking, and choose one of the formulaic chunks offered to them in the right hand side of the chart: "The units of the unknown are..."
- Student B adds ideas on the same problem, and the students alternate, adding to the shared conversation.

Literacy Clarifying Bookmark

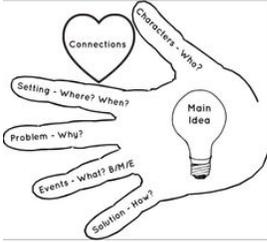
What I can do	What I can say
I am going to think about what the selected text may mean.	I'm not sure what this is about, but I think it may mean...
	This part is tricky, but I think it means...
	After rereading this part, I think it may mean...
I am going to summarize my understanding so far.	What I understand about this reading so far is...
	I can summarize this part by saying...
	The main points of this section are...
I am going to use my prior knowledge to help me understand.	I know something about this from...
	I have read or heard about this when...
	I don't understand the section, but I do recognize...
I am going to apply related concepts and/or readings.	One reading/idea I have encountered before that relates to this is..
	We learned about this idea/concept when we studied...
	This concept/idea is related to...
I am going to ask questions about ideas and phrases I don't understand.	Two questions I have about this section are...
	I understand this part, but I have a question about...
	I have a question about...
I am going to use related text, pictures, tables, and graphs to help me understand unclear ideas.	If we look at this graphic, it shows...
	The table gives me more information about...
	When I scanned the earlier part of the chapter, I found...

Clarifying Bookmark 1	
What you can do	What you can say
Think about what the selected text may mean.	I'm not sure what this is about, but I think it may mean...
	This part is tricky, but I think it means...
	After rereading this part, I think it may mean...
Summarize your understanding every so often.	What I understand about this reading so far is...
	I can summarize this part by saying...
	The main points of this section are...
Clarifying Bookmark 2	
What you can do	What you can say
Use your prior knowledge to help you understand.	I know something about this from...
	I have read or heard about this when...
	I don't understand this section, but I do recognize...
Apply related concepts and/or readings	One reading/idea I have encountered before that relates to this is ...
	We learned about this idea/concept when we studied...
	This concept/idea is related to...

Clarifying Bookmark 3	
What you can do	What you can say
Ask questions about ideas and phrases you don't understand.	Two questions I have about this section are...
	I understand this part, but I have a question about...
	I have a question about...
Use related text, pictures, tables, and graphs to help you understand unclear ideas.	If we look at this graphic, it shows...
	The table gives me more information about...
	When I scanned the earlier part of the chapter, I found...

Clarifying Bookmark Entering Students

(from *English Language Learners and the New Standards*, Heritage, Walqui, Linquanti)(Quality Teaching for English Learners)

<p>I am going to...</p>	<p>What I can say...</p> 	<p>What my partner can say...</p> 
<p>Use my <u>knowledge</u> to help me understand</p> 	<p>I know something about this because (from)...</p> <p>I have read or heard something about this when...</p>	<p>This also reminds me of...</p> <p>I agree / disagree because...</p>
<p><u>Summarize</u> what I read</p> 	<p>I can summarize this part by saying....</p> <p>I think the main idea of this section is...</p>	<p>I agree with your summary and I can add...</p> <p>I agree / disagree because...</p>
<p>Ask for <u>clarification</u></p> 	<p>This part confuses me because I don't understand...</p> <p>I'm not sure what this is about, but I think it might mean...</p>	<p>Yes, I can help. I think this part means...</p> <p>I am also confused about this part because....</p>

Reading Strategies

<http://www.edutopia.org/blog/alternatives-to-round-robin-reading-todd-finley>

In “Round Robin Reading,” students read orally from a common text, one student after another, while the rest of the class follows along in their copies of the text. Several spinoffs of the technique offer negligible advantages over RRR, if any. They simply differ in how the reading transition occurs:

- **Popcorn Reading:** A student reads orally for a time, and then calls out "popcorn" before selecting another student in class to read.
- **Combat Reading:** A kid nominates a classmate to read in the attempt to catch a peer off task, explains Gwynne Ash and Melanie Kuhn in their chapter of *Fluency Instruction: Research-Based Best Practices*.
- **Popsicle Stick Reading:** Student names are written on Popsicle sticks and placed in a can. The learner whose name is drawn reads next.
- **Touch Go Reading:** As described by Professor Cecile Somme, the instructor taps a child when it's his or her turn to read.

Katherine Hilden and Jennifer Jones' criticism is unmitigated: “We know of no research evidence that supports the claim that RRR actually contributes to students becoming better readers, either in terms of their fluency or comprehension.” (PDF)

Why all the harsh attitude? Because Round Robin Reading . . .

- **Stigmatizes poor readers.** Imagine the terror that English-language learners and struggling readers face when made to read in front of an entire class.
- **Weakens comprehension.** Listening to a peer orally read too slowly, too fast, or too haltingly weakens learners' comprehension -- a problem exacerbated by turn-taking interruptions.
- **Sabotages fluency and pronunciation.** Struggling readers model poor fluency skills and pronunciation. When instructors correct errors, fluency is further compromised.

BETTER Approaches to Reading

1. Choral Reading

The teacher and class read a passage aloud together, minimizing struggling readers' public exposure. In a [2011 study](#) of over a hundred sixth graders (PDF, 232KB), David Paige found that 16 minutes of whole-class choral reading per week enhanced decoding and fluency. In another version, every time the instructor omits a word during her oral reading, students say the word all together.

2. Partner Reading

Two-person student teams alternate reading aloud, switching each time there is a new paragraph. Or they can read each section at the same time.

3. PALS

The Peer-Assisted Learning Strategies (PALS) exercises pair strong and weak readers who take turns reading, re-reading, and retelling.

4. Silent Reading

For added scaffolding, frontload silent individual reading with vocabulary instruction, a plot overview, an anticipation guide, or KWL+ activity.

5. Teacher Read Aloud

This activity, says Julie Adams of Adams Educational Consulting, is "perhaps one of the most effective methods for improving student fluency and comprehension, as the teacher is the expert in reading the text and models how a skilled reader reads using appropriate pacing and prosody (inflection)." Playing an audiobook achieves similar results.

6. Echo Reading

Students "echo" back what the teacher reads, mimicking her pacing and inflections.

7. Shared Reading/Modeling

By reading aloud while students follow along in their own books, the instructor models fluency, pausing occasionally to demonstrate comprehension strategies. (PDF, 551KB)

8. Buddy Reading

Students practice orally reading a text in preparation for reading to an assigned buddy in an earlier grade.

9. FORI

With Fluency-Oriented Reading Instruction (FORI), students read the same section of a text many times over the course of a week (PDF, 54KB). Here are the steps:

1. The teacher reads aloud while students follow along in their books.
2. Students echo read.
3. Students choral read.
4. Students partner read.
5. The text is taken home if more practice is required, and extension activities can be integrated during the week.

Student Survey - Getting to Know our Students

Name:	Country / Place of origin:	
Student home language(s):	Family home language(s):	
Home language(s) literacy level (read and write): _____ Advanced (fluent) _____ Intermediate _____ Novice	English proficiency scores	
	Composite	
	Speaking	
	Reading	
	Listening	
	Writing	
Education experiences (e.g. amount of time in US schools, educational experience in home country / place of origin, any interrupted formal schooling, IEP, etc.)		
Family background: (e.g. the student lives with..., siblings / family members in school, family separation, family reunification, etc.)		
Student interests:		
Student plans and/or goals:		

Adapted from *Unlocking English Learners' Potential: Strategies for Making Content Accessible* by Diane Staehr Fenner and Sydney Snyder. Thousand Oaks, CA: Corwin. (2017)

Progress Reports

English Language Development Progress Report Level 1 (Entering)

Year: _____

Student's Name: _____ Grade: _____ Teacher: _____ Course: _____

✓ = On Track

✓+ = Met

X = Not Met

E = Exceeded

Listening: Level 1 (Entering)	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by <ul style="list-style-type: none"> ● Matching everyday oral content related words and phrases to pictures, diagrams, or photographs ● Selecting resources, places, products, or figures from oral statements and visual supports ● Process explanations by <ul style="list-style-type: none"> ● Ordering events or stages of phenomena from oral statements ● Identifying words and phrases related to sequence ● Process arguments by <ul style="list-style-type: none"> ● Matching oral information to pictures, diagrams, or photographs that show points of view ● Distinguishing words and phrases related to opinions or facts from oral statements ● Discuss by <ul style="list-style-type: none"> ● Representing one's ideas using various media ● Responding to yes and no questions posed by the group ● Using nonverbal signals to demonstrate engagement in conversations 				
Speaking: Level 1 (Entering)	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by <ul style="list-style-type: none"> ● Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures) ● Answering select yes/no or Wh questions ● Explain by <ul style="list-style-type: none"> ● Ordering events or stages of phenomena with sequential language (e.g., first, next, step 1) ● Using words and phrases to identify visually supported phenomena ● Argue by <ul style="list-style-type: none"> ● Relating points of view with visual support (e.g., posters, photographs) ● Stating pros and cons listed visually on a topic ● Discuss by <ul style="list-style-type: none"> ● Representing one's ideas using various media ● Responding to yes and no questions posed by the group ● Using nonverbal signals to demonstrate engagement in conversations 				

Reading: Level 1 (Entering)	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by <ul style="list-style-type: none"> • Matching key content-related terms and ideas to images, graphs, icons, or diagrams • Sequencing illustrated text of narrative or informational events ● Process explanations by <ul style="list-style-type: none"> • Identifying key words and phrases that describe the topics or phenomena • Recognizing sequence statements and illustrations that describe phenomena ● Process arguments by <ul style="list-style-type: none"> • Matching media (e.g., posters, photos, banners) with point of view words and phrases • Connecting characters/historical figures with positions or stances on various issues 				
Writing: Level 1 (Entering)	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by <ul style="list-style-type: none"> • Listing content words or phrases that relate to the topic • Including images, diagrams, and charts to add details to the topic ● Explain by <ul style="list-style-type: none"> • Producing short responses to questions using word/phrase banks • Labeling charts, graphs, timelines, or cycles to describe phenomena ● Argue by <ul style="list-style-type: none"> • Selecting words and phrases to represent points of view • Listing pros and cons of issues 				

Teacher Comments:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

English Language Development Progress Report Level 2 (Emerging)

Year: _____

Student's Name: _____ Grade: _____ Teacher: _____ Course: _____

✓ = On Track

✓+ = Met

X = Not Met

E = Exceeded

Listening: Level 2 (Emerging)	1	2	3	4
<p>Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> Process recounts by • Matching oral descriptions of characters or main events in content related topics • Following modeled oral commands Process explanations by • Sequencing steps in processes or procedures described orally • Comparing information, symbols, or icons on charts or tables described orally Process arguments by • Recognizing the pros or cons of issues from short oral statements • Identifying claims in oral statements Discuss by • Asking and answering questions • Communicating need for clarity of messages • Recognizing intonation used to achieve various purposes of communication 				
Speaking: Level 2 (Emerging)	1	2	3	4
<p>Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> Recount by • Restating information using content-specific terms • Providing examples of content-related information previously studied Explain by • Naming properties, characteristics or features of illustrated content related topics • Posing and responding to Wh questions that relate to phenomena Argue by • Responding to oral or written claims • Offering facts or opinion statements as appropriate to discussion Discuss by • Asking and answering questions • Communicating need for clarity of messages • Recognizing intonation used to achieve various purposes of communication 				

Reading: Level 2 (Emerging)	1	2	3	4
<p>Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in reading, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Process recounts by • Identifying patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion) • Locating main ideas in a series of related sentences • Process explanations by • Identifying different types of connectors that show relationships between topics and phenomena • Differentiating between technical and everyday vocabulary that describe phenomena • Process arguments by • Making connections between statements that make claims and those providing evidence • Distinguishing language that identifies facts and opinions 				
Writing: Level 2 (Emerging)	1	2	3	4
<p>Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in writing, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Recount by • Following patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion) • Sequencing narratives or informational text using linking words and phrases • Explain by • Using transitions and connectors to show causal relationships or procedures • Choosing every day or technical language to describe phenomena • Argue by • Expressing claims with evidence (e.g., “Socialism is a good government system because...”) • Listing content related ideas that represent different points of view on issues 				

Teacher Comments:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

English Language Development Progress Report Level 3 (Developing)

Year: _____

Student's Name: _____ Grade: _____ Teacher: _____ Course: _____

✓ = On Track

✓+ = Met

X = Not Met

E = Exceeded

Listening: Level 3 (Developing)	1	2	3	4
<p>Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> Process recounts by <ul style="list-style-type: none"> Identifying main ideas from short content-related oral presentations Classifying examples of genres read aloud (e.g., types of narration) Process explanations by <ul style="list-style-type: none"> Recognizing relationships in a series of oral statements Identifying causes for particular events or phenomena in short oral presentations Process arguments by <ul style="list-style-type: none"> Organizing information related to different perspectives presented orally Identifying language choices that represent specific points of view from a series of oral statements Discuss by <ul style="list-style-type: none"> Suggesting creative ways to resolve communication issues Clarifying one's own ideas using a variety of strategies (e.g., analogies or metaphors, paraphrasing) Asking clarifying questions in a respectful manner 				
Speaking: Level 3 (Developing)	1	2	3	4
<p>Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> Recount by <ul style="list-style-type: none"> Posing and responding to questions in small group discussions Describing the sequence of processes, cycles, procedures, or events with details Explain by <ul style="list-style-type: none"> Connecting causes to effects in a series of statements Sequencing processes, cycles, or procedures in short extended discourse Argue by <ul style="list-style-type: none"> Stating claims matched to evidence using a series of related sentences Suggesting details or reasons to reinforce points of view Discuss by <ul style="list-style-type: none"> Suggesting creative ways to resolve communication issues Clarifying one's own ideas using a variety of strategies (e.g., analogies or metaphors, paraphrasing) Asking clarifying questions in a respectful manner 				

Reading: Level 3 (Developing)	1	2	3	4
<p>Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in reading, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by <ul style="list-style-type: none"> • Recognizing lexical chains that show how characters and ideas are labeled across the text • Identifying detailed descriptions, procedures, and information in paragraphs ● Process explanations by <ul style="list-style-type: none"> • Identifying how language provides clarity and precision in describing topics or phenomena • Summarizing information with diagrams, models, flow charts, or illustrations ● Process arguments by <ul style="list-style-type: none"> • Identifying their purposes and audiences • Evaluating the strength of evidence statements 				
Writing: Level 3 (Developing)	1	2	3	4
<p>Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in writing, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by <ul style="list-style-type: none"> • Summarizing content-related material • Including important information and related details ● Explain by <ul style="list-style-type: none"> • Choosing words and phrases to provide precise details, descriptions, comparisons, and ordered procedures • Integrating headings, introductory statements, and other features to organize text ● Argue by <ul style="list-style-type: none"> • Justifying reasons or opinions with evidence • Summarizing opposing positions with evidence 				

Teacher Comments:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

English Language Development Progress Report (Expanding)

Year: _____

Student's Name: _____ Grade: _____ Teacher: _____ Course: _____

✓ = On Track

✓+ = Met

X = Not Met

E = Exceeds

Listening: Level 4 (Expanding)	1	2	3	4
<p>Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by • Following the steps of content-related tasks or assignments given orally • Identifying details from oral discussions (e.g., when, who, where, what, and why) ● Process explanations by • Identifying components of systems from multimedia • Interpreting cause and effect from oral discourse ● Process arguments by • Classifying claims and evidence from oral presentations • Differentiating multiple perspectives presented orally ● Discuss by • Demonstrating stamina when building ideas in a small group • Validating ideas of others • Sorting through one's own ideas to determine relevant ones • Providing and receiving constructive feedback from others tactfully 				
Speaking: Level 4 (Expanding)	1	2	3	4
<p>Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by • Presenting factual information on content-related topics to the class • Paraphrasing and summarizing content-related ideas in large and small groups ● Explain by • Describing components of systems in small groups and class discussions • Providing precise words and phrases to provide details, descriptions, classifications, comparisons, causes/effects, or procedures ● Argue by • Taking stances and defending them with evidence (e.g., using data or citations) • Comparing and contrasting different points of view ● Discuss by • Demonstrating stamina when building ideas in a small group • Validating ideas of others • Sorting through one's own ideas to determine relevant ones • Providing and receiving constructive feedback from others tactfully 				

Reading: Level 4 (Expanding)	1	2	3	4
<p>Student will move from a Level 3 (Developing) to a Level 4 (Expanding) reading, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Process recounts by • Identifying how the authors make language choices and adjusts for audience and purpose • Reflecting on various accounts of a subject told in different media (e.g., print and multimedia) • Process explanations by • Identifying the interdependence of parts of systems (e.g., technical, government, chemical) • Comparing information on phenomena across a variety of multimedia sources • Process arguments by • Identifying persuasive language across content areas • Following the progression of logical reasoning 				
Writing: Level 4 (Expanding)	1	2	3	4
<p>Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in writing, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Recount by • Creating narrative or informational extended text of past events or experiences (e.g., lab reports, current events) • Connecting main points, events, and central ideas to conclusions • Explain by • Presenting information objectively by using a neutral tone appropriate to the content area • Integrating images, diagrams, formulas, or charts to describe phenomena • Argue by • Evaluating and challenging evidence presented • Creating persuasive essays or reports & making adjustments for specific audiences 				

Teacher Comments:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4

English Language Development Progress Report (Bridging)

Year: _____

Student's Name: _____ Grade: _____ Teacher: _____ Course: _____

✓ = On Track

✓+ = Met

X = Not Met

E = Exceeds

Listening: Level 5 (Bridging)	1	2	3	4
<p>Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in listening by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Process recounts by • Reconstructing past experiences or series of events based on oral discourse • Recognizing nuanced meanings of words and phrases in extended oral discourse • Process recounts by • Reconstructing past experiences or series of events based on oral discourse • Recognizing nuanced meanings of words and phrases in extended oral discourse • Process arguments by • Identifying how language choices connect to particular audiences • Evaluating the purpose of arguments presented by others • Discuss by • Co-creating novel perspectives on issues • Responding to diverse perspectives and recognizing bias in one's own view • Generating new ideas or questions to sustain conversations 				
Speaking: Level 5 (Bridging)	1	2	3	4
<p>Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Recount by • Engaging in extended discussion of effects, impacts, or events related to content topics • Giving multimedia oral presentations on content-related material learned from various sources • Explain by • Presenting information using an objective, neutral tone in extended discourse • Using nominalization to compress information and maintain coherence (e.g., "This expansion...", "Weathering...", "An implication...") • Argue by • Challenging evidence and claims in debates • Convincing audiences of personal points of view using persuasive language • Discuss by • Co-creating novel perspectives on issues • Responding to diverse perspectives and recognizing bias in one's own view • Generating new ideas or questions to sustain conversations 				

Reading: Level 5 (Bridging)	1	2	3	4
<p>Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in reading, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Process recounts by • Identifying how text structure supports comprehension and retrieval of information and details • Identifying the central idea or theme and how it is supported by clear descriptions and extended details • Process explanations by • Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms • Tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples • Process arguments by • Recognizing multiple perspectives and points of view on any given issue • Identifying evidence of bias and credibility of sources 				
Writing: Level 5 (Bridging)	1	2	3	4
<p>Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) writing, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Recount by • Sequencing using language that creates coherence • Organizing information according to content-specific expectations • Explain by • Synthesizing information and details about phenomena from a variety of sources • Organizing information and details logically and cohesively • Argue by • Organizing information to show logical reasoning • Integrating multiple perspectives and evidence from a variety of sources 				

Teacher Comments:

Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4



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