

# SEQUOIA UNION HIGH SCHOOL DISTRICT

## Curriculum Guide ESL 1

*The ESL program is based on the California Standards for English Language Development and the California English-Language Arts Framework, which are composed of objectives and benchmarks for the listening, speaking, reading, and writing English. The ESL courses build academic English proficiency as rapidly and effectively as possible.*

**Course:** ESL 1

**Description:**

This course offers communication-based instruction in listening, speaking, reading, & writing for beginning English learners. Students learn basic vocabulary for social and academic settings along with basic pronunciation, phonemic awareness, grammar, idiomatic expressions, and spelling. Teachers use student-centered lessons and activities that promote self-esteem and cross-cultural understanding, as well as context-rich activities that challenge students to build social and academic English skills that prepare them for future courses.

**Prior Learnings/Prerequisites:**

Students are assessed in and found to be at the beginning level of English acquisition, lacking the skills to take ESL 2.

Required Course Texts & Literature

*High Point Basics ELD Program*

**Key to Abbreviations**

10.7 = *High Point Basics Teacher Guide*, Unit 10, Lesson 7

(Since there are 18 units, each unit denotes a two week block of time during the year. 10 signifies the 19<sup>th</sup> and 20<sup>th</sup> week of the year, also the first two weeks of the second semester)

L43 = *High Point Basics Language Practice Book*, page 43

R12 = *High Point Basics Reading Practice Book*, page 12

A51 = *High Point Basics Assessment Handbook*, page 51

T32 = *High Point Basics Teacher Guide*, page 32

\* = This activity is also in the Assessment column

**Note:** The activities in the *Assessments* column, some of which are the same as in the *Core Activities* column, are modified for assessment and contain one or more of the following: checklist, rubric, anecdotal form, or point system.

Teacher Participants

**Grade Level: 9-12**

**Length of Course: 1 year**

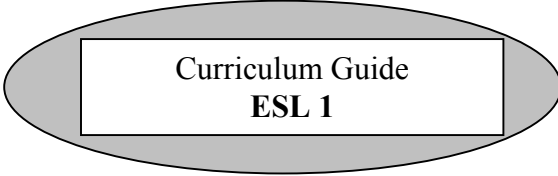
**Units: 10**

**Meets Requirements for:**

SUHSD Graduation

# Standard 1.0 - LISTENING

Students comprehend high-frequency words, basic phrases, and questions in social and academic settings.



<b>1.0 Benchmarks</b> <i>The student will:</i>	<b>Assessments</b>	<b>Core Activities</b>
1.1 Respond verbally or non-verbally to basic commands, questions, & oral directions in social and academic contexts.	<ul style="list-style-type: none"> <li>• Ongoing authentic assessments: use teaching activities and real situations as assessments with checklists, rubrics, &amp; anecdotes.</li> </ul> <i>Students:</i> <ul style="list-style-type: none"> <li>• Match numbers to words (0.1)</li> <li>• Point to items in class or on paper (0.3)</li> <li>• Unit Test Language Acquisition Rubric (A1c, 2, 10, 18, 26, 34, 42)</li> <li>• TPR with prepositions (5.2)</li> <li>• Charades with checklist (5.3)</li> <li>• TPR Directions checklist</li> <li>• Map checklist</li> </ul>	<i>Students:</i> <ul style="list-style-type: none"> <li>• Point to, label, &amp; sort school objects, places, &amp; personnel (0.2-5)</li> <li>• Use map of school for directions/locations (0.9-0.10)</li> <li>• Act out classroom actions (0.17, 0.19)</li> <li>• Respond to class schedule questions (0.14)</li> <li>• Use “Do you like..?” responses with food (0.26, 0.37)</li> <li>• Use “Can you...I can..” responses (0.30-31)</li> <li>• Use “Have/has...How do you feel with health (0.34)</li> <li>• Use “I need...I think...” patterns for science (0.42)</li> <li>• Simulate buying food in cafeteria (0.38)</li> <li>• Point to body parts (0.33)</li> <li>• Respond to questions about physical activities (0.29-30)</li> <li>• Draw time on clocks (0.13)</li> <li>• Exchange greetings and give personal information (1.2-6)</li> <li>• Answer questions about your city (5.2)</li> <li>• Respond to questions about house diagram &amp; its household objects (6.4-5)</li> <li>• Act out common commands (7.2)</li> <li>• Listen to a book on dancing and classify information in semantic map (9.6)</li> <li>• View images (of animals) and listen to how they are similar with info put on a chart (12.1)</li> <li>• Listening bingo with animals and traits to preview for an expository text (12.6)</li> <li>• Learn form Total Physical Response activities (e.g., Simon Says, etc.).</li> <li>• Follow instructions to draw a picture.</li> <li>• Follow oral map directions.</li> </ul>

		<ul style="list-style-type: none"> <li>• Respond to oral prompts by identifying items on real materials (bills, ads, lists, schedules, calendars)</li> <li>• Answer simple interview questions</li> </ul>
1.2 Comprehend basic conversations, stories, & situations	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Tell partner 3 events in sequence from story (1.8)</li> <li>• Draw characters and scenes from a story (3.6)</li> <li>• Raise hands when hear certain words in a story (3.7)</li> <li>• Retell story with cards &amp; story chart (4.6-7)</li> <li>• Share with partner details of a reading (6.6)</li> <li>• Answer comprehension questions about text (6.11)</li> <li>• Story illustrations</li> <li>• Drawing time on clocks</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Role play and echo reading of social courtesies (0.10)</li> <li>• Play I Spy game with clothes and colors (0.45)</li> <li>• Role play with telephone and other communication devices (1.7)</li> <li>• Use visual aids to retell a story (1.8-1.9)</li> <li>• Listen and learn chant about friendship with past tense verbs (8.2)</li> <li>• Act out feelings (8.3)</li> <li>• Listen to story being read and identify cause/effect on chart (8.6)</li> <li>• Role play giving and accepting an invitation (9.7)</li> <li>• Chart cause and effects of story (10.6-7)</li> <li>• Fill in character chart while listening to a story (14.6)</li> <li>• Model how to place steps in a sequence and have students respond (farming) (17.1)</li> <li>• Draw the events &amp; characters of simple stories</li> </ul>
1.3 Comprehend and build essential social and academic (content area) vocabulary	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Identify high frequency words checklist (1.10)</li> <li>• Listen and write numbers dictated in context (4.3)</li> <li>• Explicit and Implicit questions based on text w/ rubric</li> <li>• Describe pictures with math, science, and social studies vocabulary</li> <li>•</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Listen to math language to solve problems (1.15)</li> <li>• Identify and draw shapes (0.18)</li> <li>• Develop a high-frequency word list (0.23, 1.10)</li> <li>• Pantomime science vocabulary processes (0.41)</li> <li>• Learn vocabulary for clothing, colors, months, time (0.43-56)</li> <li>• Listen, learn, and repeat chant/song/poem (body parts, U.S. history, (3.2, 15.2, 16.2)</li> <li>• Listen to geography article and answer questions in groups using new vocabulary (4.13)</li> <li>• Learn from TPR with ordinal numbers (4.5)</li> <li>• Use number of family members to create fractions, decimals, and percentages (6.13)</li> </ul>

		<ul style="list-style-type: none"> <li>• Listen to social studies text on celebrations (9.12)</li> <li>• Understand and respond to direction commands (11.3)</li> <li>• Review 58 high-frequency words from expository text (12.6)</li> <li>• Listen and respond to questions about story elements (plot, setting, characters) (14.2)</li> <li>• Presentation with visuals of science concepts and vocabulary (plants) (17.12)</li> <li>• Listen to science article (moon) and take notes (18.12)</li> <li>• Identify or draw described items (letters, numbers, names, states).</li> </ul>
1.4 Use phonemic awareness to discriminate between/among similar sounds and words	<ul style="list-style-type: none"> <li>• Write first letter of words said by teacher (0.8)</li> <li>• Fill in incomplete words dictated by teacher (3.10)</li> <li>• Phonemic Awareness Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher modeling and choral reading to emphasize sounds of consonants, vowels, and blends (0.11-12, 0.27-28, 1.11-12, 2.9-10, 3.9-10, 4.9, 5.11)</li> </ul> <p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Learn blending and combining multisyllabic words (5.11)</li> <li>• Use word cards practice for sounds in pairs (0.7-8)</li> <li>• Count words/matching initial sounds (0.15-16)</li> <li>• Practice sentence patterns w/ plural (0.25)</li> <li>• Accurately write down dictated material.</li> </ul>
1.5 Recognize & respond appropriately to common non-verbal clues such as body language and facial expressions.	<ul style="list-style-type: none"> <li>• Checklist for writing down or saying expressions acted out by teacher (8.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher models feelings and expressions and uses “was/felt” (8.6)</li> </ul>

## Standard 2 – Speaking

Students use basic words, phrases, sentences, and non-verbal cues to communicate in English.

<b>2.0 Benchmarks</b> <i>The student will:</i>	<b>Assessment</b>	<b>Core Teaching Activities</b>
2.1 Name principle school locations and objects.	<i>Students:</i> <ul style="list-style-type: none"> <li>Identify objects and locations checklist (0.2)</li> <li>TPR directions checklist</li> </ul>	<i>Students:</i> <ul style="list-style-type: none"> <li>Students identify objects and locations in pictures and in classroom (0.2)</li> <li>Verbally identify objects in the classroom with partners</li> </ul>
2.2 Answer & ask basic personal questions; give and request basic information.	<ul style="list-style-type: none"> <li>Ongoing authentic assessments: use teaching activities (in next column) and real situations as assessments with checklists, rubrics, samples &amp; anecdotes.</li> <li>Unit Test Language Acquisition Rubric (A1c, 2, 10, 18, 26, 34, 42)</li> <li>Oral interview rubric</li> </ul> <i>Students:</i> <ul style="list-style-type: none"> <li>Self-Assess (A9, 17, 25, 33, 49)</li> <li>Simulate phone conversation (1.7)</li> <li>Ask &amp; answer questions about pictures (3.5, 3.12)</li> <li>Give and carry out commands (7.2)</li> <li>Describe situation or pictures (There is/there are ..) w checklist</li> </ul>	<i>Students:</i> <ul style="list-style-type: none"> <li>Give information about self and others (1.3-6)</li> <li>Simulate buying food in cafeteria (0.38)</li> <li>Yes/No questions about careers (3.5)</li> <li>Listen and ask questions about numbers (3.4)</li> <li>Use “Do/Does...” questions with pronouns for numbers (4.2)</li> <li>Ask and give information about neighborhoods and cities (5.3)</li> <li>Give directions using map of building complex and yard (11.3)</li> <li>Ask “How” and “Why” questions (careers) (16.3)</li> <li>Simulation of buying and selling (market) (17.2)</li> <li>Give information based on science diagram (solar system) (18.4)</li> <li>Answer telephone and respond appropriately to basic questions</li> <li>Respond correctly to job interview and personal questions</li> <li>Talk about favorite and familiar things</li> <li>Interviews in pairs and groups</li> <li>Role plays and simulations</li> <li>Surveys and Polls</li> </ul>

<p>2.3 Use new vocabulary to describe &amp; clarify meaning</p>	<ul style="list-style-type: none"> <li>• Ongoing authentic assessments</li> <li>• Unit Test – Vocabulary (A1e, 2, 11, 19, 27, 35, 43)</li> <li>• Use teaching activities as assessments by adapting them for rubrics and checklists</li> </ul> <p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Partners describe what each other is wearing (0.45)</li> <li>• Name day of week and what do on that day (0.49)</li> <li>• Describe pantomimed actions (0.54)</li> <li>• Build sentences from word chart (jobs &amp; tools) (3.1)</li> <li>• Cloze exercise for high-frequency words (5.10)</li> <li>• Give mock weather reports (7.4)</li> <li>• Describe place, weather, and what to wear (7.6)</li> <li>• Retell text with rubric</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Do science experiment with graph (plants absorb water) (0.41)</li> <li>• Orally describe a picture of strange food (2.1-2)</li> <li>• Describe science processes: rocks, measurement (3.13)</li> <li>• Use ordinal numbers to understand a picture (4.5)</li> <li>• Cloze exercise for high-frequency words* (5.10)</li> <li>• Create a family tree and a chant that describes it (6.2)</li> <li>• Design a dream house as a group and describe it to class (6.5)</li> <li>• Match clothes to pictures of weather (7.4)</li> <li>• Use “was/were” to tell about friends at a house and feelings (8.4-5)</li> <li>• Describe actions in pictures with “is/are + gerund” (9.3)</li> <li>• Create and describe movements of a dance (9.6)</li> <li>• Use new vocabulary from picture (science) to describe it (I see/There are, etc.) (12.3)</li> <li>• <i>Information gap</i> activities such as map reading, dictated drawings, charades</li> </ul> <p><i>Teachers use:</i></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Numbered Heads Together</li> <li>• Poster Projects</li> </ul>
<p>2.4 Use common greetings, leave-taking, and norms of conversation</p>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Partners introduce classmates to teacher (0.6)</li> <li>• Daily greeting of teacher checklist</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Learn a chant about hello/goodbye (1.1)</li> <li>• Inside/outside circle interviews (1.1)</li> <li>• Introduce classmates with cards (1.1)</li> </ul>

<p>2.5 Express basic needs, interests, opinions, &amp; preferences</p>	<ul style="list-style-type: none"> <li>• Ongoing authentic assessments based on activities (in next column)</li> <li>• Oral interview with rubric</li> </ul> <p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Express agreement and disagreement rubric (music) (18.2)</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Make and accept an apology (8.7)</li> <li>• Use “have to/need to + verb” to describe pictures (10.4)</li> <li>• Role play mock council to discuss how to distribute class budget (10.12)</li> <li>• Practice on norms of discussing a topic (13.2)</li> <li>• Brainstorm what students want to learn at beginning of unit (17.1)</li> <li>• Express agreement and disagreement (music) (18.2)</li> <li>• Conversation lines/circles (one line moves so different students react with on another w/ questions)</li> </ul>
<p>2.6 Use appropriate expressions, gestures, and visual aids to make basic oral presentations.</p>	<ul style="list-style-type: none"> <li>• Oral Presentation of family tree (6.2)</li> <li>• Story retelling rubric for using character charts &amp; graphic organizers (14.7, 18.7)</li> <li>• Explanation of project or exhibit with rubric</li> <li>• Present research</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Role play a scene from a picture (“I am...”) (6.1)</li> <li>• Retell and act out a story with various actions (8.11)</li> <li>• Present student-made book to group or class (8.14)</li> <li>• Retell a story using character chart graphic organizer (14.7)</li> <li>• Retell a story using a story map (18.7)</li> <li>• Language Experience Approach</li> </ul>
<p>2.7 Use idioms appropriately</p>	<ul style="list-style-type: none"> <li>• Idiom Checklist</li> <li>• Quiz on use of idioms</li> </ul>	<p><i>Students use:</i></p> <ul style="list-style-type: none"> <li>• Idiom Pictures and pantomimes</li> <li>• Idiom Cards</li> <li>• Idiom songs</li> </ul>
<p>2.8 Use basic grammar and pronunciation effectively.</p>	<ul style="list-style-type: none"> <li>• Ongoing authentic assessments</li> <li>• Unit Test – Patterns &amp; Structures (A1g, 4, 13, 21, 29, 44)</li> <li>• Key word pronunciation checklist</li> <li>• Checklist for 1<sup>st</sup> and 3<sup>rd</sup> person practice (3.3)</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Describe career verbs with third person –s (3.3)</li> <li>• Use pronouns to describe pictures (3.4)</li> <li>• Use negative sentences in airport situation (4.4)</li> <li>• Answer questions about animals with contractions (I’m, he’s, we’re, they’re) (5.14)</li> </ul>

	<ul style="list-style-type: none"> <li>• Think-Pair-Share checklist to describe science text (7.13)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• “There is, there are...” to describe what is in a city (5.7)</li> <li>• “Have/has” practice with family members (6.3)</li> <li>• “Can + verb” practice with outdoor activities (7.5)</li> <li>• Practice with possessive “s” (8.12)</li> <li>• Verbs with –ing ending (9.9)</li> <li>• Use possessive pronouns to describe an accident (10.5)</li> <li>• Use irregular past tense to describe past (11.2, 11.5, 13.5)</li> <li>• Practice with object and person pronouns (13.6-7, 15.5)</li> <li>• Commands for daily activities (14.5)</li> <li>• Learn and recite poem (16.10)</li> <li>• Echo reading an expository text (17.6)</li> <li>• Future tense with “will” and “going to” (18.3)</li> <li>• Conversation cards and picture flashcards</li> <li>• Word and Sentence Sequencing</li> </ul>
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**Standard 3 – READING**

**ELD Beginning**

Students read and comprehend basic personal and academic written English.

<p><b>3.0 Benchmarks</b> <i>The student will:</i></p>	<p><b>Assessment</b></p>	<p><b>Core Teaching Activities</b></p>
<p>3.1 Use letter-sound correspondences to identify and produce sounds and words.</p>	<ul style="list-style-type: none"> <li>• Decoding progress checklists (0-18)</li> <li>• Self-Assess Form (A9, 17, 25, 33, 49)</li> <li>• Unit Test – Letters &amp; Sounds/ Word Recognition (A1k, 5, 14, 22, 30, 45)</li> <li>• Write first letter of dictated words (0.44)</li> <li>• Make rhyming words in pairs (1.11)</li> <li>• Miscue Analysis</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Listen to and read a story aloud (2.6)</li> <li>• Match words with short vowels to describe a picture (2.9-10)</li> <li>• Choral reading of story (5.8)</li> <li>• Contrast short and long vowels (6.9, 7.9, 10.9)</li> <li>• Use word patterns to decode words (6.9, 6.11, 7.10)</li> <li>• Silent “e” rule with common objects (6.10)</li> <li>• Practice with various rules and sounds of “-ed” for past tense (8.9-10)</li> <li>• Choral read of biography (along with CD) (11.6)</li> <li>• Practice R-controlled vowels (11.10)</li> <li>• Echo reading of poem (on environment) (12.2)</li> <li>• Use diagram of mouth on poster or overhead to show how sounds are made</li> </ul>
<p>3.2 Recognize and figure out words in context.</p>	<ul style="list-style-type: none"> <li>• Sentence Frames (2.13)</li> <li>• Unit Tests – “Read on your own” sections</li> <li>• “Figuring out words” checklist</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Cloze exercise to understand words in context (2.8, 3.8)</li> <li>• Predict words while listening to text (15.6)</li> <li>• Practice with words in context (10.8)</li> </ul> <p><i>Teachers use:</i></p> <ul style="list-style-type: none"> <li>• Think Alouds to model how to show how figure out words in context</li> </ul>

<p>3.3 Use and build background knowledge and skills (&amp; schema) before, during, and after reading; transfer and apply knowledge and skills to new learning across various text genres.</p>	<ul style="list-style-type: none"> <li>• Quickwrite about topic of reading</li> <li>• Brainstorming session checklist/cards</li> <li>• Background Knowledge Frame</li> <li>• Background Knowledge Rubric</li> <li>• Textbook pre-reading checklist</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Brainstorm about community for story and do vocabulary preview (5.8)</li> <li>• Respond to questions to prepare for expository reading (5.13)</li> <li>• Predict text content from pictures (6.11)</li> <li>• Set a purpose for reading science text (7.11)</li> <li>• Concrete example and question (for evaporation) to prepare for reading (7.13)</li> <li>• Question prompt about friendship reading (8.6)</li> <li>• Visualize while reading text (9.11)</li> <li>• Make a class list of items that relate to the story (electricity-using machines) (10.6)</li> <li>• Set a purpose for reading expository article about local government (10.12)</li> <li>• Brainstorm steps to improve community (11.1)</li> <li>• Brainstorm about civil rights and freedom to prepare for reading (11.4)</li> <li>• Preview vocabulary to be found in text expository text (11.11)</li> <li>• Students share fables to prepare for reading (14.6)</li> <li>• Use title and first lines to predict story (18.11)</li> <li>•</li> </ul>
<p>3.4 Use reading strategies and thinking skills to comprehend text (e.g., main idea, inference, sequence, classifying, summarizing, etc.)</p>	<ul style="list-style-type: none"> <li>• Create questions about social studies text &amp; map (5.15)</li> <li>• Checklists of Reading Habits (page T356)</li> <li>• Answer review questions for texts (units 1-18)</li> <li>• Use graphic to identify story problem and solution (4.6)</li> <li>• Semantic map for expository text / rubric (9.6)</li> <li>• Main Idea poster graphic with checklist</li> <li>• Cause/Effect chart / checklist</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Sort food into categories (2.2-3)</li> <li>• Sequence pictures to create cartoons (2.5-7)</li> <li>• Predict &amp; identify details in a story (3.6)</li> <li>• Identify main idea with graphic organizer of and retell (3.7)</li> <li>• Establish purpose for reading/prediction with expository text (3.11)</li> <li>• Comparing and sorting (rocks) (3.13)</li> <li>• Use graphic to identify story problem and solution* (4.6)</li> <li>• Fill in chart that analyzes details for an expository reading (5.13)</li> <li>• Use main idea diagram w/ supporting details for expository text (6.6-7, 15.6)</li> <li>• Classify information from text on habitats into a semantic map (7.6, 7.11)</li> <li>• Fill in cause and effect chart for a story (8.11)</li> <li>• Create timeline on biography (MLK) (11.6-7)</li> <li>• Classify information from expository reading into a Who-Where-What-How chart (11.11)</li> <li>• Make a data chart and timeline for expository reading (12.7)</li> <li>• Setting a purpose and visualizing expository text (12.11)</li> <li>• Make comparison “before-after” chart for history text* (13.10)</li> </ul>

	<ul style="list-style-type: none"> <li>• Think Aloud &amp; Retelling Rubrics</li> <li>• Make comparison “before-after” chart for history text (13.10)</li> <li>• Group activity: students match their main idea cards with appropriate detail cards (15.6)</li> <li>• Draw pictures that show two sides of a text</li> <li>• Venn diagram with checklist for comparing</li> </ul>	<ul style="list-style-type: none"> <li>• Practice in stopping and summarizing/paraphrasing (13.13)</li> <li>• Group activity: students match their main idea cards with appropriate detail cards* (15.6)</li> <li>• Main idea poster activity: supply main idea or details on different posters for completion (15.7)</li> <li>• Use category chart to classify (famous Americans) (16.6)</li> <li>• In a group, create questions about an article &amp; map (16.12)</li> <li>• Make a comparison chart from text (crops) (17.6)</li> <li>• Visualize narrative text (legend) (18.11)</li> </ul>
<p>3.5 Recognize and understand a variety of text genres such as articles, editorials, letters, applications, &amp; web pages.</p>	<ul style="list-style-type: none"> <li>• Answer expository text about science and answer questions (7.11)</li> <li>• Read and create timeline of biography (11.6)</li> <li>• Research web sites to create comparison report (17.13)</li> <li>•</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Read and retell expository paragraph (2.11)</li> <li>• Read expository text about wetlands and answer open questions* (7.11)</li> <li>• Read and create timeline of biography* (11.6)</li> <li>• Read and chart a web site on social studies content (government) (13.14)</li> <li>• Research web sites to create comparison report* (crops) (17.13)</li> </ul>
<p>3.6 Recognize and understand social and academic vocabulary, written directions, &amp; common idioms.</p>	<ul style="list-style-type: none"> <li>• Cloze with science vocabulary (2.13)</li> <li>• Projects and experiments with directions</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Preview vocabulary to be found in text expository text (11.11)</li> <li>• Expand vocabulary with word cards (17.11)</li> <li>• Vocabulary Bingo &amp; Crosswords</li> <li>• Follow written directions to do a simple experiment</li> </ul>

<p>3.7 Understands texts such as signs, symbols, maps, charts, labels, diagrams, and advertisements.</p>	<ul style="list-style-type: none"> <li>• Ask questions about a chart (population) (4.13)</li> <li>• Create a basic bar graph from information gathered in class interviews (8.13)</li> <li>• Oral or written description of map, signs, diagrams, and ads w/ rubric</li> <li>• Create a map</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Interpret a city sign by brainstorming (5.1)</li> <li>• Review meanings of street signs (5.8)</li> <li>• Read social studies reading and interpret map and use scale (5.15)</li> <li>• Interpret diagram of life cycle and water cycle (7.13)</li> <li>• Interpret and create a bar graph (8.13)</li> <li>• Read text (on voting) and interpret its pie chart of percentages (11.12)</li> <li>• Read science text and interpret a line graph (12.12)</li> <li>• Interpret data chart on heart rate (15.1)</li> <li>• Interpreting geography and giving directions on a continent map (16.4)</li> <li>• Information gap activities with maps, charts, and diagrams in context</li> </ul>
<p>3.8 Identify sequence, characters and basic plot components of narrative texts.</p>	<ul style="list-style-type: none"> <li>• Retell and act out steps from text (2.11)</li> <li>• Create a poster or book jacket that shows the events and characters of a story</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Read, predict, retell a story to partner and identify sequence (1.12-13)</li> <li>• Retell a story using graphic organizer (4.7)</li> <li>• Create narrated drama of story (5.8)</li> <li>• Create “goal-events-outcome” map based on a story (18.6, 18.11)</li> <li>• Illustrate a story</li> <li>• Fill in Story Map</li> </ul>
<p>3.9 Recognize the difference between first and third person verbs using basic phrases &amp; sentences.</p>	<ul style="list-style-type: none"> <li>• Unit tests – Patterns &amp; Structures</li> <li>• Describe pictures of daily actions and jobs in 3<sup>rd</sup> person (3.3)</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Describe pictures of daily actions and jobs in 3<sup>rd</sup> person (3.3)</li> <li>• “Do/does, have/has, like/like describe (4.2, 6.3, 9.5)</li> <li>•</li> </ul>
<p>3.10 Recognize and use knowledge of simple affixes, prefixes, synonyms, &amp; antonyms to interpret the meaning of unknown words.</p>	<ul style="list-style-type: none"> <li>• Unit tests – Word recognition sections</li> <li>• Quizzes on affixes and roots</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Practice with antonyms that describe fictional characters (14.3)</li> <li>• Concentration game with opposites that relate to text to be read (14.6)</li> <li>• Practice with suffixes and prefixes (17.9-10)</li> </ul>

## Standard 4 – WRITING

Students write familiar words, phrases, and sentences for personal and academic purposes.

<b>4.0 Benchmarks</b> <i>The student will:</i>	<b>Assessment</b>	<b>Core Teaching Activities</b>
4.1 Form legible and correct sentences and questions from visual, oral, or written prompts.	<ul style="list-style-type: none"> <li>• Partner Checklists for Writing (Units 1-18) (on page T310)</li> <li>• Self-assessment checklist for legibility</li> <li>• Create questions from a picture or pantomime</li> <li>• Punctuation/Caps checklist for quickwrites (7.14)</li> </ul>	<i>Students:</i> <ul style="list-style-type: none"> <li>• Create sentences using word tiles (0.40)</li> <li>• Think-Pair-Share, negative sentences (food) (2.12)</li> <li>• Answer questions about work (3.12)</li> <li>• Correctly write down dictated information</li> <li>• Take notes on a movie, slide show, or lecture.</li> <li>• Describe pictures with complete sentences</li> <li>• Write answers to oral and written questions</li> <li>•</li> </ul>
4.2 Use basic conventions of writing, such as punctuation, capital letters, spelling, and paragraph format; begin to self-monitor and self-correct punctuation.	<ul style="list-style-type: none"> <li>• Writing Checklist (A51)</li> <li>• Self-Assess Form (A9, 17, 25, 33, 49)</li> <li>• Students correct sentences (1.14)</li> <li>•</li> </ul>	<i>Students:</i> <ul style="list-style-type: none"> <li>• Listen to dictated sentences and write (1.14)</li> <li>• Spelling practice with blends (3.10, 4.10)</li> <li>• Use contractions (not) to describe food (4.12)</li> <li>• Capitalization practice (travel, people) (7.12, 16.5)</li> <li>• Use computer appropriately for letters, essays, etc., with spell check, copy/edit, etc.</li> <li>• Paragraph completion and cloze passages</li> </ul>

<p>4.3 Write a cohesive paragraph of at least four sentences.</p>	<ul style="list-style-type: none"> <li>• Writing Process Checklist</li> <li>• Paragraph Rubrics</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Create a job report or interview questions (3.14)</li> <li>• Practice correct paragraphs using a main idea diagram (15.12)</li> <li>•</li> </ul>
<p>4.4 Use pre-writing strategies (e.g., brainstorming, semantic maps, word webs, Venn diagrams, &amp; charts)</p>	<ul style="list-style-type: none"> <li>• Rubric for graphic representations to organize and remember information</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Create semantic maps (seasons) (7.5)</li> <li>• Create semantic maps, topic diagrams, and charts (family album, student-made books, posters, travel guides) (6.14, 7.7, 7.14, 8.14, 12.13)</li> <li>• Use Venn diagram to organize info for a comparison paragraph (crops) (17.13)</li> <li>• Quickwrites from prompt or questions of the day</li> <li>• Use a graphic organizer that summarizes a story to provide a framework for writing a simple paragraph about the story</li> </ul>
<p>4.5 Understand basic grammar and parts of speech (e.g., noun, verb, adjective, adverb, pronoun, articles, conjunctions, prepositions)</p>	<ul style="list-style-type: none"> <li>• Checklists and quizzes on part of speech</li> <li>• Rubric for diagrams of parts of speech</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Describe food with adjectives (2.2-4)</li> <li>• Build sentences using action verbs (2.5)</li> <li>• Present-tense verbs w/ cloze (3.3)</li> <li>• Use simple past tense to describe common activities (5.5-6)</li> <li>• Use nouns and plurals in cloze activity about moving to a new place (6.12)</li> <li>• Use adjectives to describe pictures (12.5)</li> <li>• Practice with nouns (history text) (13.4)</li> </ul>

<p>4.6 Correctly fill out forms, applications, &amp; surveys</p>	<ul style="list-style-type: none"> <li>• Job applications and school forms / checklist</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Fill out emergency cards and job applications</li> </ul>
<p>4.7 Produce independent writing in a variety of genres (e.g., letter, narrative, descriptive, expository) that is understandable despite errors.</p>	<ul style="list-style-type: none"> <li>• Portfolio assessment form (A52)</li> <li>• Unit Test – Writing (A1n, 6, 15, 24, 31, 46)</li> <li>• Postcard checklist for caps and periods (1.16)</li> <li>• Describe an art project about food (2.14)</li> <li>• Create a country fact sheet (4.14)</li> <li>• Summary paragraphs of text / rubric</li> </ul>	<p><i>Students:</i></p> <ul style="list-style-type: none"> <li>• Create a postcard about a place (1.16, 7.3)</li> <li>• Describe an art project about food (2.14)</li> <li>• Create a country fact sheet (4.14)</li> <li>• Create a family character chart and then an illustrated family album (6.14)</li> <li>• Create travel guides that describe habitats (7.7)</li> <li>• Design a country travel brochure using semantic map (7.14)</li> <li>• Create a book on friendship with actions, places and feelings (8.14)</li> <li>• Create job advertisement from semantic map or outline (10.13)</li> <li>• Create a mandala circle (helping others) (11.13)</li> <li>• Create a poster about a science topic (endangered animal) (12.13)</li> <li>• Make a chart comparing social studies concepts of past and present (13.15)</li> <li>• Create a different ending for a story (14.13)</li> <li>• Create a postcard in response to text (16.11)</li> <li>• Write a biography summary of a famous person using notecards (16.13)</li> <li>• Write a diamante poem (18.13)</li> <li>• Write a letter for a specific purpose</li> <li>• Write invitations, thank you cards, story summaries, grocery lists, telephone messages, short poems, schedules, event plans</li> <li>• Correspond with pen pals (email or other)</li> <li>• Write about a current event and illustrate it.</li> </ul>
<p>4.8 Produce basic</p>	<ul style="list-style-type: none"> <li>• Journal rubric and checklist</li> </ul>	<p><i>Students:</i></p>

autobiographical works and express preferences, opinions, and feelings	<ul style="list-style-type: none"> <li>• Self-assessment writing checklist</li> <li>• Timeline rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Journal entries using past tense and place vocabulary (5.16)</li> <li>• Create personal timeline with words, drawings (13.1)</li> <li>• Language Experience Approach</li> </ul>
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<p><b>Additional Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>• Picture Stories and More Picture Stories (Longman)</li> <li>• Stories Plus</li> <li>• ESL Teacher’s Holiday Activities Kit</li> <li>• Fun w/ Grammar )Prentice Hall</li> <li>• Easy True Stories Set (Longman)</li> <li>• Transitions and Gateways (Oxford)</li> <li>•</li> </ul>	<p><b>Intervention and Extension Strategies:</b></p> <ul style="list-style-type: none"> <li>• Mini-lessons for students who are behind in learning certain content and skills.</li> <li>•</li> </ul>
<p><b>Correlation to Other Subject Areas:</b></p> <ul style="list-style-type: none"> <li>• Thematic instruction that incorporates relevant themes from students’ lives and content from other courses.</li> </ul>	<p><b>Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Individual Reading Inventories (<i>Qualitative Reading Inventory III</i>) for students with possible reading difficulties</li> <li>• Authentic Assessment for English Language Learners (Addison-Wesley)</li> </ul>