

LONG HILL TOWNSHIP PUBLIC SCHOOLS

ENGLISH AS A SECOND LANGUAGE

GRADES K-8

Adopted April 12, 2010

ACKNOWLEDGEMENTS

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AFFIRMATIVE ACTION STATEMENT

It is the policy of the Board of Education to provide equal employment and educational opportunities regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence, social or economic condition, or non-applicable handicap/

Affirmative Action Officer:

John Esposito
School Business Administrator/Board Secretary
759 Valley Road
Gillette, NJ 07933
(908) 647-1200

ADAPTATIONS FOR SPECIAL EDUCATION STATEMENT

Although this curriculum guide has been developed for general education delivery, the knowledge, skills, attitudes, and behaviors identified are appropriate for the special education students in Long Hill Township. Modifications necessary to accommodate the education needs of individual student's handicaps will be described in the Individualized Educational Programs (IEP). They are on file at:

Office of Special Services
c/o Millington School
91 Northfield Road
Millington, NJ 07946
(908) 647-1202

INTRODUCTION

The Long Hill Township English as a Second Language (ESL) program is a transitional program for students of Limited English Proficiency (LEP). The program was designed to provide students in Grades Kindergarten to eight with instruction in English so that they may develop the language skills necessary to enable them to function successfully in the classroom, the school, and the community.

The New Jersey Administrative Code chapter on Bilingual Education mandates that any school district with a bilingual and/or English as a Second Language program develop an ESL curriculum that addresses the linguistic needs of limited English proficient students. This curriculum must be aligned to the ESL Standards for Pre-K-12 students, developed by the Teachers of English to Speakers of other Languages (TESOL), and which have been adopted into code by the New Jersey State Department of Education.

The Long Hill Township Curriculum Guide was developed to meet the Goals and Standards of the ESL Standards for Pre-K-12 Students developed by TESOL. This guide is also aligned to the New Jersey Core Curriculum Content Standards for Language Arts Literacy and to the Cross-Content Workplace Readiness Standards.

PURPOSE/RATIONALE

The non-English speaking students may experience a sense of isolation and alienation, as well as frustration, as they endeavor to learn English and to become adjusted to their new environment. The purpose of the English as a Second Language (ESL) program is to provide the limited English proficient (LEP) students with the instruction necessary to learn the English language and make a rapid and smooth transition into the new language and culture.

The goals of the ESL program are as follows:

1. To develop in the students the English language skills of listening, speaking, reading and writing.
2. To develop the English language skills which will enable students to participate and function effectively in the classroom and other social settings.
3. To develop in the students an understanding of local American customs and traditions.
4. To foster a positive self-concept and pride in their own language and culture.
5. To assist in the students' transition and adjustment into the academic mainstream of the classroom, school and social environment.
6. To encourage the students and their parents to become involved in the new school.

FORMAT FOR INSTRUCTION

The Long Hill Township English as a Second Language Program was designed to meet the communication needs (academic, social and cultural) of limited English proficient students. It develops all the language skills of listening, speaking, reading and writing in the English language. The instructional methods and strategies are varied and take into account each student's native language, cultural background, and individual learning style. There are multiple hands-on activities throughout the program, which include the use of technology. These activities are based on the progress and ability of the individual student.

PROGRAM DESCRIPTION

Students of limited English proficiency (LEP) are those students whose native language is other than English and who have such difficulty speaking, reading, writing or understanding the English language as to be denied the opportunity to learn successfully in classrooms where the language of instruction is in English.

LEP student in Long Hill Township are identified at the time of registration or by the classroom teacher. LEP students enter the English as a Second Language program (ESL) after they are tested by the ESL teacher using the Idea Proficiency Test (IPT), an assessment tool approved by the State of New Jersey. Parent notification and consent are a part of the entrance process.

Students are groups according to grade level and level of English language proficiency. In grades K-5, ESL is a daily pull-out program in which the student is taken from the regular classroom for a period of ESL instruction. In grades 6-8, ESL is a separate class offered as part of the student's regular schedule. During all other times the student is expected to attend to the schedule of the normal school day.

Students exit the ESL program based on the following:

- Student performance on the ACCESS for ELLS
- Recommendation of the classroom teacher based on class performance
- Recommendation of the ESL teacher
- Performance in reading and writing on the standardized tests used by the school

GRADES PRE-K -2

Listening

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade two, students will:</p> <p>A. ACTIVE LISTENING <i>Demonstrate active listening behaviors in a variety of situations for a variety of purposes.</i></p> <ul style="list-style-type: none"> ❖ Listen to a familiar text to track print. ❖ Begin to distinguish among types of speech (e.g., a joke, a reprimand, a warning) depending upon context and tone. ❖ Listen carefully to understand instructions or hear daily messages. <p>B. LISTENING COMPREHENSION <i>Demonstrate the ability to listen in order to predict, recall and discuss information, follow oral directions, and identify story elements.</i></p> <ul style="list-style-type: none"> ❖ Listen to and follow oral directions (e.g., 1 and 2 step). ❖ Ask and answer questions based on information presented orally. ❖ Listen to, recall, or retell information (e.g., main ideas, details). ❖ Listen and contribute to class discussions. ❖ Listen to a selection to predict outcomes. ❖ Listen to a story, poem, or video to represent the sequence of events. ❖ Listen to a story to identify the title, author, setting, characters, and story action. 	<p>3.4.1A.3</p> <p>3.4.2.A.2</p> <p>3.4.K.A.1</p> <p>3.4.2.B.2</p> <p>3.4.K.B.2</p> <p>3.4.1.B.3,4</p> <p>3.4.2.A.3</p> <p>3.4.1.B.1</p> <p>3.4.1.B.3</p> <p>3.4.K.A.2</p>	<p>1-5</p> <p>2-5</p> <p>3-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p>	<p><i>Students will be able to listen to and comprehend verbal messages in a variety of contexts.</i></p> <p>Level 1: Respond to oral commands relating to body parts by playing “Simon Says.”</p> <p>Level 2: Illustrate and discuss the beginning, middle, and end of a story, such as, <i>The Gingerbread Man</i> after listening to the story.</p> <p>Level 3: Sequence a series of pictures after listening to a story.</p> <p>Level 4: Discuss characters and setting after listening to a story such as <i>The Farmer and the Beet</i> or <i>Squanto’s First Thanksgiving</i>.</p> <p>Level 5: Show locations of community buildings on a map by following oral directions.</p>

GRADES PRE-K -2

Speaking

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade two, students will:</p> <p>A. ACTIVE LISTENING <i>Demonstrate the ability to engage in oral discourse in paired, small-group, or whole-class activities to convey ideas</i></p> <ul style="list-style-type: none"> ❖ Demonstrate appropriate language use and behaviors (e.g., turn-taking, body language, eye contact, and maintaining focus on topic.) ❖ Share personal experiences and ideas. ❖ Offer personal opinions in discussions. <p>B. QUESTIONING (INQUIRY) AND CONTRIBUTING <i>Demonstrate the effective use of a variety of questions and responses.</i></p> <ul style="list-style-type: none"> ❖ Express likes, dislikes, and needs. ❖ Respond to the ideas of others by contributing information, ideas, and experiences. ❖ Ask various types of questions to clarify meaning. ❖ Paraphrase to demonstrate understanding. ❖ Identify a problem and simple steps for solving the problem. 	<p>3.3.2.A.2, 4</p> <p>3.3.K.A.1</p> <p>3.3.2.A.3</p> <p>TESOL Goal 2 Standard 1 – Grades Pre-K-3</p> <p>3.3.2.B.2</p> <p>3.3.2.B.1</p> <p>3.3.2.B.3</p> <p>3.3.2.B.4</p>	<p>1-5</p> <p>2-5</p> <p>3-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p>	

GRADES PRE-K -2

Speaking (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>C. WORD CHOICE <i>Demonstrate the ability to Use developmentally appropriate vocabulary</i></p> <ul style="list-style-type: none"> ❖ Use primary language for clarification. ❖ Use new vocabulary from literature, content areas, and classroom experiences. ❖ Recognize and use Standard English appropriately. ❖ Use and respond appropriately to slang, idioms, and humor. <p>D. ORAL PRESENTATIONS <i>Demonstrate the ability to speak for a variety of audiences and purposes.</i></p> <ul style="list-style-type: none"> ❖ Read or recite poems, stories, and/or rhymes with attention to expression. ❖ Participate in choral readings, dramatizations, story retellings, and role-plays. ❖ Present a talk in front of a small group (e.g., book talk, content area report). ❖ Use appropriate social conventions of language (e.g., eye contact, volume control, body language). ❖ Read aloud with fluency. 	<p>TESOL Goal 1 Standard 1 – Grades Pre-K-3 3.3.2.C.1</p> <p>TESOL Goal 3 Standard 1 – Grades Pre-K-3 TESOL Goal 3 Standard 1 – Grades Pre-K-3</p> <p>3.3.1.D.1</p> <p>3.3.2.D.1</p> <p>3.3.2.D.3</p> <p>TESOL Goal 3 Standard 2 – Grades Pre-K-3</p> <p>3.3.1.D.4</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>4-5</p> <p>1-5</p> <p>2-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p>	<p><i>Students will be able to present information, ideas, and experiences to others and participate in a variety of speaking tasks.</i></p> <p>Level 1: Use a sequence of pictures to retell a story.</p> <p>Level 2: Recite a nursery rhyme, such as, “Hickory Dickory Dock” by echoing the teacher.</p> <p>Level 3: Compare and contrast seasons of the year using drawings to support the presentation.</p> <p>Level 4: Negotiate verbally the choice of roles in preparing for the dramatization of the short story, such as, <i>The Little Red Hen</i>.</p> <p>Level 5: Present an oral report about an animal. Tell about its habitat, skin covering and how it protects itself.</p>

GRADES PRE-K -2

Reading

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade two, students will:</p> <p>A. CONCEPTS ABOUT PRINT <i>Identify and explain text features that contribute to comprehension.</i></p> <ul style="list-style-type: none"> ❖ Follow words left to right and from top to bottom. ❖ Identify and associate written symbols with words. ❖ Interpret graphs, charts, and diagrams. ❖ Identify the title, author, and illustrator of a book. ❖ Recognize the purpose of a paragraph. ❖ Use titles, tables of content, and chapter headings to locate information. <p>B. PHONOLOGICAL AWARENESS (INCLUDES PHONEMIC AWARENESS) <i>Demonstrate an understanding of phonological awareness and a sense of sound-symbol relationships.</i></p> <ul style="list-style-type: none"> ❖ Listen to rhymes and songs in order to develop auditory awareness. ❖ Listen to hear initial, final, and middle sounds. ❖ Blend or segment the phonemes of most one-syllable words. ❖ Use sound-symbol relationships. ❖ Add, delete, or change sounds to change words. ❖ Listen and identify the number of syllables in a word. 	<p>3.1.K.A.4</p> <p>TESOL Goal 2 Standard 2- Grades Pre-K-3</p> <p>3.1.1.A.4</p> <p>3.1.1.A.3</p> <p>3.1.2.A.2</p> <p>3.1.2.A.1</p> <p>3.1.K.B.2</p> <p>3.1.1.B.1</p> <p>3.1.1.B.2</p> <p>3.1.1.B.1</p> <p>3.1.1.B.5</p> <p>3.1.1.B.3</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>4-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p>	<p><i>Students will be able to:</i></p> <p>Level 1: Interpret values of U.S. coins by matching to number words.</p> <p>Level 2: Illustrate the parts of a plant.</p> <p>Level 3: Discuss the results of a survey about fruits and vegetables.</p> <p>Level 4: Describe a diagram of a plant.</p> <p>Level 5: Use chapter headings in a text to formulate questions.</p> <p><i>Students will be able to demonstrate an understanding of sound symbol relationships.</i></p> <p>Level 1: Respond to a song by demonstrating gestures that show understanding.</p> <p>Level 2: Classify a series of body part pictures according to initial consonant sound.</p> <p>Level 3: Identify the number of syllables in a number word by clapping.</p> <p>Level 4: Respond by drawing pictures of the rhyming words from the pages of a book, such as, <i>There's A Dragon in My Wagon</i> or <i>Paco's Pocket</i>. Then label each picture and combine them to make a class book.</p> <p>Level 5: Identify the word that represents an animal by listening to minimal pairs (e.g., fox-fix, peg-pig) and writing the appropriate word.</p>

GRADES PRE-K -2

Reading (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade two, students will:</p> <ul style="list-style-type: none"> ❖ Listen to a spoken word to produce another word that rhymes with it. <p>C. DECODING AND WORD RECOGNITION <i>Demonstrate an understanding of decoding and word recognition through letters-sound correspondence, structural analysis, and word study skills.</i></p> <ul style="list-style-type: none"> ❖ Recognize and identify upper and lower case letters and consonant sounds. ❖ Recognize and decode rhyming words and one-syllable words. ❖ Use basic phonetic analysis and context clues to decode unknown words. ❖ Identify spelling patterns (e.g., diphthongs, digraphs, and common endings). <p>D. FLUENCY <i>Read orally and silently with comprehension and fluency.</i></p> <ul style="list-style-type: none"> ❖ Read simple text, both fiction and non-fiction, with fluency that is appropriate to level. ❖ Apply self-monitoring strategies (e.g., reread or read ahead) to improve comprehension. ❖ Use appropriate pausing, pace, and inflection. 	<p>3.1.K.B.5</p> <p>3.1.K.C.2 3.1.1.C.1</p> <p>3.1.1.C.2, 3</p> <p>3.1.1.C.6, 7</p> <p>3.1.2.C.4</p> <p>3.1.1.D.3</p> <p>3.1.2.D.5</p> <p>3.1.2.D.2, 3</p>	<p>4-5</p> <p>2-5</p> <p>2-5</p> <p>4-5</p> <p>4-5</p> <p>3-5</p> <p>4-5</p> <p>5</p>	

GRADES PRE-K -2

Reading (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade two, students will:</p> <p>E. READING STRATEGIES <i>Acquire and apply reading strategies before, during, and after reading.</i></p> <ul style="list-style-type: none"> ❖ Establish a purpose for reading. ❖ Begin to connect new information to information previously learned. ❖ Recognize the need to seek assistance (e.g., teachers, peers, other resources). ❖ Use picture clues to check for meaning. ❖ Make simple predictions. ❖ Use graphic organizers to build meaning. ❖ Reread to aid comprehension. ❖ Use context clues to check for meaning. <p>F. VOCABULARY AND CONCEPT DEVELOPMENT <i>Develop appropriate vocabulary and concepts according to subject area and content.</i></p> <ul style="list-style-type: none"> ❖ Read sight words and content-specific vocabulary. ❖ Comprehend common and specific vocabulary in informational texts and literature. ❖ Use synonyms, antonyms, and prefixes. 	<p>3.1.1.E.2</p> <p>TESOL Goal 2 Standard 3 – Grades Pre-K-3</p> <p>TESOL Goal 2 Standard 3 – Grades Pre-K-3</p> <p>3.1.K.E.3</p> <p>3.1.K.E.2</p> <p>3.1.1.E.6</p> <p>3.1.2.E.2</p> <p>TESOL Goal 1 Standard 3 – Grades Pre-K-3</p> <p>3.1.1.F.1, 3</p> <p>3.1.1.F.3</p> <p>3.1.2.F.2, 4</p>	<p>1-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p>	

GRADES PRE-K -2

Reading (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
By the end of grade two, students will:			
<p>G. COMPREHENSION SKILLS AND RESPONSE TO TEXT <i>Develop basic reading comprehension skills using context and visuals to construct meaning.</i></p> <ul style="list-style-type: none"> ❖ Draw simple conclusions from information gathered from pictures, print, and people. 3.1.1.G.1 1-5 ❖ Recall information and predict outcomes about text. 3.1.2.G.1 2-5 ❖ Identify genres of text and story elements (e.g., plot, setting, and characters). 3.1.2.G.4 3 ❖ Compare and contrast and/or sequence text elements. 3.1.1.G.3, 4 3-5 ❖ Read silently and independently for specific purposes. 3.1.1.G.7 4-5 ❖ Make inferences, recognize cause and effect, and draw conclusions. 3.1.2.G.2, 3 5 <p>H. INQUIRY AND RESEARCH <i>Develop inquiry and research skills by gathering information.</i></p> <ul style="list-style-type: none"> ❖ Formulate and ask questions related to a specific reading selection. 3.1.1.H.1 2-5 ❖ Produce evidence of reading (e.g., posters or reports). 3.1.2.H.2 2-5 ❖ Locate information using alphabetical order. 3.1.2.H.1 4-5 			

GRADES PRE-K -2

Writing

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade two, students will:</p> <p>A. WRITING AS A PROCESS <i>Demonstrate writing as a process using prewriting, drafting, revising, editing, and publishing.</i></p> <ul style="list-style-type: none"> ❖ Observe and reproduce teacher-modeled writing. ❖ Represent information visually through drawings or illustrations previously learned. ❖ Use sentences to convey ideas in writing. ❖ Use graphic organizers to assist with planning. ❖ Generate ideas for writing by listening, sharing, and drawing. ❖ Compose first drafts. ❖ Improve elements of writing through peer participation and/or use a simple checklist. ❖ Reread drafts to add details and revise. <p>B. WRITING AS A PRODUCT <i>Create a formal product through the writing process.</i></p> <ul style="list-style-type: none"> ❖ Produce stories from personal experiences. ❖ Select samples for writing portfolios. ❖ Share formal products with classmates and other audiences. ❖ Produce a narrative with a beginning, middle, and end. 	<p>3.2.K.A.2</p> <p>TESOL Goal 2 Standard 2 – Grades Pre-K-3</p> <p>3.2.1.A.4</p> <p>3.2.2.A.6</p> <p>3.2.2.A.1</p> <p>3.2.2.A.7 3.2.2.A.11, 12</p> <p>3.2.2.A.9</p> <p>3.2.1.B.2</p> <p>3.2.1.B.4</p> <p>3.2.1.B.3</p> <p>3.2.2.B.3</p>	<p>1-5</p> <p>1-5</p> <p>2-3</p> <p>2-3</p> <p>2-5</p> <p>3-5</p> <p>3-5 4-5</p> <p>5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p>	

GRADES PRE-K -2

Writing (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>D. WRITING FORMS, AUDIENCES, AND PURPOSES <i>Demonstrate the ability to write in a variety of forms for different audiences and purposes.</i></p> <ul style="list-style-type: none"> ❖ Use technology as a tool for writing. ❖ Create written text for others. ❖ Write in a variety of forms (e.g., narratives, letters, plays, biographies, directions, and simple reports). ❖ Produce writings dealing with topics across the curriculum. 	<p>3.2.2.D.4 3.2.2.D.1 3.2.2.D.5 3.2.2.D.2</p>	<p>2-5 2-5 3-5 5</p>	<p><i>Students will be able to use capitalization, punctuation, and correct spelling in a variety of content areas.</i> Level 1: Identify capital letters when reviewing names of states, days of the week or months. Level 2: Describe a favorite place in 1-3 sentences using correct punctuation. Level 3: Express information about a favorite holiday or food using correct spelling. Level 4: With a peer, create a math word problem using correct punctuation, capitalization, and spelling. Level 5: Write a legible letter persuading Little Red Riding Hood not to talk to strangers or to a character in a different story.</p>

GRADES PRE-K -2

Viewing and Media Literacy

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade two, students will:</p> <p>A. CONSTRUCTING MEANING <i>Demonstrate an understanding and appreciation of how media/visual arts influence meaning and language acquisition.</i></p> <ul style="list-style-type: none"> ❖ Associate real items/objects or diagrams with written labels to learn vocabulary or construct meaning. ❖ Make predictions about visual information in books, film and television programs. ❖ Retell a story from a favorite television program or movie. ❖ Interpret and construct graphs, charts, and diagrams. ❖ Compare and contrast media characters. ❖ Distinguish between real and make-believe. ❖ Recognize that media messages are created for a specific purpose (e.g., informing, entertaining, and persuading). 	<p>TESOL Goal 1 Standard 3 – Grades Pre-K-3</p> <p>3.5.K.A.1</p> <p>3.5.1.A.1</p> <p>3.5.2.A.3</p> <p>3.5.2.A.5</p> <p>3.5.1.A.2</p> <p>3.5.2.A.2</p>	<p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>4-5</p>	<p><i>Students will be able to construct meaning by responding to visual messages.</i></p> <p>Level 1: Illustrate a favorite character from “Sesame Street” or a fairy tale.</p> <p>Level 2: Discuss a graph that shows favorite healthy food after interpreting information shown.</p> <p>Level 3: Compare and contrast the settings of “The City Mouse and The Country Mouse.”</p> <p>Level 4: Explain the differences between real and make-believe after viewing the illustrations in a story such as “Little Bear Goes Fishing” and a non-fiction book about bears.</p> <p>Level 5: Discuss the implied message of ads, such as, the “Got Milk” advertisement.</p>

GRADES PRE-K -2

Viewing and Media Literacy (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade two, students will:</p> <p>B. VISUAL AND VERBAL MESSAGES Recognize and understand the purposes of visual and verbal messages.</p> <ul style="list-style-type: none"> ❖ Use nonverbal cues as an aid to understand verbal directions. ❖ Recognize that body language carries a message. ❖ Recognize the effect that visual arts have on one's mood and emotions. <p>C. LIVING WITH MEDIA <i>Understand that media affects daily life.</i></p> <ul style="list-style-type: none"> ❖ Use media to aid with language acquisition and build content knowledge. 	<p>TESOL Goal 3 Standard 2 – Grades Pre-K-3</p> <p>TESOL Goal 3 Standard 2 – Grades Pre-K-3</p> <p>3.5.2.B.3</p> <p>TESOL Goal 1 Standard 3 Grades Pre-K-3</p>	<p>1-5</p> <p>2-5</p> <p>4-5</p> <p>1-5</p>	

GRADES 3-5

Listening

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>A. ACTIVE LISTENING <i>Demonstrate active listening behaviors for a variety of situations and purposes.</i></p> <ul style="list-style-type: none"> ❖ Listen actively for a variety of purposes (e.g., enjoyment and obtaining information). ❖ Listen to read, watch, and respond to plays, films, stories, books, songs. ❖ Exchange verbal and nonverbal messages. ❖ Connect messages heard to prior knowledge and experiences. ❖ Listen attentively and critically to a variety of speakers. ❖ Interpret vocabulary gained through listening. ❖ Listen to and incorporate a peer's feedback regarding classroom behavior. ❖ Begin to distinguish among types of speech (e.g., a joke, a chant, or a warning). 	<p>3.4.4A.1</p> <p>TESOL Goal 1 Standard 2 – Grades 4-8</p> <p>3.4.3.A.2</p> <p>3.4.3.A.1</p> <p>3.4.4.A.2</p> <p>3.4.A.3</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>3.4.2.A.2</p>	<p>1-5</p> <p>1-5</p> <p>1-5</p> <p>1-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p>	<p><i>Students will be able to engage in active listening to construct meaning.</i></p> <p>Level 1: Listen to, repeat, and identify names of classroom objects. Level 2: Listen to a given number dictated by the teacher and express it in numerical form. Level 3: Listen to the teacher dictate a list of food or other items and categorize each appropriately. Level 4: Listen to and read a play about MLK or another important historical figure and discuss key messages. Level 5: Watch and listen to a video and summarize the main points.</p>

GRADES 3-5

Listening (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>B. LISTENING COMPREHENSION <i>Demonstrate competence in active listening through comprehension of oral language.</i></p> <ul style="list-style-type: none"> ❖ Follow multistep oral directions. 3.4.4.B.6 ❖ Listen to and summarize a story and/or information from various sources (television, film, speaker, or assembly). 3.4.3.B.2 ❖ Ask relevant questions, take notes, and draw conclusions based on information presented. 3.4.5.B.3 ❖ Listen and contribute to class discussions. 3.4.2.A.3 ❖ Paraphrase information shared by others. 3.4.3.B.3 ❖ Compare and contrast oral selections and determine the most valuable supporting data to use in group or individual projects. 3.4.5.B.2 ❖ Make inferences based on an oral report or presentation. 3.4.4.B.4 			<p><i>Students will be able to comprehend and interpret spoken and/or nonverbal messages.</i></p> <p>Level 1: Respond to an oral reading of a story by identifying characters. Level 2: Demonstrate knowledge of tangram shapes by following multistep oral directions. Level 3: After reviewing a video, for example, about animal habitats, ask oral questions. Level 4: Paraphrase the main points of an oral report given by another student. Level 5: Compare and contrast oral presentations about safety.</p>

GRADES 3-5

Speaking

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>A. DISCUSSION (SMALL-GROUP AND WHOLE-CLASS) <i>Demonstrate the ability to engage in paired, small-group, or whole-class activities to convey ideas</i></p> <ul style="list-style-type: none"> ❖ Take turns when speaking in a group. ❖ Stay focused on a topic in content discussions. ❖ Participate in full class, group, and pair discussions. ❖ Listen and follow a discussion in order to contribute appropriately ❖ Ask peer’s opinions, preferences, and desires. ❖ Use details, examples and reasons to support central ideas or clarify a point of view. <p>B. QUESTIONING (INQUIRY) AND CONTRIBUTING <i>Demonstrate effective use of a variety of questions and responses.</i></p> <ul style="list-style-type: none"> ❖ Repeat or paraphrase a teacher’s directions orally. ❖ Ask a teacher to restate or simplify directions. ❖ Express likes, dislikes, and needs. ❖ Ask for assistance with a task (e.g., meaning of words, directions). ❖ Contribute information, ideas, and experiences to classroom inquiry. ❖ Use questioning to construct meaning by listening to others. 	<p>3.3.3.A.3</p> <p>3.3.3.A.2</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8 3.3.3.A.1</p> <p>TESOL Goal 1 Standard 1 – Grades 4-8 3.3.4.A.1</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8 3.3.3.B.2</p> <p>3.3.5, 6.B.1</p>	<p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>4-5</p> <p>1-3</p> <p>1-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p>	<p><i>Students will be able to participate in a small- and whole-group discussion through verbal and nonverbal means.</i></p> <p>Level 1: Take turns introducing themselves.</p> <p>Level 2: Identify and describe the different properties of various geometric shapes.</p> <p>Level 3: Read a chapter of a book and discuss their favorite passage.</p> <p>Level 4: Discuss the cause of pollution in relationship to the environment.</p> <p>Level 5: In a small group, discuss the main points of a movie or a story from a book and express opinion, likes, and dislikes.</p>

GRADES 3-5

Speaking (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <ul style="list-style-type: none"> ❖ Modify a statement made by a peer. ❖ Develop appropriate questions to explore a topic. ❖ Elaborate and extend other people’s ideas and words. <p>C. WORD CHOICE <i>Demonstrate the ability to use developmentally appropriate vocabulary to support and/or clarify a message.</i></p> <ul style="list-style-type: none"> ❖ Use the primary language for clarification. ❖ Test appropriate use of new vocabulary, phrases, and structures. ❖ Recognize and use Standard English appropriately. ❖ Adapt language to persuade, explain, or seek information. ❖ Use varied word choice to clarify, illustrate, and elaborate. ❖ Use convincing dialogue to role-play short scenes involving familiar situations or emotions. ❖ Use figurative language purposefully in speaking situations (e.g., similes, metaphors). ❖ Select and use suitable vocabulary to fit a range of audiences. 	<p>TESOL Goal 2 Standard 1 – Grades 4-8 3.3.3.B.1</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>TESOL Goal 1 Standard 3 – Grades 4-8 TESOL Goal 1 Standard 1 – Grades 4-8 TESOL Goal 3 Standard 1 – Grades 4-8 3.3.3.C.2</p> <p>3.3.5.C.2</p> <p>3.3.4.C.1</p> <p>3.3.4.C.2</p> <p>3.3.5.C.4</p>	<p>3-5</p> <p>3-5</p> <p>4-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p>	<p><i>Students will be able to speak using appropriate vocabulary and syntax in a variety of formal and informal.</i></p> <p>Level 1: Respond orally (in English and the native language) to visual cues by naming mathematical symbols. Level 2: Demonstrate knowledge of new science vocabulary by stating names of measuring instruments. Level 3: Explain sequential illustrations about the water cycle using varied sentence structure. Level 4: Create a simile and a metaphor that compare the examples given. Level 5: Persuade classmates to visit their native land.</p>

GRADES 3-5

Speaking (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>D. ORAL PRESENTATION <i>Demonstrate the ability to speak for a variety of audiences and purposes.</i></p> <ul style="list-style-type: none"> ❖ Recite poems, stories, and rhymes orally (e.g., favorite nursery rhymes). ❖ Describe favorite storybook characters (e.g., fairy tales, folk tales, and fiction). ❖ Recommend a game, book, or computer game. ❖ Talk about a given topic. ❖ Describe feelings and emotions. ❖ Read aloud with fluency. ❖ Use appropriate strategies to prepare, rehearse, and deliver an oral presentation: word choice, expression, intonation, and volume. ❖ Use verbal and nonverbal delivery to maintain audience focus. 	<p>3.3.1.D.1</p> <p>TESOL Goal 1 Standard 2 – Grades 4-8</p> <p>TESOL Goal 1 Standard 2 – Grades 4-8</p> <p>3.3.2.D.3</p> <p>TESOL Goal 1 Standard 1– Grades 4-8</p> <p>3.3.4.D.6</p> <p>3.3.3.D.3</p> <p>3.3.5.D.7</p>	<p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p>	

GRADES 3-5

Reading

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>A. CONCEPTS OF PRINT <i>Identify and explain text features that contribute to comprehension.</i></p> <ul style="list-style-type: none">❖ Use table of contents, index, and glossary appropriately.❖ Recognize purposes and uses for print conventions (e.g., paragraphs, punctuation, and bold print). <p>B. PHONOLOGICAL AWARENESS <i>Demonstrate phonological awareness and a sense of sound-symbol relationships, including all phonemes.</i></p> <ul style="list-style-type: none">❖ Understand sound-symbol relationships in English words.❖ Use knowledge of letter-sound correspondences to sound out unknown words.❖ Demonstrate a developed sense of sound-symbol relationships including all phonemes (e.g., blends, digraphs, diphthongs).	<p>3.1.3.A.3</p> <p>3.1.3.A.2</p> <p>3.1.3.B.1</p> <p>3.1.2.B.2</p> <p>3.1.3.B.1</p>	<p>1-5</p> <p>3-5</p> <p>1-2</p> <p>1-5</p> <p>2-5</p>	

GRADES 3-5

Reading (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>C. DECODING AND WORD RECOGNITION <i>Decode and recognize words through letter-sound correspondence, structural analysis, and word study skills.</i></p> <ul style="list-style-type: none"> ❖ Use a dictionary, other reference materials, and context clues to decode and clarify new words. ❖ Recognize compound words, contractions, and common abbreviations. ❖ Use letter-sound correspondence and structural analysis to decode words. ❖ Use content to accurately read words with more than one pronunciation (e.g., homophones). <p>D. FLUENCY <i>Read orally and silently with comprehension and fluency.</i></p> <ul style="list-style-type: none"> ❖ Demonstrate an understanding of the purpose of punctuation marks. ❖ Read aloud and silently with proper phrasing, inflection, and intonation. ❖ Skim or scan for textual features (e.g., bold print, italics, captions). 	<p>3.1.5.C.1, 2</p> <p>3.1.4.C.3</p> <p>3.1.4.C.1</p> <p>3.1.3.C. 3</p> <p>3.1.4.D.1</p> <p>3.1.3.D.3</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8</p>	<p>1-5</p> <p>2-5</p> <p>3-5</p> <p>4-5</p> <p>2-5</p> <p>3-5</p> <p>4-5</p>	

GRADES 3-5

Reading (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>E. READING STRATEGIES <i>Acquire and apply reading strategies before, during, and after reading.</i></p> <ul style="list-style-type: none"> ❖ Identify specific words or passages causing comprehension difficulties and seek clarification. ❖ Recognize the need to seek assistance (e.g., teacher, peers, and other resources). ❖ Activate prior knowledge and anticipate what will be read or heard. ❖ Use acquired knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading. ❖ Reread to make sense of difficult paragraphs or sections of text. 	<p>3.1.4.E.2</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8</p> <p>3.1.5.E.1</p> <p>3.3.4.E.1</p> <p>3.1.5.E.3</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>3-5</p> <p>4-5</p>	<p><i>Students will be able to apply reading strategies to aid with unfamiliar words and passages.</i></p> <p>Level 1: Clarify comprehension of a text passage by sequencing picture cards.</p> <p>Level 2: Synthesize information by reviewing the steps needed to help solve a word problem.</p> <p>Level 3: Predict what will happen next in a story by highlighting key words.</p> <p>Level 4: Clarify word meaning in a reading passage by identifying prefixes and/or suffixes.</p> <p>Level 5: Determine the causes of the Civil War or another American historical event.</p>

GRADES 3-5

Reading (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>F. VOCABULARY AND CONCEPT DEVELOPMENT <i>Develop appropriate vocabulary and concepts according to subject area and content.</i></p> <ul style="list-style-type: none"> ❖ Use pictures and context clues to assist with meaning of new words. ❖ Use the dictionary, thesaurus, and other reference materials to identify alternative word choices and meanings. ❖ Infer word meaning from learned roots, prefixes, and suffixes. ❖ Identify and correctly use antonyms, synonyms, homophones, and homographs. ❖ Infer specific word meanings in the context of reading passages. ❖ Understand and produce technical vocabulary and text features according to content area. <p>G. COMPREHENSION SKILLS AND RESPONSE TO TEXT <i>Apply basic reading comprehension skills using context construct meaning.</i></p> <ul style="list-style-type: none"> ❖ Link concepts explicitly to students' background experiences, past learning and new concepts, and global connections. 	<p>3.1.3.F.5</p> <p>3.1.5.F.4, 5</p> <p>3.1.4.F.1</p> <p>3.1.4.F.3</p> <p>3.1.4.F.2</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8</p>	<p>1-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>1-5</p>	<p><i>Students will be able to read, analyze, and respond to demonstrate comprehension skills.</i></p> <p>Level 1: Retell a story by organizing picture cards in a sequence or illustrating the sequence on a storyboard.</p> <p>Level 2: In a paired activity, ask and answer questions about key terms related to a historical event in American History.</p>

GRADES 3-5

Reading (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <ul style="list-style-type: none"> ❖ Recognize the need to seek assistance (e.g., teacher, peers, or other resources). ❖ Participate in creative responses to texts (e.g., role-play, oral presentations). ❖ Discuss underlying themes across cultures in various texts. ❖ Follow simple multiple steps in written instructions (e.g., mathematics and science). ❖ Compare and contrast story plots, characters, settings, and themes. ❖ Respond to text by questioning techniques (who, what, why, when, where, and how). ❖ Recognize differences among forms of literature (poetry, drama, fiction, nonfiction). ❖ Recognize purpose of the text. ❖ Recognize literary elements in stories, including setting, characters, plot, and mood. ❖ Draw conclusions and inferences from texts. ❖ Summarize major points from fiction and nonfiction texts. ❖ Recognize author’s point of view. ❖ Distinguish cause and effect, fact and opinion, main idea and supporting details in nonfiction texts (e.g., science, social studies, and mathematics). 	<p>TESOL Goal 2 Standard 3 – Grades 4-8</p> <p>3.1.3.G.11</p> <p>3.1.4.G.1</p> <p>3.1.4.G.5</p> <p>3.1.3.G.10</p> <p>3.1.2.G.5</p> <p>3.1.4.G.8</p> <p>3.1.3.G.1</p> <p>3.1.4.G.9</p> <p>3.1.3.G.8</p> <p>3.1.3.G.7</p> <p>3.1.4.G.6</p> <p>3.1.4.G.2</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p>	<p>Level 3: After reading a chapter in Science, such as the types of energy or how an ecosystem works, explain in their own words.</p> <p>Level 4: Express a number sentence based on comprehension of a word problem.</p> <p>Level 5: Analyze, synthesize, and infer the reasons why for example American Indians lived in different types of houses.</p>

GRADES 3-5

Reading (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>H. INQUIRY AND RESEARCH <i>Develop inquiry and research skills by gathering information from a variety of sources.</i></p> <ul style="list-style-type: none"> ❖ Know when to use native language resources (human and material) to promote understanding. ❖ Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions. ❖ Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience. ❖ Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs and produce evidence of reading. ❖ Use multiple sources to locate information relevant to research questions. ❖ Draw conclusions from information gathered from multiple sources. ❖ Summarize and organize information by taking notes, outlining ideas, and/or making charts. 	<p>TESOL Goal 2 Standard 3 – Grades 4-8</p> <p>3.1.5.H.6</p> <p>3.1.5.H.8</p> <p>3.1.4.H.3</p> <p>3.1.5.H.3</p> <p>3.1.5.H.5</p> <p>3.1.5.H.7</p>	<p>1-2</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	

GRADES 3-5

Writing

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>A. WRITING AS A PROCESS <i>Demonstrate writing as a process using prewriting, drafting, revising, editing, and publishing.</i></p> <ul style="list-style-type: none"> ❖ Observe and reproduce teacher-modeled writing. ❖ Begin to sequence stories and put ideas into writing using pictures, developmental spelling, or conventional text. ❖ Use simple sentences to convey ideas after hearing stories, recalling experiences, brainstorming, and drawing. ❖ Use a variety of reference materials to revise work (e.g., dictionary, thesaurus, word walls, bilingual resources, or Internet/computer software resources). ❖ Use strategies such as reflecting on personal experiences, reading, conducting an interview, or researching to generate and organize ideas for writing. 	<p>3.2.1.A.2</p> <p>3.2.1.A.6</p> <p>3.2.1.A.4</p> <p>3.2.4.C.10</p> <p>3.2.4.A.3</p>	<p>1-2</p> <p>1-2</p> <p>1-2</p> <p>1-5</p> <p>1-5</p>	

GRADES 3-5

Writing (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <ul style="list-style-type: none"> ❖ Use graphic organizers to assist with planning writing. ❖ Review own writing with others to understand the reader’s perspective and to consider ideas for revision. ❖ Generate possible ideas for writing through talking , recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming. ❖ Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing (e.g., invitations, various letters, responses to literature or media). ❖ Review and edit work for spelling, mechanics, clarity, and fluency. ❖ Revise drafts by rereading for meaning and clarity, finding the focus, sequencing, elaborating, reworking organization, openings and closing, and improving word choice and consistency of tense. ❖ Reflect on one’s own writing by applying elements of grade-appropriate rubrics/checklists to improve and evaluate writing. 	<p>3.2.3.A.3</p> <p>3.2.3.A.6</p> <p>3.2.3.A.1</p> <p>3.2.4.A.4</p> <p>3.2.4.A.7</p> <p>3.2.4.A.5</p> <p>3.2.4.A.10</p>	<p>1-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	

GRADES 3-5

Writing (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>B. WRITING AS A PRODUCT <i>Create a formal product in a variety of genres by building upon skills and knowledge through the writing process.</i></p> <ul style="list-style-type: none"> ❖ Develop a collection of writings (e.g., a literacy folder or portfolio). ❖ Write a descriptive piece, such as a description of a person, place, or object. ❖ Present and discuss writing with other students. ❖ Write sentences of varying lengths and complexity, using specific nouns, verbs, and descriptive words such as adjectives and adverbs. ❖ Write a narrative piece, such as a memoir or personal narrative, that contains a description and related ideas, observations, or recollections of an event or experience. ❖ Write a nonfiction piece and/or simple informational report across the curriculum using facts and details from various sources. ❖ Apply elements of grade-appropriate rubrics/checklists to improve writing. 	<p>3.2.3.B.6</p> <p>3.2.3.B.1</p> <p>3.2.3.B.4</p> <p>3.2.4.B.6</p> <p>3.2.4.B.1</p> <p>3.2.3.B.3</p> <p>3.2.3.B.5</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p>	<p><i>Students will be able to create a written product across the curriculum.</i></p> <p>Level 1: Write three adjectives to describe one’s native county to be displayed.</p> <p>Level 2: Using ordinal numbers, express sequence of steps in a recipe to be compiled in a class cookbook.</p> <p>Level 3: Using a number sentence, create a word problem to be solved by the other students.</p> <p>Level 4: Create a chart that explains, for example, the water cycle or the food pyramid.</p> <p>Level 5: Write a letter to a teacher or the principal persuading him/her to change a school or classroom rule.</p>

GRADES 3-5

Writing (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>C. MECHANICS, SPELLING <i>Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling).</i></p> <ul style="list-style-type: none"> ❖ Use capitalization and punctuation correctly in sentences. ❖ Use a variety of reference materials, such as a dictionary, grammar reference, and Internet/software resources to edit written work. ❖ Indent in own writing to show the beginning of a paragraph. ❖ Develop knowledge of English spelling through the use of patterns, structural, analysis, and high-frequency words. ❖ Use level-appropriate complex sentence structure, syntax, and grammar concepts, (e.g., subject/verb agreement, pronoun usage, and appropriate verb tenses). 	<p>3.2.4.C.4, 5</p> <p>3.2.4.C.10</p> <p>3.2.4.C.7</p> <p>3.2.3.C.4</p> <p>3.2.4.C.2, 3</p>	<p>1-5</p> <p>1-5</p> <p>2-4</p> <p>2-5</p> <p>3-5</p>	

GRADES 3-5

Writing (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>D. WRITING FORMS, AUDIENCES, AND PURPOSES <i>Demonstrate the ability to write in a variety of forms for different purposes.</i></p> <ul style="list-style-type: none"> ❖ Develop a collection of writings (e.g., a literacy folder, a literacy portfolio). ❖ Use relevant graphics in writing (e.g., maps, charts, illustrations) to support product. ❖ Use writing to paraphrase, clarify, and reflect on new learning across the curriculum. ❖ Use technology as a writing tool for different purposes and audiences. ❖ Produce writing that demonstrates the use of a variety of sentence types (declarative, interrogative, exclamatory, and imperative). ❖ Respond to fiction and nonfiction through writing to demonstrate an understanding of a text. ❖ Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events. ❖ Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect. 	<p>3.2.4.D.15</p> <p>3.2.4.D.12</p> <p>3.2.4.D.5</p> <p>3.2.2.D.4</p> <p>3.2.3.D.6</p> <p>3.2.4.D.6</p> <p>3.2.4.D.7</p> <p>3.2.4.D.10</p>	<p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p>	

GRADES 3-5

Writing (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <ul style="list-style-type: none"> ❖ Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text. ❖ Write for a variety of audiences and purposes, formal, informal, fiction and nonfiction. 	<p>3.2.4.D.6</p> <p>3.2.4.D.1</p>	<p>4-5</p> <p>4-5</p>	

GRADES 3-5

Viewing and Media Literacy

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>A. CONSTRUCTING MEANING <i>Develop an understanding of how media/visual arts influence meaning and language acquisition.</i></p> <ul style="list-style-type: none"> ❖ Associate realia or diagrams with written labels to learn vocabulary or construct meaning. ❖ Consult print and nonprint resources in the native language when needed. ❖ Use graphs, charts, and diagrams to report data. ❖ Begin to demonstrate an awareness of different media forms and how they contribute to communication. ❖ Identify the central theme and main ideas in different media (e.g., movie, film, or illustration). ❖ Interpret information found in pictorial graphs, map keys, and icons on a computer screen. ❖ Respond to and evaluate the use of illustrations to support text. 	<p>TESOL Goal 1 Standard 3 – Grades 4-8</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>3.5.4.A.3</p> <p>3.5.3.A.1</p> <p>3.5.3.A.2</p> <p>3.5.4.A.1</p> <p>3.5.4.A.2</p>	<p>1-5</p> <p>1-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p>	<p><i>Students will be able to use media to construct meaning and to aid with their academic/personal growth.</i></p> <p>Level 1: Sequence a series of frames from a comic strip.</p> <p>Level 2: Create the dialogue for a cartoon.</p> <p>Level 3: Using a photograph in the sports section of the newspaper about a recent sporting event (e.g., baseball, football, hockey, etc.), describe the game in 3-5 sentences, as if the student had been either the athlete in the picture or the sports announcer at the game.</p> <p>Level 4: Research on the Internet and debate if “Groundhog day” is based on science or myth.</p> <p>Level 5: Compare and contrast a video and a novel using a Venn diagram.</p>

GRADES 3-5

Viewing and Media Literacy (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <ul style="list-style-type: none"> ❖ Take notes as a teacher presents information or during a film in order to summarize key concepts. ❖ Distinguish between factual and fictional visual representations. ❖ Distinguish different points of view in media texts (e.g., different versions of folk or fairy tales. ❖ Understand uses of persuasive text related to advertising in society. <p>B. VISUAL AND VERBAL MESSAGES Recognize and understand how visual and verbal messages impact learning, thought, and emotions.</p> <ul style="list-style-type: none"> ❖ Interpret verbal and nonverbal messages reflected in personal interactions with others. ❖ Select different media to help understand language. ❖ Discuss the emotional impact of photos, paintings, drawings, media and how they aid understanding. 	<p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>3.5.4.A.4</p> <p>3.5.5.A.8</p> <p>3.5.5.A.7</p> <p>3.5.5.B.4</p> <p>TESOL Goal 1 Standard 3 – Grades 4-8</p> <p>3.5.4.B.3</p>	<p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p>	

GRADES 3-5

Viewing and Media Literacy

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <ul style="list-style-type: none"> ❖ Understand that creators of both print media and electronic media have a purpose and target audience for their work. ❖ Begin to explore and interpret various messages found in advertisements and other texts (e.g., advertisements and magazines). ❖ Compare and contrast media sources, such as film and book versions of a story. <p>C. LIVING WITH MEDIA <i>Understand the scope and implications of media at the local, national, and global levels.</i></p> <ul style="list-style-type: none"> ❖ Use media to aid with language acquisition and build content knowledge. ❖ Express preferences for media choices. ❖ Explore effects of media in the family, home, and school. 	<p>3.5.4.B.1</p> <p>3.5..3.B.2</p> <p>3.5.4.B.4</p> <p>TESOL Goal 1 Standard 3 Grades 4-8</p> <p>3.5.4.C.1</p> <p>3.5.5.C.4</p>	<p>3-5</p> <p>3-5</p> <p>3-5</p> <p>1-5</p> <p>3-5</p> <p>3-5</p>	

GRADES 6-8

Listening

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <p>A. ACTIVE LISTENING <i>Demonstrate active listening behaviors in a variety of situations and purposes.</i></p> <ul style="list-style-type: none"> ❖ Listen to, read, watch, and respond to plays, films, stories, books, songs, computer programs, and magazines. ❖ Listen to and imitate how others use English. ❖ Interpret vocabulary gained through listening. ❖ Distinguish among types of speech (e.g., a joke, a chat, or a warning). ❖ Listen attentively and critically to a variety of speakers. ❖ Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy. ❖ Recognize and analyze persuasive techniques while listening. ❖ Recognize persuasive techniques and credibility in oral communication. ❖ Listen to determine a speaker’s purpose, attitude, and perspective. ❖ Gain an appreciation of the rich and varied language of literature. ❖ Listen to an incorporate a peer’s feedback regarding classroom behavior. 	<p>TESOL Goal 1 Standard 2 – Grades 4-8</p> <p>TESOL Goal 1 Standard 3 – Grades 4-8 3.4.4.A.3</p> <p>3.4.2.A.2</p> <p>3.4.4.A.2</p> <p>3.4.7.A.2</p> <p>3.4.5.A.4</p> <p>3.4.7.A.4</p> <p>3.4.7.A.5</p> <p>3.4.5.A.5</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p>	<p>1-5</p> <p>1-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	

GRADES 6-8

Listening

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <p>B. LISTENING COMPREHENSION <i>Demonstrate the ability to listen actively in order to restate, interpret, respond to, and evaluate increasingly complex messages.</i></p> <ul style="list-style-type: none"> ❖ Follow increasingly difficult oral directions (e.g., one, two, three, and four steps). ❖ Ask pertinent questions, take notes, draw conclusions based on information presented. ❖ Listen and contribute to class discussions. ❖ Paraphrase information shared by others. ❖ Interpret a speaker’s verbal messages, purposes, and perspectives. ❖ Exhibit proficiency in integrating oral reading with listening, writing, and viewing. ❖ Critique information heard or viewed. ❖ Demonstrate competence by interpreting and applying received information to new situations and solving problems. ❖ Make inferences based on an oral report or presentation. ❖ Describe how language reflects specific regions and/or cultures. 	<p>3.4.4.B.6</p> <p>3.4.5.B.3</p> <p>3.4.2.A.3</p> <p>3.4.3.B.3</p> <p>3.4.7.B.1</p> <p>3.4.7.B.2</p> <p>3.4.7.B.3</p> <p>3.4.5.B.2</p> <p>3.4.4.B.4</p> <p>3.4.4.B.5</p>	<p>1-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	<p><i>Students will be able to demonstrate competence in listening comprehension by interpreting and applying information received to new situations and solving problems.</i></p> <p>Level 1: Exhibit the correct tools needed for an assignment such as cooking, baking, or conducting a science experiment upon receiving verbal cues from the teacher.</p> <p>Level 2: Listen to a video on a topic such as hurricanes and blizzards and complete a Venn diagram using phrase strips.</p> <p>Level 3: Combine the ingredients in a recipe following the oral steps presented by the teacher.</p> <p>Level 4: Listen to a lecture about slavery and paraphrase the information given by the teacher.</p> <p>Level 5: Listen to a variety of guest speakers and/or presentations by other students and critique and evaluate the presentations.</p>

GRADES 6-8

Speaking

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <p>A. DISCUSSION (SMALL-GROUP AND WHOLE-CLASS) <i>Demonstrate the ability to engage in oral discourse in paired, small-group, or whole-class activities to convey ideas</i></p> <ul style="list-style-type: none"> ❖ Take turns when speaking in a group. ❖ Elicit information and ask clarification questions. ❖ Talk about personal information. ❖ Volunteer information and respond to questions about self and family. ❖ Recount events of interest. ❖ Participate in full-class, group, and pair discussions. ❖ Define group roles using consensus to ensure task is understood and completed. ❖ Negotiate solutions to problems, interpersonal misunderstandings, and disputes. ❖ Ask and accept peers' opinions, preferences, and desires. ❖ Present ideas and opinions spontaneously in response. ❖ Discuss issues of personal importance or value using cohesive and relevant language. 	<p>3.3.3.A.3</p> <p>TESOL Goal 1 Standard 1 – Grades 4-8</p> <p>TESOL Goal 1 Standard 1 – Grades 4-8</p> <p>TESOL Goal 1 Standard 1 – Grades 4-8</p> <p>TESOL Goal 1 Standard 2 – Grades 4-8</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>3.3.7.A.4</p> <p>TESOL Goal 1 Standard 1 – Grades 4-8</p> <p>TESOL Goal 1 Standard 1 – Grades 4-8</p> <p>3.3.7.A.2</p> <p>TESOL Goal 1 Standard 2 – Grades 4-8</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p>	

GRADES 6-8

Speaking (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <ul style="list-style-type: none"> ❖ Apply rules for cooperative or whole-class debate (e.g., follow rules for formal debate on a controversial issue). ❖ Support a position with organized, appropriate details and acknowledge opposing views. ❖ Participate in an informal debate (e.g., small-group discussion). <p>B. QUESTIONING (INQUIRY) AND CONTRIBUTING</p> <p><i>Demonstrate the effective use of a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking.</i></p> <ul style="list-style-type: none"> ❖ Talk with others to identify and explore issues and problems. ❖ Ask a teacher to restate or simplify directions. ❖ Ask for assistance with a task. ❖ Express likes, dislikes, and needs. ❖ Use questioning to construct meaning by listening to others, reflecting on thought processes, and integrating knowledge. ❖ Repeat or paraphrase a teacher's directions orally. ❖ Question to clarify others' opinions. ❖ Modify a statement made by a peer. 	<p>3.3.7.A.3</p> <p>3.3.7.A.1</p> <p>3.3.7.A.5</p> <p>3.3.7.B.3</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>3.3.5.B.1, 5</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>3.3.7.B.2</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p>	<p>4-5</p> <p>4-5</p> <p>1-3</p> <p>1-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p>	

GRADES 6-8

Speaking (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <ul style="list-style-type: none"> ❖ Explore concepts by describing, narrating, or explaining how and why things happen. ❖ Paraphrase others' comments to clarify viewpoints. ❖ Elaborate and extend other people's ideas and words. ❖ Use a variety of questions (e.g., literal, inferential, and evaluative). <p>C. WORD CHOICE <i>Demonstrate the ability to use developmentally appropriate vocabulary to support and/or clarify a message.</i></p> <ul style="list-style-type: none"> ❖ Use the primary language for clarification. ❖ Use varied word choice to paraphrase, clarify, illustrate, and elaborate. ❖ Use varied sentence structure. ❖ Use convincing dialogue to role-play short scenes involving familiar situations or emotions. ❖ Adapt language to persuade, explain, or seek information. ❖ Recognize the use of Standard English. ❖ Select and use suitable vocabulary to fit an stimulate a range of audiences. ❖ Use figurative language purposefully in speaking situations. 	<p>3.3.6.B.3</p> <p>3.3.7.B.1</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8 3.3.6.B.2</p> <p>TESOL Goal 1 Standard 3 - Grades 4-8 3.3.6.C.1</p> <p>3.3.7.C.4</p> <p>3.3.4.C.1</p> <p>3.3.4.C.4</p> <p>TESOL Goal 3 Standard 1 - Grades 4-8 3.3.6.C.3</p> <p>3.3.4.C.2</p>	<p>3-5</p> <p>3-5</p> <p>4-5</p> <p>5</p> <p>1-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	<p><i>Students will be able to paraphrase, illustrate, clarify, and/or expand on a topic or ideas when asked.</i></p> <p>Level 1: Pantomime newly learned action words.</p> <p>Level 2: Discuss or explain a chart or graph, using words from a word bank.</p> <p>Level 3: Role-play an event from a story using key terms learned in the unit with the support of a word bank/graphic organizer, as needed.</p> <p>Level 4: Express orally a mathematical operation using the appropriate terminology (e.g., mixed numbers, fractions, exponent, equation value of x, etc.).</p> <p>Level 5: Use figurative language to convey the character traits of a character in mythology or a legend.</p>

GRADES 6-8

Speaking (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <p>D. ORAL PRESENTATION <i>Demonstrate the ability to speak for a variety of audiences and purposes.</i></p> <ul style="list-style-type: none"> ❖ Tell someone in the native language that a direction given in English Was not understood. ❖ Use visual aids, media, and/or technology to support oral communication. ❖ Practice recently learned language by teaching a peer. ❖ Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery. ❖ Use verbal and nonverbal elements of delivery to maintain audience focus. ❖ Read aloud with fluency. ❖ Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents. ❖ Use writing to prompt discussion and enhance planning of formal and informal presentations. ❖ Use clear, precise, organized language that reflects the conventions of spoken English. ❖ Use humor through verbal and nonverbal means. 	<p>TESOL Goal 1 Standard 3 – Grades 4-8</p> <p>3.3.7.D.2</p> <p>TESOL Goal 1 Standard 3– Grades 4-8 3.3.7.D.5</p> <p>3.3.6.D.6</p> <p>3.3.6.D.7</p> <p>3.3.6.D.1</p> <p>3.3.7.D.1</p> <p>3.3.6.D.3</p> <p>TESOL Goal 3 Standard 1 – Grades 4-8</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	<p><i>Students will be able to present information orally.</i></p> <p>Level 1: After reviewing a video or listening to a tape, respond to yes/no questions.</p> <p>Level 2: Retell facts about animals and their habitats.</p> <p>Level 3: Explain the steps involved in long division through the use of a visual aid.</p> <p>Level 4: Narrate a poem.</p> <p>Level 5: Orally compare and contrast two characters from a story or two historical figures.</p>

GRADES 6-8

Speaking (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <ul style="list-style-type: none"> ❖ Use appropriate strategies to prepare, rehearse and deliver an oral presentation: word choice, expression, intonation, and volume. 	<p>3.3.3.D.3</p>	<p>4-5</p>	

GRADES 6-8

Reading

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <p>A. CONCEPTS OF PRINT <i>Identify and explain text features that contribute to comprehension.</i></p> <ul style="list-style-type: none"> ❖ Learn names and formation of letters (if native language does not use Roman alphabet.) Also, left-to-right and top-to-bottom directionality for reading. ❖ Identify and use common textual and graphic features and organizational structures to comprehend information. These include: textual features (e.g., paragraphs, topic sentences, index, table of contents, newspapers, magazines, and reference materials), graphic features (e.g., charts, maps, diagrams), and organizational structure (e.g., logical order, comparison/contrast, cause/effect). <p>B. PHONOLOGICAL AWARENESS <i>Demonstrate phonological awareness and a sense of sound-symbol relationships, including all phonemes.</i></p> <ul style="list-style-type: none"> ❖ Understand sound-symbol relationships in English words. 	<p>3.1.K.A.4</p> <p>3.1.7.A.1, 2</p> <p>3.1.1.B.1</p>	<p>1</p> <p>3-4</p> <p>1-2</p>	<p><i>Students will be able to develop phonemic awareness and use text to aid in reading comprehension.</i></p> <p>Level 1: Group pictures of animals for example by the classification of vertebrate or nonvertebrate, or by their skin coverings.</p> <p>Level 2: Compare and contrast the populations of two cities using a word bank.</p> <p>Level 3: Explain the features of various types of maps (e.g. physical, relief, political, etc.)</p> <p>Level 4: Create and explain gathered data on a chart or graph. (e.g. annual rainfall or the population of various cities or countries.</p> <p>Level 5: Interpret a political cartoon.</p> <p><i>Students will be able to distinguish letter-sound relationships in texts.</i></p> <p>Level 1: Identify the initial consonant or vowel sound of a state.</p> <p>Level 2: Classify one-syllable animal names into long and short vowel sounds.</p>

GRADES 6-8

Reading (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <p>E. READING STRATEGIES <i>Acquire and apply reading strategies before, during, and after reading.</i></p> <ul style="list-style-type: none"> ❖ Recognize the need to seek assistance (e.g., teacher, peers, and other resources). ❖ Hypothesize and predict. ❖ Use basic reading skills such as skimming, scanning, previewing, and reviewing text. ❖ Apply self-monitoring and self-correcting strategies. ❖ Use context to construct meaning. ❖ Reread to make sense of difficult paragraphs or sections of text. <p>F. VOCABULARY AND CONCEPT DEVELOPMENT <i>Develop appropriate vocabulary and concepts according to subject area and content.</i></p> <ul style="list-style-type: none"> ❖ Clarify word meaning through context. ❖ Clarify pronunciation and meaning using various references, resources, or technology. ❖ Expand reading vocabulary by identifying and understanding figurative language. 	<p>TESOL Goal 2 Standard 3 – Grades 4-8</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8 3.1.6.E.3</p> <p>TESOL Goal 1 Standard 3 – Grades 4-8 3.1.7.F.3</p> <p>3.1.7.F.4</p>	<p>1-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>1-5</p> <p>1-5</p> <p>3-5</p>	

GRADES 6-8

Reading (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <ul style="list-style-type: none"> ❖ Understand and produce technical vocabulary and text features according to content area. <p>G. COMPREHENSION SKILLS AND RESPONSE TO TEXT <i>Apply basic reading comprehension skills using context to construct meaning.</i></p> <ul style="list-style-type: none"> ❖ Demonstrate familiarity with everyday texts (e.g., train schedules, directions, brochures). ❖ Actively connect new information to information previously learned. ❖ Differentiate between fact/opinion, bias, and propaganda in newspapers, periodicals, and electronic text. ❖ Read critically by identifying and analyzing various literary and content-area works. ❖ Analyze, synthesize and infer from textual information. ❖ Understand author’s point of view in multicultural texts. ❖ Locate and analyze elements of a story related to content. ❖ Respond critically to text ideas by using textual evidence to support interpretation. 	<p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>3.1.7, 8.G.16</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8</p> <p>3.1.7.G.3</p> <p>3.1.7.G.8, 9</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8 3.1.4.G.4</p> <p>3.1.7.G.7</p> <p>3.1.7.G.10</p>	<p>4-5</p> <p>1-2</p> <p>1-5</p> <p>2-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>5</p>	

GRADES 6-8

Reading (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>H. INQUIRY AND RESEARCH <i>Develop inquiry and research from a variety of sources.</i></p> <ul style="list-style-type: none"> ❖ Gather information orally and in writing to complete a research project. ❖ Self-select materials appropriately related to a research project. ❖ Produce written and/or oral work that demonstrates comprehension of information materials. ❖ Take notes to record important information to aid one's own learning. ❖ Analyze and compare works of literature of different genres. 	<p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>3.1.7.H.4</p> <p>3.1.7.H.1</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8</p> <p>3.1.7.H.5</p>	<p>1-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>5</p>	

GRADES 6-8

Writing

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <p>A. WRITING AS A PROCESS <i>Demonstrate writing as a process using prewriting, drafting, revising, editing, and publishing.</i></p> <ul style="list-style-type: none"> ❖ Observe and reproduce teacher-modeled writing. ❖ Begin to sequence stories and put ideas into writing using pictures, developmental spelling, or conventional text. ❖ Use simple sentences to convey ideas after hearing stories, recalling experiences, brainstorming, and drawing. ❖ Use computer writing applications when possible, during most of the writing process. ❖ Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or Internet/software resources. ❖ Review own writing with others to understand the reader’s perspective and to consider ideas for revision. ❖ Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing. 	<p>3.2.1.A.2</p> <p>3.2.K.A.4</p> <p>3.2.1.A.4</p> <p>3.2.4.A.9</p> <p>3.2.4.A.8</p> <p>3.2.4.A.6</p> <p>3.2.6.A.4</p>	<p>1-2</p> <p>1-2</p> <p>1-2</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p>	

GRADES 6-8

Writing (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <ul style="list-style-type: none"> ❖ Write a range of essays, including persuasive, descriptive, personal, or issue-based (e.g., summaries, journal writing, dialogues, business, and personal letters). ❖ Write pieces that contain narrative elements, such as short stories, biography, autobiography, or memoir. ❖ Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple authoritative sources, which provide a logical sequence throughout multi-paragraph works. ❖ Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a bibliography or works cited page. ❖ Extend knowledge of specific characteristics, structures, and appropriate voice and tone. Use this knowledge in creating written work, considering the purpose, audience, and context of the writing. ❖ Write developmentally appropriate multi-paragraph expository pieces across curricula (e.g., problem-solving, cause/effect, hypothesis/results, feature articles, critiques, or research reports). 	<p>3.2.6.B.2</p> <p>3.2.8.B.2</p> <p>3.2.6.B.5</p> <p>3.2.8.B.3</p> <p>3.2.7.B.1</p> <p>3.2.6.B.3</p>	<p>2-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	

GRADES 6-8

Writing (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <p>C. MECHANICS, SPELLING <i>Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling).</i></p> <ul style="list-style-type: none"> ❖ Edit writing for correct grammar, usage, capitalization, punctuation, and spelling. ❖ Use a variety of reference materials, such as a dictionary, grammar reference, word walls, graphic organizers and/or Internet/software resources to edit written work. ❖ Consult print and nonprint resources in the native language, when needed. ❖ Use level-appropriate sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style. ❖ Use quotation marks and related punctuation correctly in passages of dialogue. 	<p>3.2.8.C.6</p> <p>3.2.7.C.7</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>3.2.7.C.2</p> <p>3.2.6.C.5</p>	<p>1-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p>	

GRADES 3-5

Writing (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight , students will:</p> <ul style="list-style-type: none"> ❖ Indent in own writing to show the beginning of a paragraph. ❖ Use transition words to reinforce a logical progression of ideas. <p>D. WRITING FORMS, AUDIENCES, AND PURPOSES (EXPLORING A VARIETY OF FORMS) <i>Demonstrate the ability to write in a variety of forms for different audiences and purposes.</i></p> <ul style="list-style-type: none"> ❖ Develop a collection of writings (e.g., a literacy folder or portfolio). ❖ Consult print and nonprint resources in the native language when needed. ❖ Use a variety of primary and secondary sources to develop a research report. ❖ Use writing for different purposes and audiences. ❖ Take a position and support it in writing. 	<p>3.2.4.C.7</p> <p>3.2.7.C.5</p> <p>3.2.6.D.15</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>3.2.7.D.6</p> <p>3.2.6.D.1</p> <p>TESOL Goal 2 Standard 2 Grades 4-8</p>	<p>2-5</p> <p>3-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p>	<p><i>Students will be able to write across the curriculum for a variety of audiences.</i></p> <p>Level 1: Visually explain change (e.g., growth in plants and animals, in seasons, in self, or characters and in literature).</p> <p>Level 2: Write a personal narrative, in sequential order, about coming to America.</p> <p>Level 3: Answer questions on a pictograph about population in New Jersey.</p> <p>Level 4: Read a newspaper article and explain a current event.</p> <p>Level 5: Write an end-of-unit research report which explains a topic assigned by the teacher.</p>

GRADES 6-8

Writing (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <ul style="list-style-type: none"> ❖ Gather, select, and organize information appropriate to a topic, task, and audience. ❖ Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences. ❖ Write personal narratives, short stories, memoirs, poetry, and persuasive and expository text that relate clear, coherent events or situations through the use of specific ideas. ❖ Use a variety of narrative and descriptive writing techniques (e.g., dialogue, sensory words and phrases, background information, thoughts and feelings of characters, and comparison and contrast of characters). ❖ Write reports based on research including bibliography and/or works-cited page using supplemental materials as resources. ❖ Demonstrate writing clarity, supportive evidence, and personal experiences when answering open-ended and essay questions across the curriculum. 	<p>3.2.7.D.1</p> <p>3.2.7.D.8</p> <p>3.2.7.D.4</p> <p>3.2.7.D.5</p> <p>3.2.7.D.7</p> <p>3.2.7.D.9</p>	<p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	

GRADES 6-8

Writing (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <ul style="list-style-type: none"> ❖ Develop and apply knowledge and strategies for composing pieces in a variety of genres (e.g. narrative, expository, persuasive, poetic, and everyday/workplace or technical writing, etc.). ❖ Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information. ❖ State a position clearly and convincingly in a persuasive essay by stating the issue, presenting evidence, examples, and justification to support arguments. 	<p>3.2.7.D.2</p> <p>3.2.7.D.3</p> <p>3.2.7.D.10, 11</p>	<p>4-5</p> <p>4-5</p> <p>5</p>	

GRADES 6-8

Viewing and Media Literacy

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <p>A. CONSTRUCTING MEANING <i>Develop an understanding and appreciation of how media/visual arts influence meaning and language acquisition.</i></p> <ul style="list-style-type: none"> ❖ Associate realia or diagrams with written labels to learn vocabulary or construct meaning. ❖ Consult print and nonprint resources in the native language when needed. ❖ Take notes as a teacher presents information or during a film in order to summarize key concepts. ❖ Demonstrate an awareness of different media forms (e.g., newspapers, Internet, magazines) and how they contribute to communication. ❖ Identify aspects of print and electronic texts that support the author’s point of view (e.g., opinion, attitudes). ❖ Consider the use of setting in conjunction with other elements (e.g., theme, characters) to support media presentations. 	<p>TESOL Goal 1 Standard 3 – Grades 4-8</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>3.5.5.A.6</p> <p>3.5.7.A.1</p> <p>3.5.7.A.2</p>	<p>1-5</p> <p>1-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p>	

GRADES 6-8

Viewing and Media Literacy (continued)

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <ul style="list-style-type: none"> ❖ Recognize and respond to visual and print messages of humor, irony, and metaphor. ❖ Understand uses of persuasive text related to advertising in society. ❖ Distinguish different points of view in media (e.g., cartoons, headlines, maps.) ❖ Represent information visually and interpret information presented visually. ❖ Identify the target audiences for a particular program, story, or advertisement. <p>B. VISUAL AND VERBAL MESSAGES <i>Recognize and understand how visual and verbal messages impact learning, thought, and emotions.</i></p> <ul style="list-style-type: none"> ❖ Interpret and respond appropriately to nonverbal cues and body language. ❖ Select different media to help understand language. ❖ Understand the uses of technology as a tool (e.g., the Internet for research). 	<p>3.5.7.A.3</p> <p>3.5.6.A.7</p> <p>3.5.6.A.8</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>3.5.4.A.6</p> <p>TESOL Goal 3 Standard 2 – Grades 4-8</p> <p>TESOL Goal 1 Standard 3 – Grades 4-8</p> <p>3.5.6.B.7</p>	<p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>1-5</p> <p>1-5</p> <p>1-5</p>	

GRADES 6-8

Viewing and Media Literacy

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <ul style="list-style-type: none"> ❖ Discuss and compare values in visual and verbal advertising. ❖ Compare and contrast a news story across different news sources. ❖ Evaluate media messages for credibility. ❖ Develop criteria to judge the effectiveness of visual and verbal presentation. <p>C. LIVING WITH MEDIA <i>Understand the scope and implications of media at the local, national, and global levels.</i></p> <ul style="list-style-type: none"> ❖ Use media to aid with language acquisition and build content knowledge. ❖ Examine and evaluate effects of media in the family, home, and school. ❖ Understand television, video games, music, and motion picture ratings as measurements of content appropriateness. ❖ Express preferences for media and programming choices (e.g., videos or books). ❖ Analyze media content for emotional effect on audiences (e.g., advertisement, propaganda, entertainment). 	<p>3.5.7.B.1</p> <p>3.5.8.A.4</p> <p>3.5.7.B.2</p> <p>3.5.7.B.3</p> <p>TESOL Goal 1 Standard 3 Grades 4-8</p> <p>3.5.6.C.4</p> <p>3.5.7.C.1</p> <p>3.5.6.C.1</p> <p>3.5.7.C.2</p>	<p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>1-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p>	<p><i>Students will be able to use media as a learning research, and entertainment tool.</i></p> <p>Level 1: Create a power point presentation or a poster entitled “All about Me” using clip art, photographs, and/or single-word descriptions (adjectives, adverbs).</p> <p>Level 2: Watch TV weather reports for several days, and create a graph of the daily temperatures and types of weather.</p> <p>Level 3: Create a travel brochure for their native country.</p> <p>Level 4: Explore and express inclination or preference for selection of movie, music or TV programs.</p> <p>Level 5: Look at and analyze advertisements in TV or newspapers and create their own ad.</p>