

ESL I Unit 1 (Nine Weeks)

Essential Questions: Who am I? What makes us wise?

WIDA Level 2: Emerging Can Do Descriptors	Listening	Speaking	Reading	Writing
	<p>SWBAT</p> <ul style="list-style-type: none"> Match or classify oral descriptions to real-life experiences or visually represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions 	<p>SWBAT</p> <ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH-questions to clarify meaning Give features of content-based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<p>SWBAT</p> <ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<p>SWBAT</p> <ul style="list-style-type: none"> Make content-related lists of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH-questions from models Correspond for social purposes (e.g., memos, e-mails, notes)
Key KCAS Focus Standards	Language	Speaking/Listening	Reading	Writing
	<p>L.9-10.1 Conventions and usage L.9-10.2 Capitalization, punctuation, and spelling</p>	<p>SL.9-10.1 Prepare and participate effectively in a range of conversations and collaborations</p>	<p>RL/RI.9-10.1 Cite textual evidence/draw inferences RL/RI.9-10.2 Determine central ideas/themes/summarize RL.9-10.3 analyze characters</p>	<p>W.9-10.3 Write narratives to develop real or imagined experiences (Writing Trait: Focus and Unity)</p>

ESL I Unit 1 Who am I? What makes us wise?	
Major Texts	Edge Level Fundamentals: Unit 1 and Unit 2
Class Novel	Families by Ann Morris Houses by Harley Chan
Independent Reading	Districtwide Smart Goal: All students will read one novel of their choosing each grading period. http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf
Writing	Narrative – autobiographical narrative https://www.writeabout.com/ http://www.timeforkids.com/homework-helper/a-plus-papers/personal-narrative http://wc2008.wikispaces.com/file/view/AutoBioIncident.pdf (Visual ways for students to express themselves) Coat of Arms https://www.pinterest.com/pin/344877283938331083/ “I Am” Poem http://www.starrspangledplanner.com/2014/07/worksheet-wednesday-first-day-poem.htm All About Me Poster http://www.danasrfk.top/all-about-me-template/
Web Based Resources	http://www.cnn.com/studentnews http://www.timeforkids.com/ https://www.writeabout.com/
Technology	Students use computers and other kinds of technology, to collect, organize, and communicate information and ideas. http://jcpseslhs.weebly.com/
Assessment Resources	Summative Assessments Unit 1 Test http://hbedge.net/edge/teachers/fundamentals/unit1/resources/US/assessments/Edge.ASSMT.UT.F1.fwo.pdf Unit 2 Test http://hbedge.net/edge/teachers/fundamentals/unit2/resources/US/assessments/Edge.ASSMT.UT.F2.fwo.pdf
Assessment Resources	Formative Assessments Edge Unit 1 Language Acquisition Rubrics http://hbedge.net/edge/teachers/fundamentals/unit2/resources/US/assessments/Edge.ASSMT.LAR.F2.fwo.pdf Self-Assessment Writing http://hbedge.net/edge/teachers/fundamentals/resources/US/assessments/Edge.ASSMT.SAW.F.fwo.pdf Edge Unit 1 What I Do: Reading Strategies

<http://hbedge.net/edge/teachers/fundamentals/resources/US/assessments/Edge.ASSMT.WIDRS.F.fwo.pdf>Edge

Unit 1 Fluency Passages

<http://hbedge.net/edge/teachers/fundamentals/unit2/resources/US/fluency/Edge.FP.F2.fwo.pdf>

ESL 1 Unit 2 (Nine Weeks)

Essential Question: What Makes Us the Same? What Makes Us Different?

WIDA Level 3: Emerging Can Do Descriptors	Listening	Speaking	Reading	Writing
	<p>SWBAT</p> <ul style="list-style-type: none"> • Match or classify oral descriptions to real-life experiences or visually represented, content-related examples • Sort oral language statements according to time frames • Sequence visuals according to oral directions 	<p>SWBAT</p> <ul style="list-style-type: none"> • Describe persons, places, events, or objects • Ask WH-questions to clarify meaning • Give features of content-based material (e.g., time periods) • Characterize issues, situations, regions shown in illustrations 	<p>SWBAT</p> <ul style="list-style-type: none"> • Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) • Classify or organize information presented in visuals or graphs • Follow multi-step instructions supported by visuals or data • Match sentence-level descriptions to visual representations • Compare content-related features in visuals and graphics • Locate main ideas in a series of related sentences 	<p>SWBAT</p> <ul style="list-style-type: none"> • Make content-related lists of words, phrases, or expressions • Take notes using graphic organizers or models • Formulate yes/no, choice and WH-questions from models • Correspond for social purposes (e.g., memos, e-mails, notes)
Key KCAS Focus Standards	Language	Speaking/Listening	Reading	Writing
	<p><i>L.9-10.1 Conventions and usage</i> <i>L.9-10.2 Capitalization, punctuation, and spelling</i> L.9-10.4 Multiple-meaning words and phrases, context clues, word parts</p>	<p><i>SL.9-10.1 Prepare and participate effectively in a range of conversations and collaborations</i> SL.9-10.4 Oral presentation of organized information SL.9-10.5 Strategic use of digital media</p>	<p><i>RL/RI.9-10.2 Determine central ideas/themes/summarize</i> <i>RL.9-10.3 analyze characters</i> RL/RI.9-10.1 Cite textual evidence/draw inferences RI.9-10.6 Author’s purpose, viewpoint</p>	<p><i>W.9-10.3 Write narratives to develop real or imagined experiences (Writing Trait: Focus and Unity)</i> W.9-10.2 Write informative/explanatory texts (Writing Trait: Development of Ideas)</p>

ESL I Unit 2: What Makes Us the Same? What Makes Us Different?	
Major Texts	Edge Fundamentals: Unit 3 http://commonlit.org/themes/america/questions/what-makes-america-unique
Class Novel	What Makes a Community? by Janet Helenthal Who's Got Game? The Lion or the Mouse? By Toni Morrison
Independent Reading	Districtwide Smart Goal: All students will read one novel of their choosing each grading period. http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf
Writing	Expository – Painted Essay http://www.vermontwritingcollaborative.org/WPDEV/ Interactive Venn Diagram for Compare/Contrast Essay http://www.readwritethink.org/files/resources/interactives/venn_diagrams/
Web Based Resources	100 People Interactive Video https://newsela.com/ Smithsonian Tween Tribune(Lexile Leveled and Spanish) http://tweentribune.com/ Tolerance http://perspectives.tolerance.org/ https://thinkcerca.com/ http://www.colorincolorado.org/article/primary-sources-library-congress-and-english-learners Teaching Strategies from CAL
Technology	Students use computers and other kinds of technology, to collect, organize, and communicate http://jcpseslhs.weebly.com/ https://videolicious.com/ https://prezi.com/ https://www.emaze.com/ http://www.weebly.com/
Assessment Resources	Summative Assessments Unit 3 Test http://hbadge.net/edge/teachers/fundamentals/unit3/resources/US/assessments/Edge.ASSMT.UT.F3.fwo.pdf
Assessment Resources	Formative Assessments Edge Unit 2 Language Acquisition Rubrics http://hbadge.net/edge/teachers/fundamentals/unit3/resources/US/assessments/Edge.ASSMT.LAR.F3.fwo.pdf Self-Assessment Writing http://hbadge.net/edge/teachers/fundamentals/resources/US/assessments/Edge.ASSMT.SAW.F.fwo.pdf Edge Unit 2 Fluency Passages http://hbadge.net/edge/teachers/fundamentals/unit3/resources/US/fluency/Edge.FP.F3.fwo.pdf

ESL 1 Unit 3 (Nine Weeks)

Essential Question: What Does It Take to Survive? Is It Important to Fit In?

WIDA Level 2: Emerging Can Do Descriptors	Listening	Speaking	Reading	Writing
	<p>SWBAT</p> <ul style="list-style-type: none"> Match or classify oral descriptions to real-life experiences or visually represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions 	<p>SWBAT</p> <ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH-questions to clarify meaning Give features of content-based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<p>SWBAT</p> <ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<p>SWBAT</p> <ul style="list-style-type: none"> Make content-related lists of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH-questions from models Correspond for social purposes (e.g., memos, e-mails, notes)
Key KCAS Focus Standards	Language	Speaking/Listening	Reading	Writing
	<p>L.9-10.1 Conventions and usage L.9-10.2 Capitalization, punctuation, and spelling L.9-10.4 Multiple-meaning words and phrases, context clues, word parts L.9-10.3 Language functions in context</p>	<p>SL.9-10.1 Prepare and participate effectively in a range of conversations and collaborations SL.9-10.4 Oral presentation of organized information SL.9-10.5 Strategic use of digital media SL.9-10.3 Evaluate a speaker</p>	<p>RL/RI.9-10.2 Determine central ideas/themes/summarize RL.9-10.3 analyze characters RL/RI.9-10.1 Cite textual evidence/draw inferences RI.9-10.5 Text Structure RI.9-10.6 Author's purpose, viewpoint</p>	<p>W.9-10.3 Write narratives to develop real or imagined experiences (Writing Trait: Focus and Unity) W.9-10.2 Write informative/explanatory texts (Writing Trait: Development of Ideas) W.9-10.1 Write arguments (Writing Trait: Organization)</p>

			RI.9-10.8 Evaluate argument and claims RI.9-10.10 Compare across texts	
ESL 1 Unit 3				
Major Texts	Edge Fundamentals Units 4 and 5: What Does It Take to Survive? How Important Is It to Fit In?			
Class Novel	Hercules Frankenstein I Survived Series The Ch'i-lin Purse			
Independent Reading	Districtwide Smart Goal: All students will read one novel of their choosing each grading period. http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf			
Writing	Argument https://www.heinemann.com/shared/onlineresources/E01396/introAndChapter1.pdf http://www.vriuvm.org/uncategorized/persuasive-vs-argument-writing/ http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html http://teachargument.com/			
Web Based Resources	Famous Rescues from Scholastic http://ell.stanford.edu/sites/default/files/ela_pdf/L1_advertising_January2013_0.pdf Argument mini-units from LWP https://sites.google.com/site/1516nwpcrwp/home Philosophical Chairs http://www.d120.org/assets/1/avid/Using_Philosophical_Chairs.pdf https://www.youtube.com/watch?v=19elwVxjfeA http://www.amnestyusa.org/ http://www.procon.org/ https://thinkcerca.com/ http://www.vriuvm.org/uncategorized/persuasive-vs-argument-writing/ Focus: Understanding the Difference between Persuasion and Argument http://www.readwritethink.org/classroom-resources/lesson-plans/argument-persuasion-propaganda-analyzing-829.html			
Technology	Students use computers and other kinds of technology, to collect, organize, and communicate http://jcpselhs.weebly.com/ https://videolicious.com/ https://prezi.com/			

	https://www.emaze.com/ http://www.weebly.com/
Assessment Resources	Summative Assessments Unit 4 Test http://hbedge.net/edge/teachers/fundamentals/unit4/resources/US/assessments/Edge.ASSMT.UT.F4.fwo.pdf Unit 5 Test http://hbedge.net/edge/teachers/fundamentals/unit5/resources/US/assessments/Edge.ASSMT.UT.F5.fwo.pdf
Assessment Resources	Formative Assessments What I Do: Reading Strategies Self-Assessment: Writing Fluency Passages http://hbedge.net/edge/teachers/fundamentals/unit4/resources/US/fluency/Edge.FP.F4.fwo.pdf http://hbedge.net/edge/teachers/fundamentals/unit5/resources/US/fluency/Edge.FP.F5.fwo.pdf

ESL I Unit 4 (Nine Weeks)
Essential Question: What Matters Most?

WIDA Can Do Descriptors: Emerging	Listening	Speaking	Reading	Writing
	<p>SWBAT</p> <ul style="list-style-type: none"> Match or classify oral descriptions to real-life experiences or visually represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions 	<p>SWBAT</p> <ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH-questions to clarify meaning Give features of content-based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<p>SWBAT</p> <ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<p>SWBAT</p> <ul style="list-style-type: none"> Make content-related lists of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH-questions from models Correspond for social purposes (e.g., memos, e-mails, notes)
Key KCAS Focus Standards	Language	Speaking/Listening	Reading	Writing
	<p><i>L.9-10.1 Conventions and usage</i> <i>L.9-10.2 Capitalization, punctuation, and spelling</i> <i>L.9-10.4 Multiple-meaning words and phrases, context clues, word parts</i> <i>L.9-10.3 Language functions in context</i></p>	<p><i>SL.9-10.1 Prepare and participate effectively in a range of conversations and collaborations</i> <i>SL.9-10.4 Oral presentation of organized information</i> <i>SL.9-10.3 Evaluate a speaker</i></p>	<p><i>RL/RI.9-10.2 Determine central ideas/themes/summarize</i> <i>RL.9-10.3 analyze characters</i> <i>RL/RI.9-10.1 Cite textual evidence/draw inferences</i> <i>RI.9-10.5 Text Structure</i></p>	<p><i>W.9-10.3 Write narratives to develop real or imagined experiences (Writing Trait: Focus and Unity)</i> <i>W.9-10.2 Write informative/explanatory texts (Writing Trait: Development of Ideas)</i></p>

	L.9-10.5 Figurative language, word relationships and meanings.	SL.9-10.5 Strategic use of digital media SL.9-10. Adapt speech to context	RI.9-10.6 Author's purpose, viewpoint RI.9-10.8 Evaluate argument and claims RI.9-10.10 Compare across texts RL/RI.9-10.4 Figurative meanings and word choice RL/RI.9-10.7 Integrate and Evaluate content in diverse formats, media	W.9-10.1 Write arguments (<u>Writing Trait: Organization</u>) W.9-10.7-9 Short Research Project
ESL II Unit 4 What Matters Most?				
Major Texts	<u>Edge Fundamentals Unit 6</u>			
Class Novel	<u>Any Small Goodness</u>			
Independent Reading	Districtwide Smart Goal: All students will read one novel of their choosing each grading period and keep a metacognitive reading log. <u>http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf</u> <u>http://readingapprenticeship.org/wp-content/uploads/2014/01/RFU-ch-4-metacog-reading-log.pdf</u>			
Writing	Short Research Project/Passion Project			
Web Based Resources	<u>http://assets.cengage.com/gale/tlist/QuestiaTeachersGuide.pdf</u> <u>http://www.nwp.org/cs/public/print/resource/2512</u> <u>https://owl.english.purdue.edu/</u> <u>https://www.refme.com/us/</u> (easy online tool for creating quick citations, APA, MLA, etc.)			
Technology	Students use computers and other kinds of technology, to collect, organize, and communicate <u>http://jcpselhs.weebly.com/</u> <u>https://videolicious.com/</u> <u>https://prezi.com/</u> <u>https://www.emaze.com/</u> <u>http://www.weebly.com/</u>			
Assessment Resources	Summative Assessments <u>Unit 6 Test</u> <u>http://www.readwritethink.org/files/resources/lesson_images/lesson812/Rubric.pdf</u>			

	http://rubistar.4teachers.org/index.php (rubric maker)
Assessment Resources	Formative Assessments Writing Self-Assessment What I Do: Reading Strategies Fluency Passages http://hbedge.net/edge/teachers/fundamentals/unit6/resources/US/fluency/Edge.FP.F6.fwo.pdf

ESL II Unit 1 (Nine Weeks)

Essential Question: What influences how we act?

WIDA Level 3: Developing Can Do Descriptors	Listening	Speaking	Reading	Writing
	<p>SWBAT</p> <ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<p>SWBAT</p> <ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Conduct interviews or gather information through oral interaction Sequence processes, cycles, procedures, or events Compare/contrast features, traits, characteristics using general and some specific language Estimate, make predictions or pose hypotheses from models 	<p>SWBAT</p> <ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic context Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in text Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<p>SWBAT</p> <ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g. rubrics)
Key KCAS Focus Standards	Language	Speaking/Listening	Reading	Writing
	<p>L.9-10.1 Conventions and usage L.9-10.2 Capitalization, punctuation, and spelling</p>	<p>SL.9-10.1 Prepare and participate effectively in a range of conversations and collaborations</p>	<p>RL/RI.9-10.1 Cite textual evidence/draw inferences RL/RI.9-10.2 Determine central ideas/themes/summarize RL.9-10.3 analyze characters</p>	<p>W.9-10.3 Write narratives to develop real or imagined experiences (Writing Trait: Focus and Unity)</p>

ESL II Unit 1

Major Texts	<p>Edge Level A: Unit 1/Unit 5(Short stories)</p> <p>The Cask of Amontillado</p> <p>The Gift of the Maji</p> <p>Eleven by Sandra Cisneros</p> <p>http://commonlit.org/themes/identity</p>
Class Novel	<p>Facing the Lion by Joseph Lemasolai Lekuton</p> <p>http://www.ngsptechnology.com/Portals/0/downloads/HSINZ.T1.TG.Facing.pdf</p>
Independent Reading	<p>Districtwide Smart Goal: All students will read one novel of their choosing each grading period.</p> <p>http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf</p>
Writing	<p>Narrative</p> <p>http://hbedge.net/edge/teachers/levelA/unit1/resources/US/lessons/Edge.TE.L1-5.WP.A1.fwo.pdf</p> <p>Consider <i>This I Believe</i> and Story Corps</p>
Web Based Resources	<p>This I Believe: http://thisibelieve.org/guidelines/</p> <p>Story Corp https://storycorps.me/</p> <p>Teaching Tolerance http://perspectives.tolerance.org/</p> <p>http://www.edchange.org/multicultural/activities/name.html</p> <p>https://www.teachervision.com/tv/printables/Untitled_0876288581_72_73.pdf</p>
Technology	<p>Students use computers and other kinds of technology, to collect, organize, and communicate information and ideas.</p> <p>http://jcpseslhs.weebly.com/</p>
Assessment Resources	<p>Summative Assessments</p> <p>Edge Unit 1 Reading and Literary Analysis Test</p> <p>http://hbedge.net/edge/teachers/levelA/unit1/resources/US/assessments/Edge.ASSMT.RLUT.A1.fwo.pdf</p> <p>Edge Unit 1 Grammar and Writing Test</p> <p>http://hbedge.net/edge/teachers/levelA/unit1/resources/US/assessments/Edge.ASSMT.GWUT.A1.fwo.pdf</p>
Assessment Resources	<p>Formative Assessments</p> <p>Edge Unit 1 Language Acquisition Rubrics</p> <p>http://hbedge.net/edge/teachers/levelA/unit1/resources/US/assessments/Edge.ASSMT.LAR.A1.fwo.pdf</p> <p>Edge Unit 1 Written Conventions Rubric</p> <p>http://hbedge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.TRWC.A.fwo.pdf</p> <p>Edge Unit 1 Writing Traits Rubric: Focus and Unity</p> <p>http://hbedge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.TRFU.A.fwo.pdf</p> <p>Edge Unit 1 Writing Traits Rubric (All Traits)</p> <p>http://hbedge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.TRGW.A.fwo.pdf</p> <p>Edge Unit 1 What I Do: Reading Strategies</p> <p>http://hbedge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.RWIDRS.A.fwo.pdf</p> <p>Edge Unit 1 Fluency Passages</p> <p>http://hbedge.net/edge/teachers/levelA/unit1/resources/US/fluency/Edge.FP.A1.fwo.pdf</p>



ESL II Unit 2 (Nine Weeks)
Essential Question: How Do Families Affect Us?

WIDA Level 3: Developing Can Do Descriptors	Listening	Speaking	Reading	Writing
	<p>SWBAT</p> <ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<p>SWBAT</p> <ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Conduct interviews or gather information through oral interaction Sequence processes, cycles, procedures, or events Compare/contrast features, traits, characteristics using general and some specific language Estimate, make predictions or pose hypotheses from models 	<p>SWBAT</p> <ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic context Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in text Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<p>SWBAT</p> <ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g. rubrics)
Key KCAS Focus Standards	Language	Speaking/Listening	Reading	Writing
	<p><i>L.9-10.1 Conventions and usage</i> <i>L.9-10.2 Capitalization, punctuation, and spelling</i> L.9-10.4 Multiple-meaning words and phrases, context clues, word parts</p>	<p><i>SL.9-10.1 Prepare and participate effectively in a range of conversations and collaborations</i> SL.9-10.4 Oral presentation of organized information SL.9-10.5 Strategic use of digital media</p>	<p><i>RL/RI.9-10.2 Determine central ideas/themes/summarize</i> <i>RL.9-10.3 analyze characters</i> RL/RI.9-10.1 Cite textual evidence/draw inferences RI.9-10.6 Author's purpose, viewpoint</p>	<p><i>W.9-10.3 Write narratives to develop real or imagined experiences (Writing Trait: Focus and Unity)</i> W.9-10.2 Write informative/explanatory texts (Writing Trait: Development of Ideas)</p>

ESL II Unit 2

Major Texts	<p>Edge Level A: Unit 2 (nonfiction)</p> <p>The Elian Gonzalez Story</p> <p>Garana's Story: A Day in the Life of a Young Afghan Refugee</p> <p>I Escaped a Violent Gang</p> <p>The Grandfather</p> <p>http://commonlit.org/themes/identity</p>
Class Novel	<p>Walking Stars by Victor Villasenor</p> <p>http://www.ngsptechnology.com/Portals/0/downloads/HSINZ.T1.TG.Walking.pdf</p> <p>The Code by Mawi Asgedom</p>
Independent Reading	<p>Districtwide Smart Goal: All students will read one novel of their choosing each grading period.</p> <p>http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf</p>
Writing	<p>Expository</p> <p>http://hbadge.net/edge/teachers/levelA/unit2/resources/US/lessons/Edge.TE.L1-5.WP.A2.fwo.pdf</p>
Web Based Resources	<p>https://newsela.com/</p> <p>Smithsonian Tween Tribune(Lexile Leveled and Spanish) http://tweentribune.com/</p> <p>Tolerance http://perspectives.tolerance.org/</p> <p>https://thinkcerca.com/</p> <p>News Article about ESL Newcomer Academy http://www.wdrb.com/story/30854590/sunday-edition-refugee-students-fuel-growth-at-icps-newcomer-academy</p>
Technology	<p>Students use computers and other kinds of technology, to collect, organize, and communicate</p> <p>http://jcpseslhs.weebly.com/</p> <p>https://videolicious.com/</p> <p>https://prezi.com/</p> <p>https://www.emaze.com/</p> <p>http://www.weebly.com/</p>
Assessment Resources	<p>Summative Assessments</p> <p>Edge Unit 2 Reading and Literary Analysis Test</p> <p>http://hbadge.net/edge/teachers/levelA/unit2/resources/US/assessments/Edge.ASSMT.RLUT.A2.fwo.pdf</p> <p>Edge Unit 2 Grammar and Writing Test</p> <p>http://hbadge.net/edge/teachers/levelA/unit2/resources/US/assessments/Edge.ASSMT.GWUT.A2.fwo.pdf</p>
Assessment Resources	<p>Formative Assessments</p> <p>Edge Unit 2 Language Acquisition Rubrics</p> <p>http://hbadge.net/edge/teachers/levelA/unit2/resources/US/assessments/Edge.ASSMT.LAR.A2.fwo.pdf</p> <p>Edge Unit 2 Written Conventions Rubric</p> <p>http://hbadge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.TRWC.A.fwo.pdf</p> <p>Edge Unit 2 Writing Traits Rubric: Development of Ideas</p> <p>http://hbadge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.TRDI.A.fwo.pdf</p> <p>Edge Unit 2 Writing Traits Rubric (All Traits)</p> <p>http://hbadge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.TRGW.A.fwo.pdf</p>

Edge Unit 2 What I Do: Vocabulary Strategies

<http://hbedge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.RWIDVS.A.fwo.pdf>

Edge Unit 2 Fluency Passages

<http://hbedge.net/edge/teachers/levelA/unit2/resources/US/fluency/Edge.FP.A2.fwo.pdf>

ESL II Unit 3 (Nine Weeks)

Essential Question: Do We Find or Create our True Selves?

WIDA Level 3: Developing Can Do Descriptors	Listening	Speaking	Reading	Writing
	<p>SWBAT</p> <ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<p>SWBAT</p> <ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Conduct interviews or gather information through oral interaction Sequence processes, cycles, procedures, or events Compare/contrast features, traits, characteristics using general and some specific language Estimate, make predictions or pose hypotheses from models 	<p>SWBAT</p> <ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic context Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in text Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<p>SWBAT</p> <ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g. rubrics)
Key KCAS Focus Standards	Language	Speaking/Listening	Reading	Writing
	<p>L.9-10.1 Conventions and usage L.9-10.2 Capitalization, punctuation, and spelling L.9-10.4 Multiple-meaning words and phrases, context clues, word parts L.9-10.3 Language functions in context</p>	<p>SL.9-10.1 Prepare and participate effectively in a range of conversations and collaborations SL.9-10.4 Oral presentation of organized information SL.9-10.5 Strategic use of digital media SL.9-10.3 Evaluate a speaker</p>	<p><i>RL/RI.9-10.2 Determine central ideas/themes/summarize</i> <i>RL.9-10.3 analyze characters</i> RL/RI.9-10.1 Cite textual evidence/draw inferences RI.9-10.5 Text Structure RI.9-10.6 Author’s purpose, viewpoint RI.9-10.8 Evaluate argument and claims</p>	<p>W.9-10.3 Write narratives to develop real or imagined experiences (Writing Trait: Focus and Unity) W.9-10.2 Write informative/explanatory texts (Writing Trait: Development of Ideas) W.9-10.1 Write arguments (Writing Trait: Organization)</p>

			RI.9-10.10 Compare across texts	
ESL II Unit 3				
Major Texts	Edge Level A: Unit 6 (nonfiction) http://commonlit.org/themes/identity			
Class Novel	Thura's Diary by Thura Al Windawi http://www.ngsptechnology.com/Portals/0/downloads/HSINZ.T1.TG.Thuras.pdf			
Independent Reading	Districtwide Smart Goal: All students will read one novel of their choosing each grading period. http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf			
Writing	Argument https://www.heinemann.com/shared/onlineresources/E01396/introAndChapter1.pdf http://www.vriuvm.org/uncategorized/persuasive-vs-argument-writing/ http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html http://teachargument.com/			
Web Based Resources	Argument mini-units from LWP https://sites.google.com/site/1516nwpcrwp/home Philosophical Chairs http://www.d120.org/assets/1/avid/Using_Philosophical_Chairs.pdf https://www.youtube.com/watch?v=19elwVxjfeA http://www.amnestyusa.org/ http://www.procon.org/ https://thinkcerca.com/ http://www.vriuvm.org/uncategorized/persuasive-vs-argument-writing/ Focus: Understanding the Difference between Persuasion and Argument http://www.readwritethink.org/classroom-resources/lesson-plans/argument-persuasion-propaganda-analyzing-829.html			
Technology	Students use computers and other kinds of technology, to collect, organize, and communicate http://jcpselhs.weebly.com/ https://videolicious.com/ https://prezi.com/ https://www.emaze.com/ http://www.weebly.com/			
Assessment Resources	Summative Assessments Edge Unit 3 Reading and Literary Analysis Test http://hbadge.net/edge/teachers/levelA/unit3/resources/US/assessments/Edge.ASSMT.RLUT.A3.fwo.pdf Edge Unit 3 Grammar and Writing Test http://hbadge.net/edge/teachers/levelA/unit3/resources/US/assessments/Edge.ASSMT.GWUT.A3.fwo.pdf			

Assessment Resources	<p>Formative Assessments</p> <p>Edge Unit 3 Language Acquisition Rubrics http://hbedge.net/edge/teachers/levelA/unit2/resources/US/assessments/Edge.ASSMT.LAR.A2.fwo.pdf</p> <p>Edge Unit 3 Written Conventions Rubric http://hbedge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.TRWC.A.fwo.pdf</p> <p>Edge Unit 3 Writing Traits Rubric: Development of Ideas http://hbedge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.TRDI.A.fwo.pdf</p> <p>Edge Unit 3 Writing Traits Rubric (All Traits) http://hbedge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.TRGW.A.fwo.pdf</p> <p>Edge Unit 3 What I Do: Vocabulary Strategies http://hbedge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.RWIDVS.A.fwo.pdf</p> <p>Edge Unit 3 Fluency Passages http://hbedge.net/edge/teachers/levelA/unit2/resources/US/fluency/Edge.FP.A2.fwo.pdf</p>
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ESL II Unit 4 (Nine Weeks)

Essential Question: How Does A Person Overcome Adversity?

WIDA Level 3: Developing Can Do Descriptors	Listening	Speaking	Reading	Writing
	<p>SWBAT</p> <ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<p>SWBAT</p> <ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Conduct interviews or gather information through oral interaction Sequence processes, cycles, procedures, or events Compare/contrast features, traits, characteristics using general and some specific language Estimate, make predictions or pose hypotheses from models 	<p>SWBAT</p> <ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic context Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in text Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<p>SWBAT</p> <ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g. rubrics)
Key KCAS Focus Standards	Language	Speaking/Listening	Reading	Writing
	<p><i>L.9-10.1 Conventions and usage</i> <i>L.9-10.2 Capitalization, punctuation, and spelling</i> <i>L.9-10.4 Multiple-meaning words and phrases, context clues, word parts</i> <i>L.9-10.3 Language functions in context</i> <i>L.9-10.5 Figurative language, word</i></p>	<p><i>SL.9-10.1 Prepare and participate effectively in a range of conversations and collaborations</i> <i>SL.9-10.4 Oral presentation of organized information</i> <i>SL.9-10.3 Evaluate a speaker</i> <i>SL.9-10.5 Strategic use of digital media</i></p>	<p><i>RL/RI.9-10.2 Determine central ideas/themes/summarize</i> <i>RL.9-10.3 analyze characters</i> <i>RL/RI.9-10.1 Cite textual evidence/draw inferences</i> <i>RI.9-10.5 Text Structure</i> <i>RI.9-10.6 Author’s purpose, viewpoint</i></p>	<p><i>W.9-10.3 Write narratives to develop real or imagined experiences (Writing Trait: Focus and Unity)</i> <i>W.9-10.2 Write informative/explanatory texts (Writing Trait: Development of Ideas)</i> <i>W.9-10.1 Write arguments (Writing Trait: Organization)</i></p>

	relationships and meanings.	SL.9-10. Adapt speech to context	<i>RI.9-10.8 Evaluate argument and claims</i> <i>RI.9-10.10 Compare across texts</i> RL/RI.9-10.4 Figurative meanings and word choice RL/RI.9-10.7 Integrate and Evaluate content in diverse formats, media	W.9-10.7-9 Short Research Project
ESL II Unit 4				
Major Texts	Common Lit: http://commonlit.org/themes/resilience/questions/how-does-a-person-overcome-adversity or Edge Unit 4			
Class Novel (Choose 1)	<i>Wonder</i> by R.J. Palacio <i>A Long Way Gone</i> by Ishmael Beah <i>I am Malala</i> by Malala Yousafzai			
Independent Reading	Districtwide Smart Goal: All students will read one novel of their choosing each grading period and keep a metacognitive reading log. http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf http://readingapprenticeship.org/wp-content/uploads/2014/01/RFU-ch-4-metacog-reading-log.pdf			
Writing	Short Research Paper (Resilience or Resilient People)			
Web Based Resources	http://assets.cengage.com/gale/tlist/QuestiaTeachersGuide.pdf http://www.nwp.org/cs/public/print/resource/2512 https://owl.english.purdue.edu/ https://www.refme.com/us/ (easy online tool for creating quick citations, APA, MLA, etc.)			
Technology	Students use computers and other kinds of technology, to collect, organize, and communicate http://jcpselhs.weebly.com/ https://videolicious.com/ https://prezi.com/ https://www.emaze.com/ http://www.weebly.com/			
Assessment Resources	Summative Assessments http://www.readwritethink.org/files/resources/lesson_images/lesson812/Rubric.pdf http://rubistar.4teachers.org/index.php (rubric maker) http://hbadge.net/edge/teachers/levelA/unit4/resources/US/assessments/Edge.ASSMT.RLUT.A4.fwo.pdf			

Assessment Resources	<p>Formative Assessments</p> <p>http://hbedge.net/edge/teachers/levelA/unit4/resources/US/assessments/Edge.ASSMT.LAR.A4.fwo.pdf Edge Unit 4 Written Conventions Rubric</p> <p>http://hbedge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.TRWC.A.fwo.pdf Edge Unit 4 Writing Traits Rubric: Organization</p> <p>http://hbedge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.TRO.A.fwo.pdf Edge Writing Traits Rubric (All Traits)</p> <p>http://hbedge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.TRGW.A.fwo.pdf Edge Unit 4 Fluency Passages</p> <p>http://hbedge.net/edge/teachers/levelA/unit4/resources/US/fluency/Edge.FP.A4.fwo.pdf</p>

ESL III Unit 1 (Nine Weeks)

Essential Question: What influences a person’s choices?

WIDA Level 4: Developing Can Do Descriptors	Listening	Speaking	Reading	Writing
	<p>SWBAT</p> <ul style="list-style-type: none"> • Distinguish between multiple meanings of oral words or phrases in social and academic contexts • Analyze content-related tasks or assignments based on oral discourse • Categorize examples of genres read aloud • Compare traits based on visuals and oral descriptions using specific and some technical language 	<p>SWBAT</p> <ul style="list-style-type: none"> • Take a stance and use evidence to defend it • Explain content-related issues and concepts • Compare and contrast points of view • Analyze and share pros and cons of choices • Use and respond to gossip, slang, and idiomatic expressions • Use speaking strategies (e.g., circumlocution) 	<p>SWBAT</p> <ul style="list-style-type: none"> • Compare/contrast authors’ points of view, characters, information, or events • Interpret visually- or graphically-supported information • Infer meaning from text • Match cause to effect • Evaluate usefulness of data or information supported visually or graphically 	<p>SWBAT</p> <ul style="list-style-type: none"> • Summarize content-related notes from lectures or text • Revise work based on narrative or oral feedback • Compose narrative and expository text for a variety of purposes • Justify or defend ideas and opinions • Produce content-related reports
Key KCAS Focus Standards	Language	Speaking/Listening	Reading	Writing
	<p>L.9-10.1 Conventions and usage L.9-10.2 Capitalization, punctuation, and spelling</p>	<p>SL.9-10.1 Prepare and participate effectively in a range of conversations and collaborations</p>	<p>RL/RI.9-10.1 Cite textual evidence/draw inferences RL/RI.9-10.2 Determine central ideas/themes/summarize RL.9-10.3 analyze characters</p>	<p>W.9-10.3 Write narratives to develop real or imagined experiences (Writing Trait: Focus and Unity)</p>
ESL III Unit 1				

Major Texts	Edge Level B: Unit 1 (Short Stories) The Lady or the Tiger Harrison Bergeron Lesson http://commonlit.org/themes/morality
Class Novel	The Grapes of Wrath Miracle's Boys The Trojan Horse
Independent Reading	Districtwide Smart Goal: All students will read one novel of their choosing each grading period. http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf
Writing	Narrative – autobiographical narrative http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRFU.B.fwo.pdf https://www.writeabout.com/
Web Based Resources	http://www.ted.com/talks/sheena_ayengar_on_the_art_of_choosing/transcript?language=en http://perspectives.tolerance.org/ https://www.writeabout.com/
Technology	Students use computers and other kinds of technology, to collect, organize, and communicate information and ideas. http://jcpseslhs.weebly.com/
Assessment Resources	Summative Assessments Edge Unit 1 Reading and Literary Analysis Test http://hbedge.net/edge/teachers/levelB/unit1/resources/US/assessments/Edge.ASSMT.RLUT.B1.fwo.pdf Edge Unit 1 Grammar and Writing Test http://hbedge.net/edge/teachers/levelB/unit1/resources/US/assessments/Edge.ASSMT.GWUT.B1.fwo.pdf
Assessment Resources	Formative Assessments Edge Unit 1 Language Acquisition Rubrics http://hbedge.net/edge/teachers/levelB/unit1/resources/US/assessments/Edge.ASSMT.LAR.B1.fwo.pdf Edge Unit 1 Written Conventions Rubric http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRWC.B.fwo.pdf Edge Unit 1 Writing Traits Rubric: Focus and Unity http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRFU.B.fwo.pdf Edge Unit 1 Writing Traits Rubric (All Traits) http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRGW.B.fwo.pdf Edge Unit 1 What I Do: Reading Strategies http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.RWIDRS.B.fwo.pdf Edge Unit 1 Fluency Passages http://hbedge.net/edge/teachers/levelB/unit1/resources/US/fluency/Edge.FP.B1.fwo.pdf

ESL III Unit 2 (Nine Weeks)
Essential Question: Does creativity matter?

WIDA Level 4: Developing Can Do Descriptors	Listening	Speaking	Reading	Writing
	<p>SWBAT</p> <ul style="list-style-type: none"> Distinguish between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<p>SWBAT</p> <ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies (e.g., circumlocution) 	<p>SWBAT</p> <ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 	<p>SWBAT</p> <ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports
Key KCAS Focus Standards	Language	Speaking/Listening	Reading	Writing
	<p><i>L.9-10.1 Conventions and usage</i> <i>L.9-10.2 Capitalization, punctuation, and spelling</i> <i>L.9-10.4 Multiple-meaning words and phrases, context clues, word parts</i></p>	<p><i>SL.9-10.1 Prepare and participate effectively in a range of conversations and collaborations</i> <i>SL.9-10.4 Oral presentation of organized information</i> <i>SL.9-10.5 Strategic use of digital media</i></p>	<p><i>RL/RI.9-10.2 Determine central ideas/themes/summarize</i> <i>RL.9-10.3 analyze characters</i> <i>RL/RI.9-10.1 Cite textual evidence/draw inferences</i> <i>RI.9-10.6 Author's purpose, viewpoint</i></p>	<p><i>W.9-10.3 Write narratives to develop real or imagined experiences (Writing Trait: Focus and Unity)</i> <i>W.9-10.2 Write informative/explanatory texts (Writing Trait: Development of Ideas)</i></p>
ESL II Unit 2				
Major Texts	Edge Level B: Unit 2 (nonfiction)			

	William Kamkwamba Ted Talk William Kamkwamba's Website Creativitypost.com https://newsela.com/articles/knitting-teens/id/8149/ http://www.teenink.com/college_guide/all/article/389977/Technology-vs-Creativity/ http://www.teenink.com/opinion/all/article/16902/Be-Creative/
Class Novel	The Joy Luck Club The Absolutely True Diary of a Part-Time Indian Anthem
Independent Reading	Districtwide Smart Goal: All students will read one novel of their choosing each grading period. http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf
Writing	Expository http://hbadge.net/edge/teachers/levelA/unit2/resources/US/lessons/Edge.TE.L1-5.WP.A2.fwo.pdf http://www.vermontwritingcollaborative.org/WPDEV/
Web Based Resources	Google Art Project: Virtual tours of museums around the world https://newsela.com/ Smithsonian Tween Tribune(Lexile Leveled and Spanish) http://tweentribune.com/ Tolerance http://perspectives.tolerance.org/ https://thinkcerca.com/ http://www.colorincolorado.org/article/primary-sources-library-congress-and-english-learners
Technology	Students use computers and other kinds of technology, to collect, organize, and communicate http://jcpeslhs.weebly.com/ https://videolicious.com/ https://prezi.com/ https://www.emaze.com/ http://www.weebly.com/
Assessment Resources	Summative Assessments Edge Unit 2 Reading and Literary Analysis Test http://hbadge.net/edge/teachers/levelA/unit2/resources/US/assessments/Edge.ASSMT.RLUT.A2.fwo.pdf Edge Unit 2 Grammar and Writing Test http://hbadge.net/edge/teachers/levelA/unit2/resources/US/assessments/Edge.ASSMT.GWUT.A2.fwo.pdf
Assessment Resources	Formative Assessments Edge Unit 2 Language Acquisition Rubrics http://hbadge.net/edge/teachers/levelA/unit2/resources/US/assessments/Edge.ASSMT.LAR.A2.fwo.pdf Edge Unit 2 Written Conventions Rubric http://hbadge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.TRWC.A.fwo.pdf Edge Unit 2 Writing Traits Rubric: Development of Ideas http://hbadge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.TRDI.A.fwo.pdf Edge Unit 2 Writing Traits Rubric (All Traits)

<http://hbedge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.TRGW.A.fwo.pdf>

Edge Unit 2 What I Do: Vocabulary Strategies

<http://hbedge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.RWIDVS.A.fwo.pdf>

Edge Unit 2 Fluency Passages

<http://hbedge.net/edge/teachers/levelA/unit2/resources/US/fluency/Edge.FP.A2.fwo.pdf>

ESL III Unit 3 (Nine Weeks)

Essential Question: How Do the Media Shape the Way People Think?

WIDA Level 4: Developing Can Do Descriptors	Listening	Speaking	Reading	Writing
	<p>SWBAT</p> <ul style="list-style-type: none"> Distinguish between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<p>SWBAT</p> <ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies (e.g., circumlocution) 	<p>SWBAT</p> <ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 	<p>SWBAT</p> <ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports
Key KCAS Focus Standards	Language	Speaking/Listening	Reading	Writing
	<p>L.9-10.1 Conventions and usage <i>L.9-10.2 Capitalization, punctuation, and spelling</i> <i>L.9-10.4 Multiple-meaning words and phrases, context clues, word parts</i> L.9-10.3 Language functions in context</p>	<p>SL.9-10.1 Prepare and participate effectively in a range of conversations and collaborations <i>SL.9-10.4 Oral presentation of organized information</i> <i>SL.9-10.5 Strategic use of digital media</i> SL.9-10.3 Evaluate a speaker</p>	<p><i>RL/RI.9-10.2 Determine central ideas/themes/summarize</i> <i>RL.9-10.3 analyze characters</i> RL/RI.9-10.1 Cite textual evidence/draw inferences RI.9-10.5 Text Structure RI.9-10.6 Author's purpose, viewpoint RI.9-10.8 Evaluate argument and claims RI.9-10.10 Compare across texts</p>	<p>W.9-10.3 <i>Write narratives to develop real or imagined experiences</i> (Writing Trait: Focus and Unity) W.9-10.2 <i>Write informative/explanatory texts</i> (Writing Trait: Development of Ideas) W.9-10.1 <i>Write arguments</i> (Writing Trait: Organization)</p>

ESL III Unit 3

Major Texts	Edge Level B: Unit 6 (nonfiction) How Do the Media Shape the Way People Think?
Class Novel	<i>Warriors Don't Cry</i>
Independent Reading	Districtwide Smart Goal: All students will read one novel of their choosing each grading period. http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf
Writing	Argument https://www.heinemann.com/shared/onlineresources/E01396/introAndChapter1.pdf http://www.vriuvm.org/uncategorized/persuasive-vs-argument-writing/ http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html http://teachargument.com/
Web Based Resources	http://ell.stanford.edu/sites/default/files/ela_pdf/L1_advertising_January2013_0.pdf Argument mini-units from LWP https://sites.google.com/site/1516nwpcrwp/home Philosophical Chairs http://www.d120.org/assets/1/avid/Using_Philosophical_Chairs.pdf https://www.youtube.com/watch?v=19elwVxifeA http://www.amnestyusa.org/ http://www.procon.org/ https://thinkcerca.com/ http://www.vriuvm.org/uncategorized/persuasive-vs-argument-writing/ Focus: Understanding the Difference between Persuasion and Argument http://www.readwritethink.org/classroom-resources/lesson-plans/argument-persuasion-propaganda-analyzing-829.html
Technology	Students use computers and other kinds of technology, to collect, organize, and communicate http://jcpseslhs.weebly.com/ https://videolicious.com/ https://prezi.com/ https://www.emaze.com/ http://www.weebly.com/
Assessment Resources	Summative Assessments Edge Unit 6 Reading and Literary Analysis Test http://hbedge.net/edge/teachers/levelB/unit6/resources/US/assessments/Edge.ASSMT.RLUT.B6.fwo.pdf Edge Unit 6 Grammar and Writing Test http://hbedge.net/edge/teachers/levelB/unit6/resources/US/assessments/Edge.ASSMT.GWUT.B6.fwo.pdf

Assessment Resources

Formative Assessments

Edge Unit 6 Language Acquisition Rubrics

<http://hbedge.net/edge/teachers/levelB/unit6/resources/US/assessments/Edge.ASSMT.LAR.B6.fwo.pdf>

Edge Unit 6 Written Conventions Rubric

<http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRWC.B.fwo.pdf>

Edge Unit 6 Writing Traits Rubric: Development of Ideas

<http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRDI.B.fwo.pdf>

Edge Unit 6 Writing Traits Rubric (All Traits)

<http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRGW.B.fwo.pdf>

Edge Unit 6 What I Do: Vocabulary Strategies

<http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.RWIDVS.B.fwo.pdf>

Edge Unit 6 Fluency Passages

<http://hbedge.net/edge/teachers/levelB/unit6/resources/US/fluency/Edge.FP.B6.fwo.pdf>

ESL III Unit 4 (Nine Weeks)

Essential Question: How Can Knowledge Open Doors?

WIDA Level 4: Developing Can Do Descriptors	Listening	Speaking	Reading	Writing
	<p>SWBAT</p> <ul style="list-style-type: none"> Distinguish between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<p>SWBAT</p> <ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies (e.g., circumlocution) 	<p>SWBAT</p> <ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 	<p>SWBAT</p> <ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports
Key KCAS Focus Standards	Language	Speaking/Listening	Reading	Writing
	<p><i>L.9-10.1 Conventions and usage</i> <i>L.9-10.2 Capitalization, punctuation, and spelling</i> <i>L.9-10.4 Multiple-meaning words and phrases, context clues, word parts</i> <i>L.9-10.3 Language functions in context</i> <i>L.9-10.5 Figurative language, word relationships and meanings.</i></p>	<p><i>SL.9-10.1 Prepare and participate effectively in a range of conversations and collaborations</i> <i>SL.9-10.4 Oral presentation of organized information</i> <i>SL.9-10.3 Evaluate a speaker</i> <i>SL.9-10.5 Strategic use of digital media</i> <i>SL.9-10. Adapt speech to context</i></p>	<p><i>RL/RI.9-10.2 Determine central ideas/themes/summarize</i> <i>RL.9-10.3 analyze characters</i> <i>RL/RI.9-10.1 Cite textual evidence/draw inferences</i> <i>RI.9-10.5 Text Structure</i> <i>RI.9-10.6 Author's purpose, viewpoint</i> <i>RI.9-10.8 Evaluate argument and claims</i></p>	<p><i>W.9-10.3 Write narratives to develop real or imagined experiences (Writing Trait: Focus and Unity)</i> <i>W.9-10.2 Write informative/explanatory texts (Writing Trait: Development of Ideas)</i> <i>W.9-10.1 Write arguments (Writing Trait: Organization)</i> <i>W.9-10.7-9 Short Research Project</i></p>

			<p><i>RI.9-10.10 Compare across texts</i></p> <p>RL/RI.9-10.4 Figurative meanings and word choice</p> <p>RL/RI.9-10.7 Integrate and Evaluate content in diverse formats, media</p>	
ESL III Unit 4				
Major Texts	Edge B Unit 4 http://commonlit.org/themes/education/Woman Hollering Creek Full Text			
Class Novel (Choose 1)	<i>Parrot in the Oven</i> <i>The Outsiders</i>			
Independent Reading	<p>Districtwide Smart Goal: All students will read one novel of their choosing each grading period and keep a metacognitive reading log.</p> <p>http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf</p> <p>http://readingapprenticeship.org/wp-content/uploads/2014/01/RFU-ch-4-metacog-reading-log.pdf</p>			
Writing	Short Research Paper (Resilience or Resilient People)			
Web Based Resources	http://assets.cengage.com/gale/tlist/QuestiaTeachersGuide.pdf http://www.nwp.org/cs/public/print/resource/2512 https://owl.english.purdue.edu/ https://www.refme.com/us/ (easy online tool for creating quick citations, APA, MLA, etc.)			
Technology	Students use computers and other kinds of technology, to collect, organize, and communicate http://jcpselhs.weebly.com/ https://videolicious.com/ https://prezi.com/ https://www.emaze.com/ http://www.weebly.com/			
Assessment Resources	<p>Summative Assessments</p> <p>http://www.readwritethink.org/files/resources/lesson_images/lesson812/Rubric.pdf</p> <p>http://rubistar.4teachers.org/index.php (rubric maker)</p>			

Assessment Resources

Formative Assessments

Edge Unit 4 Written Conventions Rubric

<http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRWC.B.fwo.pdf>

Edge Unit 4 Writing Traits Rubric: Organization

<http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRO.B.fwo.pdf>

Edge Unit 4 Writing Traits Rubric (All Traits)

<http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRGW.B.fwo.pdf>

Edge Unit 4 Fluency Passages

<http://hbedge.net/edge/teachers/levelB/unit4/resources/US/fluency/Edge.FP.B4.fwo.pdf>

ESL IV Unit 1 (Nine Weeks)
Essential Question: What makes a hero?

WIDA Level 5: Developing Can Do Descriptors	Listening	Speaking	Reading	Writing
	<p>SWBAT</p> <ul style="list-style-type: none"> • Interpret cause and effect scenarios from oral discourse • Make inferences from oral discourse containing satire, sarcasm, or humor • Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) • Evaluate intent of speech and act accordingly 	<p>SWBAT</p> <ul style="list-style-type: none"> • Give multimedia oral presentations on grade-level material • Engage in debates on content-related issues using technical language • Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”) • Negotiate meaning in pairs or group discussions 	<p>SWBAT</p> <ul style="list-style-type: none"> • Interpret grade-level literature • Synthesize grade-level expository text • Draw conclusions from different sources of informational text • Infer significance of data or information in grade-level material • Identify evidence of bias and credibility of source 	<p>SWBAT</p> <ul style="list-style-type: none"> • Interpret cause and effect scenarios from oral discourse • Create original pieces that represent the use of a variety of genres and discourses • Critique, peer-edit and make recommendations on others’ writing from rubrics • Explain, with details, phenomena, processes, procedures
Key KCAS Focus Standards	Language	Speaking/Listening	Reading	Writing
	<p>L.9-10.1 Conventions and usage L.9-10.2 Capitalization, punctuation, and spelling</p>	<p>SL.9-10.1 Prepare and participate effectively in a range of conversations and collaborations</p>	<p>RL/RI.9-10.1 Cite textual evidence/draw inferences RL/RI.9-10.2 Determine central ideas/themes/summarize RL.9-10.3 analyze characters</p>	<p>W.9-10.3 Write narratives to develop real or imagined experiences (Writing Trait: Focus and Unity)</p>

ESL IV Unit 1

Major Texts	Edge Level B: Unit 3 (Short Stories) The Bully The 1972 Andes Flight Disaster What Ms. Marvel Means for Muslims in Comics
Class Novel	September 11, 2001: Attack on New York City
Independent Reading	Districtwide Smart Goal: All students will read one novel of their choosing each grading period. http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf
Writing	Narrative – autobiographical narrative http://hledge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRFU.B.fwo.pdf https://www.writeabout.com/
Web Based Resources	https://www.ted.com/talks/richard_turere_a_peace_treaty_with_the_lions?language=en
Technology	Students use computers and other kinds of technology, to collect, organize, and communicate information and ideas. http://jcpseslhs.weebly.com/
Assessment Resources	Summative Assessments Edge Unit 3 Reading and Literary Analysis Test http://hledge.net/edge/teachers/levelB/unit3/resources/US/assessments/Edge.ASSMT.RLUT.B3.fwo.pdf Edge Unit 3 Grammar and Writing Test http://hledge.net/edge/teachers/levelB/unit3/resources/US/assessments/Edge.ASSMT.GWUT.B3.fwo.pdf
Assessment Resources	Formative Assessments Edge Unit 3 Language Acquisition Rubrics http://hledge.net/edge/teachers/levelB/unit3/resources/US/assessments/Edge.ASSMT.LAR.B3.fwo.pdf Edge Unit 3 Written Conventions Rubric http://hledge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRWC.B.fwo.pdf Edge Unit 3 Writing Traits Rubric: Focus and Unity http://hledge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRFU.B.fwo.pdf Edge Unit 3 Writing Traits Rubric (All Traits) http://hledge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRGW.B.fwo.pdf Edge Unit 3 What I Do: Reading Strategies http://hledge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.RWIDRS.A.fwo.pdf Edge Unit 3 Fluency Passages http://hledge.net/edge/teachers/levelA/unit3/resources/US/fluency/Edge.FP.A3.fwo.pdf



ESL IV Unit 2 (Nine Weeks)

Essential Question: What Makes Something Frightening?

WIDA Level 5: Developing Can Do Descriptors	Listening	Speaking	Reading	Writing
	<p>SWBAT</p> <ul style="list-style-type: none"> • Interpret cause and effect scenarios from oral discourse • Make inferences from oral discourse containing satire, sarcasm, or humor • Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) • Evaluate intent of speech and act accordingly 	<p>SWBAT</p> <ul style="list-style-type: none"> • Give multimedia oral presentations on grade-level material • Engage in debates on content-related issues using technical language • Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”) • Negotiate meaning in pairs or group discussions 	<p>SWBAT</p> <ul style="list-style-type: none"> • Interpret grade-level literature • Synthesize grade-level expository text • Draw conclusions from different sources of informational text • Infer significance of data or information in grade-level material • Identify evidence of bias and credibility of source 	<p>SWBAT</p> <ul style="list-style-type: none"> • Produce research reports from multiple sources • Create original pieces that represent the use of a variety of genres and discourses • Critique, peer-edit and make recommendations on others’ writing from rubrics • Explain, with details, phenomena, processes, procedures
Key KCAS Focus Standards	Language	Speaking/Listening	Reading	Writing
	<p><i>L.9-10.1 Conventions and usage</i> <i>L.9-10.2 Capitalization, punctuation, and spelling</i> <i>L.9-10.4 Multiple-meaning words and phrases, context clues, word parts</i></p>	<p><i>SL.9-10.1 Prepare and participate effectively in a range of conversations and collaborations</i> <i>SL.9-10.4 Oral presentation of organized information</i> <i>SL.9-10.5 Strategic use of digital media</i></p>	<p><i>RL/RI.9-10.2 Determine central ideas/themes/summarize</i> <i>RL.9-10.3 analyze characters</i> <i>RL/RI.9-10.1 Cite textual evidence/draw inferences</i> <i>RI.9-10.6 Author’s purpose, viewpoint</i></p>	<p><i>W.9-10.3 Write narratives to develop real or imagined experiences (Writing Trait: Focus and Unity)</i> <i>W.9-10.2 Write informative/explanatory texts (Writing Trait: Development of Ideas)</i></p>

ESL IV Unit 2

Major Texts	Edge Level B: Unit 5 (short stories) CommonLit Fear & Paranoia http://gaslight.mtroyal.ab.ca/mnkyspaw.htm
Class Novel	Crossing the Wire
Independent Reading	Districtwide Smart Goal: All students will read one novel of their choosing each grading period. http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf
Writing	Expository http://hbedge.net/edge/teachers/levelA/unit2/resources/US/lessons/Edge.TE.L1-5.WP.A2.fwo.pdf http://www.vermontwritingcollaborative.org/WPDEV/
Web Based Resources	
Technology	Students use computers and other kinds of technology, to collect, organize, and communicate http://jcpsehs.weebly.com/ https://videolicious.com/ https://prezi.com/ https://www.emaze.com/ http://www.weebly.com/
Assessment Resources	Summative Assessments Edge Unit 5 Reading and Literary Analysis Test http://hbedge.net/edge/teachers/levelB/unit5/resources/US/assessments/Edge.ASSMT.RLUT.B5.fwo.pdf Edge Unit 5 Grammar and Writing Test http://hbedge.net/edge/teachers/levelB/unit5/resources/US/assessments/Edge.ASSMT.GWUT.B5.fwo.pdf
Assessment Resources	Formative Assessments Edge Unit 5 Language Acquisition Rubrics http://hbedge.net/edge/teachers/levelB/unit5/resources/US/assessments/Edge.ASSMT.LAR.B5.fwo.pdf Edge Unit 5 Written Conventions Rubric http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRWC.B.fwo.pdf Edge Unit 5 Voice and Style http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRVS.B.fwo.pdf Edge Unit 5 Writing Traits Rubric (All Traits) http://hbedge.net/edge/teachers/levelA/resources/US/assessments/Edge.ASSMT.TRGW.A.fwo.pdf Edge Unit 5 What I Do: Reading Strategies http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.RWIDRS.B.fwo.pdf Edge Unit 5 Fluency Passages http://hbedge.net/edge/teachers/levelB/unit5/resources/US/fluency/Edge.FP.B5.fwo.pdf



ESL IV Unit 3 (Nine Weeks)

Essential Question: What holds us together? What keeps us apart?

WIDA Level 5: Developing Can Do Descriptors	Listening	Speaking	Reading	Writing
	<p>SWBAT</p> <ul style="list-style-type: none"> • Interpret cause and effect scenarios from oral discourse • Make inferences from oral discourse containing satire, sarcasm, or humor • Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) • Evaluate intent of speech and act accordingly 	<p>SWBAT</p> <ul style="list-style-type: none"> • Give multimedia oral presentations on grade-level material • Engage in debates on content-related issues using technical language • Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”) • Negotiate meaning in pairs or group discussions 	<p>SWBAT</p> <ul style="list-style-type: none"> • Interpret cause and effect scenarios from oral discourse • Synthesize grade-level expository text • Draw conclusions from different sources of informational text • Infer significance of data or information in grade-level material • Identify evidence of bias and credibility of source 	<p>SWBAT</p> <ul style="list-style-type: none"> • Produce research reports from multiple sources • Create original pieces that represent the use of a variety of genres and discourses • Critique, peer-edit and make recommendations on others’ writing from rubrics • Explain, with details, phenomena, processes, procedures
Key KCAS Focus Standards	<p>L.9-10.1 Conventions and usage <i>L.9-10.2 Capitalization, punctuation, and spelling</i> <i>L.9-10.4 Multiple-meaning words and phrases, context clues, word parts</i> L.9-10.3 Language functions in context</p>	<p>SL.9-10.1 Prepare and participate effectively in a range of conversations and collaborations <i>SL.9-10.4 Oral presentation of organized information</i> <i>SL.9-10.5 Strategic use of digital media</i> SL.9-10.3 Evaluate a speaker</p>	<p><i>RL/RI.9-10.2 Determine central ideas/themes/summarize</i> <i>RL.9-10.3 analyze characters</i> RL/RI.9-10.1 Cite textual evidence/draw inferences RI.9-10.5 Text Structure RI.9-10.6 Author’s purpose, viewpoint RI.9-10.8 Evaluate argument and claims RI.9-10.10 Compare across texts</p>	<p><i>W.9-10.3 Write narratives to develop real or imagined experiences (Writing Trait: Focus and Unity)</i> <i>W.9-10.2 Write informative/explanatory texts (Writing Trait: Development of Ideas)</i> W.9-10.1 Write arguments (Writing Trait: Organization)</p>

ESL IV Unit 3

Major Texts	Edge Level B: Unit 7 (nonfiction) What holds us together? What keeps us apart? CommonLit: Friendship and Loyalty
Class Novel	The Other Side of the Sky A Raisin in the Sun
Independent Reading	Districtwide Smart Goal: All students will read one novel of their choosing each grading period. http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf
Writing	Argument https://www.heinemann.com/shared/onlineresources/E01396/introAndChapter1.pdf http://www.vriuvm.org/uncategorized/persuasive-vs-argument-writing/ http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html http://teachargument.com/
Web Based Resources	http://ell.stanford.edu/sites/default/files/ela_pdf/L1_advertising_January2013_0.pdf Argument mini-units from LWP https://sites.google.com/site/1516nwpcrwp/home Philosophical Chairs http://www.d120.org/assets/1/avid/Using_Philosophical_Chairs.pdf https://www.youtube.com/watch?v=19elwVxjfeA Sites with Argumentative Resources http://www.amnestyusa.org/ http://www.procon.org/ https://thinkcerca.com/ http://www.vriuvm.org/uncategorized/persuasive-vs-argument-writing/ Focus: Understanding the Difference between Persuasion and Argument http://www.readwritethink.org/classroom-resources/lesson-plans/argument-persuasion-propaganda-analyzing-829.html
Technology	Students use computers and other kinds of technology, to collect, organize, and communicate http://jcpselhs.weebly.com/ https://videolicious.com/ https://prezi.com/ https://www.emaze.com/ http://www.weebly.com/
Assessment Resources	Summative Assessments Edge Unit 7 Reading and Literary Analysis Test http://hledge.net/edge/teachers/levelB/unit7/resources/US/assessments/Edge.ASSMT.RLUT.B7.fwo.pdf Edge Unit 7 Grammar and Writing Test http://hledge.net/edge/teachers/levelB/unit7/resources/US/assessments/Edge.ASSMT.GWUT.B7.fwo.pdf

Assessment Resources

Formative Assessments

Edge Unit 7 Language Acquisition Rubrics

<http://hbedge.net/edge/teachers/levelB/unit7/resources/US/assessments/Edge.ASSMT.RLUT.B7.fwo.pdf>

Edge Unit 7 Written Conventions Rubric

<http://hbedge.net/edge/teachers/levelB/unit7/resources/US/assessments/Edge.ASSMT.GWUT.B7.fwo.pdf>

Edge Unit 7 Writing Traits Rubric: Development of Ideas

<http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRDI.B.fwo.pdf>

Edge Unit 7 Writing Traits Rubric (All Traits)

<http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRGW.B.fwo.pdf>

Edge Unit 7 What I Do: Vocabulary Strategies

<http://hbedge.net/edge/teachers/levelB/resources/US/assessments/Edge.ASSMT.TRGW.B.fwo.pdf>

Edge Unit 7 Fluency Passages

<http://hbedge.net/edge/teachers/levelB/unit7/resources/US/fluency/Edge.FP.B7.fwo.pdf>

ESL IV Unit 4 (Nine Weeks)

Essential Question: What are the costs and benefits of technology? What should the future look like?

WIDA Level 5: Developing Can Do Descriptors	Listening	Speaking	Reading	Writing
	<p>SWBAT</p> <ul style="list-style-type: none"> • Interpret cause and effect scenarios from oral discourse • Make inferences from oral discourse containing satire, sarcasm, or humor • Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) • Evaluate intent of speech and act accordingly 	<p>SWBAT</p> <ul style="list-style-type: none"> • Give multimedia oral presentations on grade-level material • Engage in debates on content-related issues using technical language • Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”) • Negotiate meaning in pairs or group discussions 	<p>SWBAT</p> <ul style="list-style-type: none"> • Interpret grade-level literature • Synthesize grade-level expository text • Draw conclusions from different sources of informational text • Infer significance of data or information in grade-level material • Identify evidence of bias and credibility of source 	<p>SWBAT</p> <ul style="list-style-type: none"> • Produce research reports from multiple sources • Create original pieces that represent the use of a variety of genres and discourses • Critique, peer-edit and make recommendations on others’ writing from rubrics • Explain, with details, phenomena, processes, procedures
Key KCAS Focus Standards	Language	Speaking/Listening	Reading	Writing
	<p><i>L.9-10.1 Conventions and usage</i> <i>L.9-10.2 Capitalization, punctuation, and spelling</i> <i>L.9-10.4 Multiple-meaning words and phrases, context clues, word parts</i> <i>L.9-10.3 Language functions in context</i> <i>L.9-10.5 Figurative language, word relationships and meanings.</i></p>	<p><i>SL.9-10.1 Prepare and participate effectively in a range of conversations and collaborations</i> <i>SL.9-10.4 Oral presentation of organized information</i> <i>SL.9-10.3 Evaluate a speaker</i> <i>SL.9-10.5 Strategic use of digital media</i> <i>SL.9-10. Adapt speech to context</i></p>	<p><i>RL/RI.9-10.2 Determine central ideas/themes/summarize</i> <i>RL.9-10.3 analyze characters</i> <i>RL/RI.9-10.1 Cite textual evidence/draw inferences</i> <i>RI.9-10.5 Text Structure</i> <i>RI.9-10.6 Author’s purpose, viewpoint</i> <i>RI.9-10.8 Evaluate argument and claims</i> <i>RI.9-10.10 Compare across texts</i></p>	<p><i>W.9-10.3 Write narratives to develop real or imagined experiences (Writing Trait: Focus and Unity)</i> <i>W.9-10.2 Write informative/explanatory texts (Writing Trait: Development of Ideas)</i> <i>W.9-10.1 Write arguments (Writing Trait: Organization)</i> <i>W.9-10.7-9 Short Research Project</i></p>

			RL/RI.9-10.4 Figurative meanings and word choice RL/RI.9-10.7 Integrate and Evaluate content in diverse formats, media	
ESL IV Unit 4				
Major Texts	Common Lit Technology/Progress/Industry Little Brother			
Class Novel (Choose 1)	1984			
Independent Reading	Districtwide Smart Goal: All students will read one novel of their choosing each grading period and keep a metacognitive reading log. http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf http://readingapprenticeship.org/wp-content/uploads/2014/01/RFU-ch-4-metacog-reading-log.pdf			
Writing	Short Research Paper (Resilience or Resilient People)			
Web Based Resources	http://assets.cengage.com/gale/tlist/QuestiaTeachersGuide.pdf http://www.nwp.org/cs/public/print/resource/2512 https://owl.english.purdue.edu/ https://www.refme.com/us/ (easy online tool for creating quick citations, APA, MLA, etc.)			
Technology	Students use computers and other kinds of technology, to collect, organize, and communicate http://jcpseslhs.weebly.com/ https://videolicious.com/ https://prezi.com/ https://www.emaze.com/ http://www.weebly.com/			
Assessment Resources	Summative Assessments http://www.readwritethink.org/files/resources/lesson_images/lesson812/Rubric.pdf http://rubistar.4teachers.org/index.php (rubric maker)			
