



ESOL
Language • Rigor • Equity

English Language Development Instructional Guide

Middle School ESOL Levels 3-5

Department of Secondary Curriculum &
Districtwide Programs
2018



Language is *Evidence of Learning* for all students. The language we use communicates deep understanding of the content. What does proficiency look like?

- Precise content specific academic vocabulary
- Complex sentences with grammatical structures to match the purpose
- Extended and elaborative with organization, coherence and cohesion

Rigor is the result of work that challenges students' thinking in new and interesting ways. It occurs when they are encouraged toward a sophisticated understanding of fundamental ideas and are driven by curiosity to discover what they don't know.

Equity: "MCPS will take proactive steps to help English Language Learners overcome language and other barriers so they can meaningfully participate in their schools' educational programs. MCPS will provide access to rigorous coursework and equal access to comparable academic programs both among schools and among students within the same school without regard to actual or perceived personal characteristics."

Board of Education of Montgomery County. Policy for Nondiscrimination, Equity, and Cultural Proficiency. June 26, 2017

Language, Rigor, and Equity

Guiding Principles

- All students bring valuable knowledge, culture, and language to the classroom.
- Students need well-structured opportunities to practice language to learn it. Amplify, do not simplify, language.
- Content and language develop inseparably and in integrated ways; language development occurs over time and in a non-linear manner.
- Scaffold students toward independence with complex tasks; do not scaffold by simplifying text language and task complexity.
- We are the gatekeepers of language in the classroom as teachers and leaders.
- Acquiring the language for a masterful use of academic English in writing and speaking benefits all students.

WIDA's Mission:

WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.

WIDA's Values:

- **Innovation:** Drawing upon research and practice to create the best resources for children, youth and educators.
- **Service:** Exceeding expectations with trusted and knowledgeable support of our clients and stakeholders.
- **Can Do Philosophy:** Recognizing and building upon the assets, contributions, and potential of culturally and linguistically diverse children and youth.
- **Collaboration:** Facilitating interaction among educators, state and local educational agencies, researchers, policy-makers, and experts worldwide.
- **Social Justice:** Challenging linguistic discrimination, cultural biases, and racism in education.

Acknowledgements:

Scott Murphy, Director,
Department of Secondary Curriculum & Districtwide Programs
Sonja Bloetner, Secondary ESOL Supervisor
William Bolin, ESOL Instructional Specialist
Susan Gordon, ESOL Instructional Specialist
Rosemary Millican, ESOL Instructional Specialist
Norka M. Padilla, ESOL Instructional Specialist
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Curriculum Writing Team:

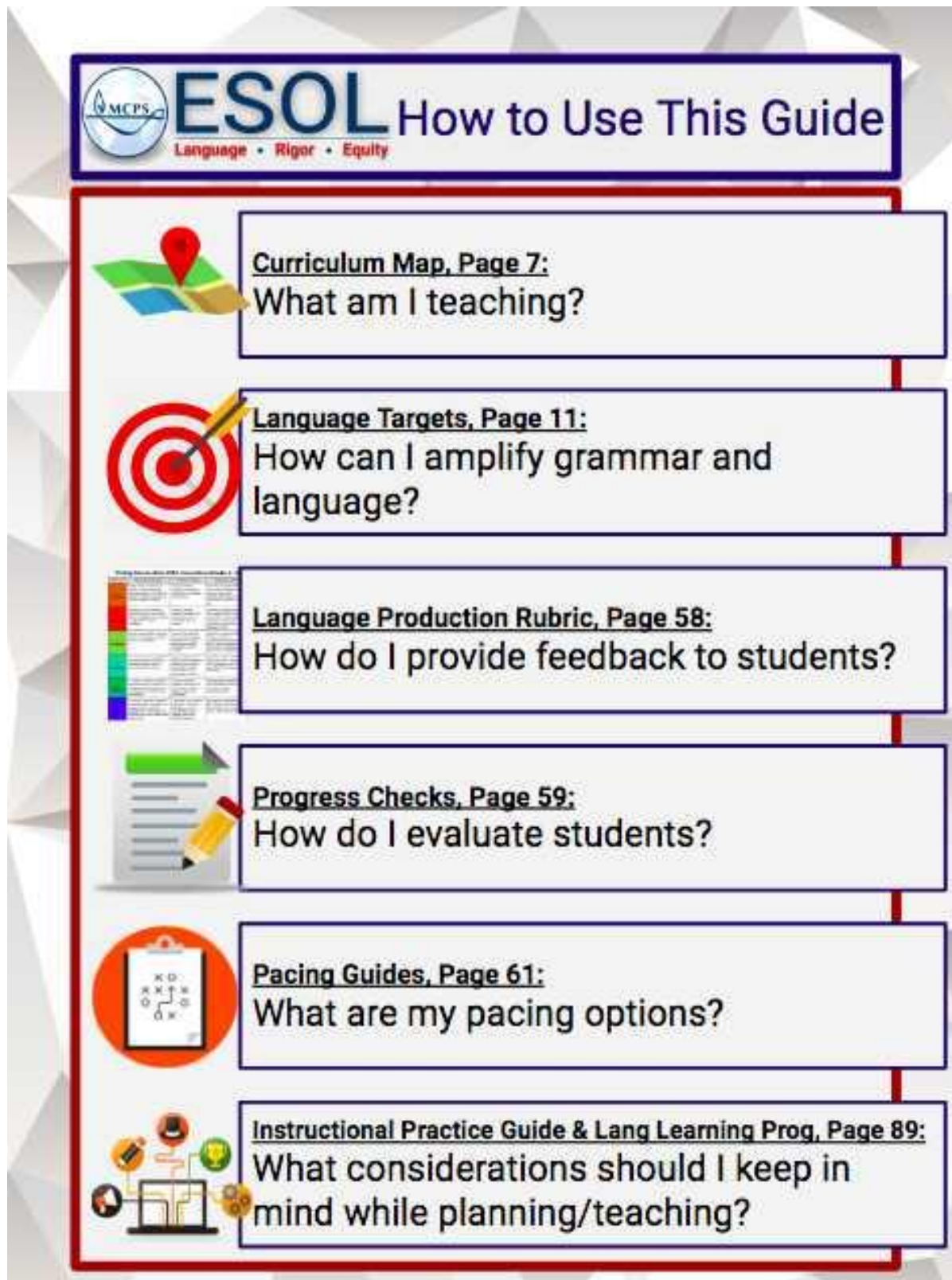
Christopher Beers-Arthur, English Language Development Teacher Coach
Brent Cook, English Language Development Teacher Coach
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Jonathan Teske, English Language Development Teacher Coach
S. Irene Teske, ESOL Teacher, Montgomery County Public Schools
Hannah Turner, ESOL Content Specialist, Argyle Middle School

With special thanks to curriculum pilot schools, teachers, and principals:


James Allrich, Principal, Argyle Middle School
Ann Dolan, Principal, Gaithersburg Middle School
Kimberly Hadden Williams, Principal, Col. E. Brooke Lee Middle School
Michelle Hunsberger, ESOL Teacher, Gaithersburg Middle School
Shannon Mesina, ESOL Teacher, Gaithersburg Middle School
Andrea Robinson-Tejada, ESOL Teacher, Parkland Middle School
Jeanette Roy, ESOL Teacher, Col. E. Brooke Lee Middle School
Hannah Turner, ESOL Content Specialist, Argyle Middle School


Department of Secondary Curriculum & Districtwide Programs, March 2018

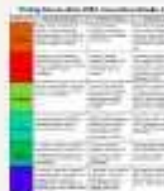
How to Use this Guide





ESOL How to Use This Guide
Language • Rigor • Equity


 **Curriculum Map, Page 7:**
What am I teaching?

 **Language Targets, Page 11:**
How can I amplify grammar and language?

 **Language Production Rubric, Page 58:**
How do I provide feedback to students?

 **Progress Checks, Page 59:**
How do I evaluate students?

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Recommended Middle School ESOL Pathways:

Schedule students by grade level based on research supporting language, rigor, and equity.

Period	ESOL Level 1 or Level 2 Students (Entering or Emerging Students)	ESOL Level 3, 4, or 5 Students (Developing, Expanding, or Bridging Levels)
1	<p>ESOL 1 -or- 2 <i>MS ESOL Level 1 Course #1261</i> <i>MS ESOL Level 2 Course #1262</i> (Double Period)</p>	<p>Advanced ESOL (Combined 3-5) Grade 6, Grade 7, Grade 8 (Scheduled by grade level) using course codes: <i>MS ESOL Level 3 Course #1263</i> <i>MS ESOL Level 4 Course #1264</i> <i>MS ESOL Level 5 Course # 1265</i> (Single Period)</p>
2	ESOL 1 -or- 2	Elective –or- English
3	Grade level Mathematics (CCSS)	Grade level Mathematics (CCSS)
4	Grade level Science (NGSS)	Grade level Science (NGSS)
5	Grade level Social Studies-or-Academic Language -or-Elective	Grade level Social Studies
6	Elective	Elective
7	Physical Education	Physical Education

Alternative scheduling options based on staffing and varying student needs: If scheduling students by ESOL levels, consider structuring classes in one of the following ways:

A	B	C
<ul style="list-style-type: none"> • ESOL Level 3- Grade 6 ESOL • ESOL Level 4- Grade 7 ESOL • ESOL Level 5- Grade 8 ESOL 	<ul style="list-style-type: none"> • ESOL Level 3- Grade 6 ESOL • ESOL Level 4-5- Grade 7 ESOL 	<ul style="list-style-type: none"> • ESOL Level 3-5- Grade 6 ESOL (Year 1) • ESOL Level 3-5- Grade 7 ESOL (Year 2) • ESOL Level 3-5- Grade 8 ESOL (Year 3)

Rationale:

The MCPS Advanced Secondary ESOL Curriculum provides teachers with nationally recognized, open source, daily lessons aligned to English Language Development Standards and the Maryland Career and College Ready Standards (MCCRS). The curriculum ensures that ESOL students are engaged in learning matched to the rigor of grade level standards as they develop their English language proficiency.

The MCPS Advanced Secondary ESOL Curriculum provides teachers with daily lessons that require students to use text evidence to demonstrate understanding and support ideas in speaking and writing, while attending to English language development as measured by the *WIDA Performance Definitions* and *WIDA Standards*.

ESOL students will develop language and knowledge by spending a majority of each lesson actively engaged in reading, writing, listening, and speaking about complex literary and informational text, which is culturally responsive.

The MCPS Advanced Secondary ESOL Curriculum provides teachers with supports to engage students in reasoning, problem solving, and language development. The goal is to develop independent learners by providing students with challenging tasks that accelerate both language skills and grade level skills. The curriculum supports teachers in developing appropriate instructional actions to help students persist with challenging tasks and progress towards reading independently while developing their English language proficiency.

Source: [New Version of Instructional Practice Guide for ELLs, Achieve the Core](#)

Advanced ESOL Curriculum Map for Grades 6-8

WIDA: Social Justice Grade 6	Required Module 1: Semester A	Skills Unit: Semester A (Optional)	Required Module 2: Semester B	Supplemental Module: Semester B (Optional)
Topic	Close Reading and Writing to Learn Stories of Human Rights	Working with Evidence	Understanding Perspectives The Land of the Golden Mountain	Reading To Build Knowledge & Language
Central Texts*	RL— Esperanza Rising , Pam Muñoz Ryan RI—Universal Declaration of Human Rights (excerpts)	Evidence Based Claims Unit	RL— Dragonwings , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke	Personalized Learning Unit RL: The Dreamer, Pam Muñoz Ryan (Fictionalized Biography) RI: Saving the Rainforest Expert Pack
Writing Tasks**	<ul style="list-style-type: none"> Analytical Essay: How Esperanza Changes over Time (RL.6.2, 6.3, W.6.9) Narrative: Readers Theater Script and Performance of Scenes from <i>Esperanza Rising</i> (W.6.3, 6.9, SL.6.6) 	Writing and discussing evidence based claims	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7) 	Personalized Learning Choices: Literary Analysis: Write a letter about the author’s portrayal of love across two texts or Analyze the author’s use of figurative language (W.6.3, W.6.4.)
Progress Check**	Marking Period 1 (Reading to Write) Marking Period 2 (Listening to Speak)	WIDA Language Production Rubric	Marking Period 3 (Reading to Speak) Marking Period 4 (Listening to Write)	Write a poem using figurative language. Produce a Radio Podcast :(W.6.2, W.6.6, W.6.7., W.6.8., SL.6.2. SL.6.3. SL. 6.4, SL.6.5. SL.6.6.) WIDA Language Production Rubric

WIDA: Social Justice Grade 7	Required Module 1: Semester A	Skills Unit: Semester A (Optional)	Required Module 2: Semester B	Supplemental Module: Semester B (Optional)
Topic	Close Reading and Writing to Learn Journeys and Survival	Working with Evidence	Working with Evidence Working Conditions/ Identity and Transformation: Then and Now	Reading to Build Knowledge & Reading To Build Knowledge & Language
Central Texts*	RL— A Long Walk to Water , Linda Sue Park RI—Sudan Refugee Crisis Articles	RI - Personal identity development articles (Supplementary Unit, 2B)	RL— Lyddie , Katherine Patterson (2A) RI—“Commonwealth Club Address,” César Chávez Extension: Unit II: Making Evidence-Based Claims Unit: Cesar Chavez	Personalized Learning Choices: Further reading to build knowledge & language: RI: The African Savanna Expert Pack -or- RI: Immigration and Citizenship Expert Pack
Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis: Writing about the Theme of Survival (RL.7.1, 7.2, W.7.2, 7.9) Research-based Two-Voice Poem (RL.7.6, W.7.3, 7.9) 	<ul style="list-style-type: none"> Advertisement Analysis and “Counter-Ad” (W.7.2a, b,c,d,f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, L.7.6) (2B, supplementary Unit) (Argumentative Essay: Eliza’s Changes (RL.7.1, RL.7.3, W.7.1, W.7.4, W.7.9, L.7.1, L.7.2, W.7.5) (2B, Unit) 	<ul style="list-style-type: none"> Argument: Should Lyddie Sign the Petition? (RL.7.3, W.7.1) Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7) 	Presenting Evidence Based Claims or Research WIDA Language Production Rubric
Progress Check**	Marking Period 1 (Reading to Write) Marking Period 2 (Listening to Speak)	WIDA Language Production Rubric	Marking Period 3 (Reading to Speak) Marking Period 4 (Listening to Write)	WIDA Language Production Rubric

WIDA: Social Justice Grade 8	Required Module 1: Semester A	Skills Unit: Semester A (Optional)	Required Module 2: Semester B	Supplemental Module: Semester B (Optional)
Topic Sample Student Video	Close Reading and Writing to Learn Finding Home: Refugees	Working with Evidence Building Argumentation	Research, Decision Making, and Forming Positions Sustainability of World’s Food Supply	Reading to Build Knowledge & Reading To Build Knowledge & Language
Central Texts*	RL – Inside Out & Back Aqain , Thanhha Lai*	Building Evidence Based Arguments	RI— The Omnivore’s Dilemma: The Secrets Behind What You Eat , Michael Pollan (Young Readers’ Edition)	Personalized Choices My Fast Food Meal Food and Society
Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis: Explain the Significance of the Novel’s Title (RL.8.1, 8.3, RI.8.1, W.8.2, 8.9) Research-based Free Verse Narrative Poems: “Inside Out” and “Back Again” (RI.8.1, 8.2, W.8.3, 8.9) 	Developing and strengthening writing an argument W.8.1. 8.4, 8.5, 8.9. SL.8.1	<ul style="list-style-type: none"> Research Simulation (W.8.7, 8.8, 8.9) Position Paper: Which of Michael Pollan’s Four Food Chains Would Best Feed the United States? (W.8.1, 8.9) 	Producing and presenting research.
Progress Check**	Marking Period 1 (Reading to Write) Marking Period 2 (Listening to Speak)	WIDA Language Production Rubric	Marking Period 3 (Reading to Speak) Marking Period 4 (Listening to Write)	WIDA Language Production Rubric

This plan shows most full-length books all students read, and a few key articles. See separate document “Trade Books and Other Resources” for a complete list of resources needed in order to implement the modules. ** This plan shows the two main writing tasks and Progress Checks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standard.

Academic Language: WIDA & Maryland Career & College Ready Standards (MCCRS)

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
WIDA	Linguistic Complexity	Language Forms & Conventions	Vocabulary Usage
WIDA Criteria for English Language Proficiency	<p>Multiple, complex sentences</p> <p>Organized, cohesive, and coherent expression of ideas characteristic of particular content areas</p>	<p>A variety of complex grammatical structures matched to purpose</p> <p>A broad range of sentence patterns characteristic of particular content areas</p>	<p>Technical and abstract content-area language, including content-specific collocations</p> <p>Words and expressions with precise meaning across content areas</p>
MCCRS for Language	Knowledge of Language	Conventions of English	Vocabulary Acquisition & Use
High Leverage Language Targets for Proficiency	<p>Transition words to express ideas with cohesion and coherence.</p> <p>Graphic organizers to support organization and elaboration matched to purpose.</p> <p>*Develop sentence complexity, make language more precise in purpose specific to connections, time, and relationships, and provide for cohesion and coherence when expressing ideas.</p>	<p>Perfect tenses</p> <p>Passive Voice</p> <p>Conditional verb tenses</p> <p>Noun clauses</p> <p>Adjective clauses</p> <p>*Expressions that show contrast or comparison</p> <p>*Expressions that show time relationships</p> <p>*Expressions that show cause and effect</p> <p>*Direct quotations and reported speech</p> <p>*Other subordinating expressions</p>	<p>Technical and abstract content-area language, including content-specific collocations</p> <p>Words and expressions with precise meaning across content areas</p>
Language, Rigor, & Equity: Elevate student agency to connect these dimensions of academic language.			

Language Targets for English Proficiency

Introduction: The Language Targets section of the English Language Development Instructional Guide is developed as a resource for the teachers. There are numerous components to English grammar and language. In this guide are 10 Language Targets selected for their level appropriateness and their importance in the specific expression of ideas and relationships. These Targets include grammar that is intended to add to the students' repertoires of a "variety of grammatical structures" as expressed in the Language Forms and Conventions section of the WIDA Scoring Rubric, as well as expressions that will contribute to the students' ability to construct "a variety of sentence lengths" as stated in the Linguistic Complexity section of the rubric.

The Language Targets are illustrated throughout the English Language Development Guide with examples from the text, including writing and speaking practice questions that provide more opportunity for their use.

Teachers need to be aware that students differ. They should feel free to teach and review other grammatical components of the language as student data indicates.

1. Perfect Tenses - Summary

Forms:

Present Perfect: *Have* or *has* + *past participle* of verb. (I have eaten.)

Past Perfect: *Had* + *past participle* of verb. (I had already seen the movie.)

Future Perfect: *Will have* + *past participle* of verb. (She will have left by the time you get home.)

The Past Participle is the same as the Simple Past Tense for regular verbs: Studied/ played/ carried.

For irregular verbs, the forms vary: seen, sat, eaten, drunk, forgotten.

Progressive forms:

Present Perfect Progressive: *Have been* or *has been* + *-ing form of the verb*. (I have been sitting here for twenty minutes.)

Past Perfect Progressive: *Had been* + *-ing form of the verb*. (She had been studying for an hour when her friend called.)

Future Perfect Progressive: *Will have been* + *ing form of verb*. (We will have been playing soccer for 2 hours by the time the next game starts.)

Uses:

1. The Present Perfect is used to indicate an action that occurred at a non-specified time in the past or multiple times in the past. Compare:
 - A. I saw that movie last weekend. (Simple Past Tense - A specific time in the past.)
 - B. I've seen that movie. (Present Perfect - Sometime in the past, not specified.)
 - C. She's eaten there many times. (Present Perfect - Multiple times in the past.)
2. The Present Perfect is used to indicate an action that started and is not finished.
 - A. I've lived in my current apartment for 4 years. (Present Perfect - I still live there. The condition continues.)
 - B. I lived on Maple Street for 4 years. (Simple Past - I don't live there anymore. The condition has ended.)
 - C. They've been waiting for an hour. (Present Perfect Progressive - They are still waiting.)

- D. They were waiting for an hour. (Past Progressive - They left. They aren't waiting any longer.)

Past Perfect

The Past Perfect and Future Perfect are less commonly used than the Present Perfect.

The Past Perfect indicates an action that was completed before another action in the past. (The past of the Past Tense.)

- A. I had already eaten by the time she got home. (She came home in the past. I ate before she came home.)
 B. We had been playing soccer for ten minutes when the PE teacher arrived. (The PE teacher arrived in the past. We started playing soccer ten minutes before she arrived.)

The Simple Past is more commonly used than the Past Perfect with before or after to convey the same time relationship of events.

- A. I finished my homework before she arrived. (Simple Past - Use of before.)
 B. I had finished my homework before she arrived. (Past Perfect - No use of before.)
 C. After I woke up, I took a shower. (Simple Past - Use of after.)
 D. After I had woken up, I took a shower. (Past Perfect - No use of after.)

Future Perfect

The Future Perfect is used to indicate an event will be completed before another event in the future.

- A. We will have eaten by the time you get to the restaurant. (You will get to the restaurant in the future. We will have eaten before you get there.)

Expressions that are commonly used with the perfect tenses:

- A. Since + a specific time. She has lived in the United States since 2016.
 B. For + an amount of time. She has lived in the United States for 2 years.
 C. Already – I have already finished. He's already gone.
 D. Never – I've never heard of that. She's never been to Vietnam. He's never ridden a horse.
 E. Ever (in questions) - Have you ever been to California? Has she ever had the flu?

Common confusions:

- The Present Perfect and the Simple Past can communicate similar ideas.
 - I finished an hour ago. (Simple Past is used because of the specific time.)
 - I've already finished. (Present Perfect is used because the time is not specific.)
- The Present Perfect requires using have or has.

2. Passive Voice

Forms – The Passive Voice is formed by moving the object to the front of the sentence and using a form of the verb *to be* with the *past participle*.

The verb “to be” indicates the tense of the sentence.

- A. That house was built in 1932. (“That house” is the object. “Was built” is the verb. “Was” is Simple Past tense, which makes this a Simple Past tense sentence. “Built” is the *past participle* of “build.”)
 B. Spanish is spoken in many countries. (“Spanish” is the object. “Is” is the Simple Present tense, which makes this a present tense sentence. “Spoken” is the *past participle* of “speak.”)

- C. The bill will be passed next week. (“The bill” is the object. “Will be” is the Simple Future tense, which makes this a Simple Future tense sentence. “Passed” is the *past participle* of “pass.”)

Many Modals and Modal Like Expressions use “be” and the *past participle* to form the Passive Voice.

- A. The food should not be eaten outside of the cafeteria.
 B. Tickets may be purchased on the day of the show.
 C. The Chromebooks cannot be taken home without permission.

The subject in an active sentence can be included in a passive sentence by use of a by phrase.

- A. Those cookies were made by my brother. (My brother made the cookies.)
 B. The bill will be signed by the president. (The president will sign the bill.)

If the subject is not important to the sentence, then it is left out.

- A. Spanish is spoken in Peru. (No need here to say “by people.” It’s understood.)
 B. That purse was made in Italy. (No need to say “by someone.” It doesn’t add to the meaning of the sentence.)
 C. That purse was made by my sister. (The fact that my sister made the purse is important. Therefore, the *by phrase*, “by my sister”, is included in the sentence.)

Uses: The Passive Voice is used when the subject is less important to the meaning of the sentence than the object. The original subject may be unknown.

Expressions commonly associated with the Passive Voice:

1. Participial Adjectives: These are adjectives derived from a verb. Examples include: Interested/interesting, excited/excited.
 The students were excited to go on a field trip. The trip was exciting. The students were excited.
 She was bored by the lecture. (The lecture caused the boredom. She was bored. The lecture was boring.)
2. Stative Passive Expressions: The stative passive uses the past participle as an adjective. Many stative passive expressions include a preposition:
 - A. I’m finished with this book.
 - B. Are you opposed to lowering the voting age?
 - C. She’s not acquainted with Ms. Wren.

Common Confusions:

1. Students may confuse adjective forms: Interested/interesting. (I am interesting in sports.)
2. Students may use an incorrect preposition in a Stative Passive Expression. (The city is known with its architecture.)

3. Conditional Verb Tenses

Forms: There are several forms of conditional sentences. They use different verb tenses.

True (sometimes called “real”) sentences in the present or future: These sentences express something that happens based on a condition.

The verb following “if” is in the Present Tense.

The verb in the other clause is in the Present Tense if the action is a habit or occurs regularly.

It is in the Future Tense if the action will take place in at a specific time in the future.

- A. If I finish my homework, I watch TV. (General habit.)
- B. If I finish my homework, I will watch TV. (A specific time in the future.)
- C. If we have enough time, we play video games. (General habit.)
- D. If we have enough time after school today, we ’ll play video games. (A specific time in the future.)

Untrue (sometimes called “Unreal”) conditionals express a result if the condition were true. They are called untrue because the condition is not true.

Present Untrue Conditional Sentences: The verb in the “if” clause is in the Simple Past Tense.

Special case: the only forms of the verb to be are “were” or “weren’t.”

The verb in the other clause is “would” plus the verb. To show ability, “could” can be used.

- A. If I were seven feet tall, I could dunk. (I am not seven feet tall; I cannot dunk.)
- B. If I had a million dollars, I would buy my parents a house. (I don’t have a million dollars; I am not buying my parents a house.)
- C. If I were at home, I would be taking a nap. (I am not at home. I am not taking a nap.)
- D. If they weren’t hungry, they wouldn’t stop to eat. (They are hungry. They are stopping to eat.)
- E. If she weren’t sick, she ’d be here. (She is sick, so she isn’t here.)

Past Untrue Conditional Sentences: The verb in the “if” clause is in the Past Perfect Tense.

The verb in the other clause uses “would have” plus the *past participle* of the verb. To show ability, “could have” can be used.

- A. If I had known you were sick, I would have called you. (I didn’t know you were sick, so I didn’t call you.)
- B. If we had been there, we would have had a good time. (We weren’t there, so we didn’t have a good time.)
- C. If we hadn’t bought a car, we could have taken a long vacation. (We bought the car, so we couldn’t take a long vacation.)

In Sentence D below, the “If” clause refers to the past, and the second clause refers to the present. Note the different verb tenses:

- D. If she had bought Google stock ten years ago, she ’d be rich. (She didn’t buy Google stock, so she isn’t rich now.)

Uses: Conditional Sentences show condition. If something happens (or doesn’t happen) then something else will happen (or not happen.)

Conditional Sentences are used in many ways, such as:

To express advice:

- A. If I were you, I ’d take that job.
- B. If I were him, I would have studied for that test.
- C. If I had been in that situation, I would have gone home.

To express possibility:

- A. If I have money, I ’ll eat out with you.
- B. If she has time, she can help us.

To explain what would have happened under different circumstances:

- A. If I had gone to law school, I might have made a lot of money.
- B. If her brother weren’t sick, he ’d be here.

Conditional Sentences can use a variety of Modals and Modal Like Expressions.

- A. If it snows, I might stay home.
- B. If it snows, I can't go outside.
- C. If it snows, school will close.
- D. If it snows, we shouldn't drive to school.
- E. If it snows, we'll go sledding in the park.

Expressions used with Conditional Verb Tenses

“If” or “When” are commonly used in Conditional Sentences.

“Wish” sentences use similar verb forms.

- A. I wish she were here. (She isn't here.)
- B. I wish I hadn't done that. (I did that.)
- C. I wish we hadn't been late for the movie. (We were late for the movie.)

Common Confusions

1. Using “was” instead of “were.”
 - A. If he was here, he'd help us finish the project. (If he were here, he'd help us finish the project.)
 - B. I'd leave if the boss wasn't here. (I'd leave if the boss weren't here.)
2. Using “will” after “if.”
 - A. If I will go to the party, I will have a good time. (If I go to the party, I will have a good time.)
3. Changing the from positive to negative, or vice versa, to convey the correct meaning of the Conditional Sentence:
 - A. I didn't study, so I didn't pass the test. If I had studied, I wouldn't pass the test. (If I had studied, I would have passed the test.)
4. Confusion about the Past Perfect of “have” , which is “had had.” The repetition of “had” can be confusing.
 - A. If I had time yesterday, I would have played soccer with you. (If I had had time yesterday, I would have played soccer with you. or If I had had time yesterday, I would have played soccer with you.

4. Direct Quotations and Reported Speech

Forms:

Direct Quotations:

To write Direct Quotations in a sentence beginning with a quote, put the quoted words inside the quotation. End the Direct Quote with a comma, question mark, or exclamation mark.

- A. “I'm ready to leave,” she said.
- B. “Where are you going?” he asked.
- C. “Help me!” he cried.

To write Direct Quotations in a sentence ending with a quote, put a comma after the first part of the sentence. Place the quoted words inside the quotation marks. Begin the quote with a capital letter. Punctuate the end of the sentence with a period, question mark, or exclamation mark.

- A. She said, “We’re ready to go.”
- B. He asked, “Where are you going?”
- C. He screamed, “Look out!”

If the writer indicates the speaker in the middle of a sentence, the second part of the quote is not capitalized.

- A. “When it comes to scoring,” the coach said, “she’s our strongest player.”

Reported Speech:

In informal Reported Speech, the Present Tense can be used to report an immediate quotation.

- A. “I’m ready to go,” she said. “What did she just say?” She said she’s ready to go.

In more formal Reported Speech, the verb tense of the reported information changes to the past form of the Quoted Speech.

- A. She said, “I’m hungry.” / She said she was hungry.
- B. Theo said, “I’ll be at the airport at 4:00.” / Theo said he would be at the airport at 4:00.
- C. Maribel said, “I have to work this weekend.” / Maribel said she had to work this weekend.
- D. Mr. Chen said, “I can be at the meeting.” / Mr. Chen said he could be at the meeting.
- E. Ms. Santos said, “I mailed the letter.” / Ms. Santos said that she had mailed the letter.

Questions: Yes/no questions in Reported Speech use “if,” “whether,” or “whether or not.”

- A. She asked me, “Did you go to the game?” She asked if I had gone to the game.
- B. We asked Tina, “Can you help us?” We asked Tina if she could help us.
- C. “Do you want to see a movie?” I asked. I asked her whether or not she wanted to see a movie.

Information Questions: Information Questions follow the patterns of Noun Clauses. See the Noun Clauses section for more examples.

- A. “When do you want to go?” She asked me when I wanted to go.
- B. “Where is the bus stop?” he asked. He asked me where the bus stop is/was.

Uses: Reported Speech gives the idea of the speaker’s words. Verb tenses and pronouns may change. Quotation marks are not used in Reported Speech.

Direct quotations are used when quoting exactly what someone has said using quotation marks.

Expressions used with Indirect or Direct Quotations

Different expressions can be used introduce direct quotes or reported speech:

Questions: ask, inquire, and wonder:

- A. She wondered where I had been.
- B. “Where have you been?” she inquired.

Statements: say, claim, tell, state:

- A. She claimed she wasn’t there.
- B. “The store is closed,” he stated.
- C. She told me she liked the movie.

Other expressions: exclaim, shout, cry, whisper:

- A. She exclaimed, “I passed my driver’s test!”

- B. "Can you lend me a pencil?" he whispered.
- C. "Ouch!" she shouted.

Common Confusions

1. Students may be hesitant in using Reported Speech, instead preferring to use Direct Quotations.
2. Students may be confused about which verb tenses to use in Reported Speech.
3. Because they contain Noun Clauses (see below), sentences using Reported Speech may require a change in word order:
 - A. "What time is it?" she asked. / She asked me what time is it. (She asked me what time it is/was.)
4. Not omitting "do" "does" or "did" in Reported Speech questions:
 - A. She asked me, "Do you take the bus to school?" / She asked me do I take the bus to school. (She asked me if I take/took the bus to school.)

5. Noun Clauses

Forms: A Noun Clause is a group of words which include a noun and a verb and functions as a noun.

- A. I don't know where she lives. (her address)
- B. Could you please repeat what you said? (your previous statement)
- C. Do you know whose book this is? (the owner of the book)
- D. Whether I finish or not is not important. (my finishing)

When a Noun Clause is the object of the verb, it does not have the usual question word order. The subject precedes the verb. "Do", "does", or "did" are not used.

- A. Can you tell me when they ate lunch? (When did they eat lunch?)
- B. She asked me when they left. (When did they leave?)
- C. Do you know when the next bus arrives? (When does the next bus arrive?)
- D. I don't remember what time I go to the dentist. (What time do I go to the dentist?)

When the original question does not use "did," "do," or "does," the word order is reversed when the Noun Clause is the object.

- A. Can you tell me when you can go to the movies? (When can you go to the movies?)
- B. Do you know what time it is? (What time is it?)

When the Noun Clause is the subject, the word order is the same as the original question.

- A. She asked me what happened.
- B. I don't know who took my book.

Uses: A Noun Clause can be used instead of a Noun Phrase. In sentence A, the Noun Phrase is the subject of the sentence. In sentence B, the Noun Clause is the subject of the sentence.

- A. Her opinion was interesting. ("Her opinion" is a Noun Phrase.)
- B. What she said was interesting. ("What she said" is a Noun Clause.)

Noun Clauses are used in questions to soften the intensity or make them more polite.

- A. What time is it?

- B. Can you tell me what time it is?

Noun Clauses also are used to express uncertainty, ask for information, or wonder about a situation. They are used in indirect quotations.

- A. Is she running late?
 B. I wonder if she's running late.

Expressions used with Noun Clauses

Common expressions used with Noun Clauses include:

- A. I know/ don't know - I don't know when the bus arrives. (When does the bus arrive?)
 B. I wonder - I wonder who she is. (Who is she?)
 C. Can you tell me - Can you tell me what "anticipate" means? (What does "anticipate" mean?)
 D. I can't remember/I remember - I can't remember if we have homework or not. (Do we have homework?)

Common Confusions: Changing the original question to a Noun Clause can be confusing to students.

- Noun Clauses may require a change in word order:
 - How old are you? / Please tell me how old are you. (Correct: Please tell me how old you are.)
- Not omitting "do" "does" or "did" in Noun Clauses.
 - Does she have any siblings? / I don't know does she have any siblings. (Correct: I don't know if she has any siblings.)

6. Adjective Clauses

Forms: An Adjective Clause uses a relative pronoun to modify a noun. These pronouns are: *who*, *whom*, *whose*, *which* and *that*.

- She's the person who gave me directions.
- The teacher whom we met yesterday was awarded the grant.
- I talked to the parents whose daughter had the lead role in the play.
- The book which is on the desk needs to be put back on the shelf.
- A marsupial is an animal that keeps its young in a pouch.

The relative pronoun is often omitted when the noun is an object.

- He's the man whom I told you about. (I told you about *him*.)
- He's the man I told you about.
- That's the same movie which I saw last month. (I saw *it* last month.)
- That's the same movie I saw last month.
- Look at the new watch that I bought. (I bought *it*.)
- Look at the new watch I bought.

Uses: An Adjective Clause is a clause that modifies a noun. Because it functions like an adjective, it is called an Adjective Clause. It provides specificity and sentence length and is a way to connect two related sentences. The Adjective Clause is placed directly after the noun it modifies.

- That's the *woman* who lives next door to me. (The Adjective Clause "who lives next door to me" modifies the noun "woman.")
- She purchased a *car* that had great fuel efficiency. (The Adjective Clause "that had great fuel efficiency" modifies the noun "car.")

Expressions used with Adjective Clauses:

- A. Where – That’s the restaurant where we met.
- B. When – I remember the day when I first came to the U.S.
- C. Prepositions – about, by, for, to with.... That’s the show I told you about.

Common Confusions:

1. Whom/who – *Whom* is the relative pronoun used when the adjective clause is an object of a verb or preposition. *Whom* is not commonly used in everyday spoken English. Use of relative pronouns is often related to the formality of the situation.
 - A. Mr. Johnson is the teacher whom I met at the conference. (I met *Mr. Johnson* at the conference.)
 - B. My Johnson is the teacher who I met at the conference.
 - C. Mr. Johnson is the teacher that I met at the conference.
 - D. Mr. Johnson is the teacher I met at the conference.

7. Expressions That Show Time Relationships.

- A. Once - Once he got home, he had lunch.
- B. After - We went for a walk after watching a movie.
- C. Before - I had a snack before I started my homework.
- D. While - While he was cooking, he listened to music.
- E. Upon - Upon arriving home, she unpacked and took a nap.
- F. In the meantime/ meanwhile - He made dinner; meanwhile, she set the table.
- G. Simultaneously - They simultaneously ate and read.
- H. During - I ate popcorn during the movie.
- I. Subsequently - She got a raise; subsequently, she bought a new car.
- J. Previous(ly) - Previous to living in Canada, she lived in Mexico.

Common Confusions

1. Common confusions will be related to understanding the meaning of the expression, the grammar of the words after the expression (phrase or clause), or punctuation.
2. There are many punctuation variations when using Expressions that Show Time Relationships, such as using a comma when sentences begin with these expressions and not using a comma when the expressions are in the middle of a sentence.
 - A. While playing soccer, I hurt my ankle. (The sentence begins with “While”, so it has a comma.)
 - B. I hurt my ankle while playing soccer. (“While” is in the middle of the sentence, so there is no comma.)
3. Remember, the use of Expressions that Show Time Relationships to increase sentence length and add precision to meaning is more important than correct pronunciation.

8. Expressions That Show Cause and Effect.

Forms and Uses:

Many expressions can show cause and effect: Because/Since in a dependent clause.

- A. Because she was hungry, she had a snack.
- B. We went inside because it started to rain.

- C. Since I was tired, I took a nap.
- D. I took a nap since I was tired.

“Because of” and “Due to” followed by a noun phrase:

- A. Because of the rain, the game was canceled.
- B. We were off yesterday because of the snow.
- C. Due to the cold, we decided to stay home.
- D. We stayed home due to the cold.

“Due to the fact that” followed by a clause shows cause and effect.

- A. Due to the fact that they live in the desert, many animals have ways to conserve water.
- B. Owls have large eyes due to the fact that they are nocturnal.

“Therefore” and “Consequently” are transitions that show cause and effect.

- A. I was 15 minutes late; therefore, I missed the beginning of class.
- B. He didn’t study; consequently, he failed the test.

“As a consequence” is another way to express cause an effect.

- A. He ran every day after school. As a consequence, he was able to increase his speed and endurance.
- B. As a consequence of reading 30 minutes every day, she increased her reading speed.

Common Confusions:

1. There are many punctuation variations when using these expressions such as using a comma when sentences begin with the expressions “Because/because of/due to/ due to the fact that/ since” and not using a comma when these expressions are in the middle of the sentence.
 - A. Because I forgot my pen, I had to borrow one.
 - B. I had to borrow a pen because I forgot mine.

2. Use of a semicolon when expressions such as “therefore/consequently/as a consequence” are preceded by a complete sentence.
 - A. The band won first prize; consequently, the school held an assembly to recognize their achievement.
 - B. My sister is five years older than I; therefore, my parents give her more responsibility.

Note: While it is desirable that students use correct pronunciation, using the expression to convey correct, precise meaning is more important than punctuation. Encourage students to use the expressions and focus on writing and meaning,

9. Expressions That Show Contrast or Comparison

Uses: Expressions that Show Contrast or Comparison are ways to show differences or similarities.

Expressions Used To Show Contrast:

- A. “But” – Shows contrast. Use a comma when “but” connects two sentences.
 1. I finished, but she didn’t.
 2. I wanted to buy lunch, but I forgot my money.
- B. “However” – Similar in use to “But.” Use a semicolon or period when connecting ideas with two sentences.

1. I studied for the test; however, I didn't do very well.
2. Jon was late for class. However, the teacher didn't see him walk into the room.
- C. "While" and "Whereas" are used to show contrast, often in situations or condition. Use a comma.
 1. Lions are carnivores, whereas hippos are herbivores.
 2. Whereas hippos are herbivores, lions are carnivores.
 3. While Chile has a long coastline, Paraguay is a landlocked country.
- D. "Yet" shows contrast in the sense of overcoming an opposing situation or unexpected results.
 1. He reached and jumped, yet he couldn't touch the basketball rim.
 2. She was tired, yet she kept driving.
- E. "Despite" shows contrast in the sense of overcoming an opposing situation. "Despite" is followed by a noun or noun phrase.
 1. We made it to school on time despite the terrible traffic.
 2. Despite being tired, she finished her school project.
- F. "Despite the fact that" has the same use as "Despite", but it is followed by a clause (sentence.)
 1. Despite the fact that it was cold and rainy, he did not wear a jacket.
 2. She came to school despite the fact that she was sick.
- G. "On the contrary" is used to show the opposite.
 1. He didn't miss the party; on the contrary, he was the first one there.
 2. We didn't lose the soccer game. We won, 6-2, on the contrary.
- H. "Even though" "although" and "though" show an unexpected result or situation. If the expression begins the sentence, use a comma. Do not use a comma if the expression is in the middle of the sentence.
 1. Even though I was tired, I played in the game.
 2. She walked home though she was tired.
 3. Although I don't usually eat pizza, I ate some because there was no other choice.
- I. "Nevertheless" and "Nonetheless" show unexpected results. They have specific punctuation patterns. Use a semicolon when connecting two sentences.
 1. We were tired. Nevertheless, we finished the project.
 2. He ate two sandwiches; nonetheless, he was still hungry.
- J. "On the other hand" is used to show an alternate or contrasting situation.
 1. She arrived early. Her friend, on the other hand, was twenty minutes late.
 2. I don't like pasta; on the other hand, I love pizza.

Expressions that Show Comparison

"Similar(ly)" and "Similar to" show similarity, while many other expressions show sameness.

- A. "Similar(ly)" - Frogs eat insects; similarly many snakes will eat slower moving insects.
- B. "Similar to" - Frogs are similar to snakes in that they both eat insects.
- C. "The same as" - My bookbag is the same as hers.
- D. "Just like" - Just like many other students, she enjoys going outside for recess.
- E. "Just as" - Just as playing chess requires concentration, playing tennis requires focus on the game.
- F. "Likewise" - I enjoy walking; likewise, my teacher enjoys taking a walk at lunch time.

Common Confusions

1. Common confusions will be related to understanding the meaning of the expression, the grammar of the words after the expression (phrase or clause), or punctuation.
 - A. Even though I was sick, I went to the doctor's office. (Meaning of expression misunderstood.)
 - B. Despite he was hungry, he didn't eat anything. (Using a clause instead of a phrase after "despite.")
 - C. Despite being hungry, he didn't eat anything. (Correct use of words after "despite.")
 - D. We were invited to the party, however we didn't go. (Incorrect Punctuation.)

Remember, the use of Expressions that Show Contrast and Comparison to increase sentence length and add precision to meaning is more important than correct punctuation.

10. Other Subordinating Expressions

Uses: Subordinating Expressions are words that introduce a subordinate (or dependent) clause. Use of a subordinate clause creates a complex sentence.

Subordinating Expressions include:

- A. after (time sequence) - After hearing her ideas, I changed my opinion.
- B. although (contrast) - We could communicate although we spoke different languages.
- C. as long as (condition) - As long as she has a car, she will drive to work.
- D. because (cause) - We went inside because it started to rain.
- E. before (time sequence) - She ate before she left.
- F. even if (condition) - Even if I lose the game, I will still enjoy playing.
- G. even though (contrast) - He finished his homework even though he was tired.
- H. if (condition) - If I get home early, I will watch a movie.
- I. in order that (purpose) - She studied in order that she would do better on her upcoming test.
- J. once (time sequence) - Once the cheese is melted, take the pizza out of the oven.
- K. provided that (condition) - We will have the meeting provided that school is not canceled.
- L. rather than (preference/contrast) - I enjoy running rather than swimming.
- M. since (cause/time sequence) - He rested since he was out of breath. Since I moved here, I've been happy.
- N. so that (purpose) - The teacher turned out the lights so that the student could better see the film.
- O. though (contrast) - Though he's taller than her, she can reach a higher point by jumping.
- P. unless (condition) - I won't go unless you do.
- Q. whenever (condition) - Whenever it rains, it takes longer to get home.
- R. whereas (contrast) - She has brown hair, whereas he has black hair.
- S. wherever (condition) - Wherever I've lived, I've always been happy.
- T. while (time/contrast) - She exercised while he watched television. While I enjoy action films, I don't like dramas.

Many of these Subordinating Expressions are described in previous Language Targets. They are highlighted in order to provide more ways for students to connect ideas with precision and increase sentence length.

Common Confusions

1. Common confusions will be related to understanding the meaning of the expression, the grammar of the words after the expression (phrase or clause), or punctuation.

Remember, the use of Subordinating Expressions to increase sentence length and add precision to meaning is more important than correct punctuation.

Grade 6 Semester 1 Language Targets

WIDA Language Targets for English Language Proficiency

Language Target	Curriculum Location Module 1 Unit, Lesson	Example in Context For Juicy Sentence Protocol Text: <i>Esperanza Rising</i>	Speaking & Writing Practice
<p>1. Perfect Tenses: present perfect, past perfect, perfect continuous tenses. Statements and questions. (He hadn't finished when the teacher collected the assignment. Have you ever been to Vietnam?) (Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 4: Present Perfect and Past Perfect.</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 1, Overview of Verb Tenses, pages 4-8, and Chapter 3: Perfect and Perfect Progressive Tenses.</i></p>	<p>Unit 2, Lesson 4</p> <p>Unit 2, Lesson 8</p>	<p>"She had never thought about how much her papa had meant to Miguel." Page 74</p> <p>"I know a little, but only a few stitches," said Esperanza, remembering Abuelita's blanket of of zig-zagging rows that she had been too preoccupied to unpack." Page 145</p>	<p>How has Esperanza's character changed?</p> <p>Why had Miguel been feeling oppressed by Esperanza before they left the plantation?</p>
<p>2. Passive Voice (The house was destroyed. The teacher was informed that he was being transferred to a new school.) (Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 10: The Passive</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 11, Th Passive</i></p>	<p>Unit 1, Lesson 1</p> <p>Unit 1, Lesson 2</p>	<p>UNUDHR: "All human beings are born free and equal in dignity and rights."</p> <p>In 1948, the Universal Declaration of Human Rights was written by people belonging to the United Nations. Fifty-six nations that belonged to the United Nations agreed to follow the ideas in this document.</p>	<p>How is Miguel's character shown by his actions?</p> <p>Why might a student's schedule be changed?</p> <p>How is the UDHR enforced?</p>

Language Target	Curriculum Location Module 1 Unit, Lesson	Example in Context For Juicy Sentence Protocol Text: <i>Esperanza Rising</i>	Speaking & Writing Practice
	Unit 1, Lesson 5	“Repatriation” plans were made to send Mexican immigrants back to Mexico.	
<p>3. Conditional Verb Tenses for real and unreal situations (If I were the main character, I would have left my town.) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 20, Conditional Sentences and Wishes</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 377-379</i></p>	<p>Unit 2, Lesson 5</p> <p>Unit 2, Lesson 6</p>	<p>“I would have worked at the railroad in Mexico,” continued Miguel, as if Esperanza had not tried to change the subject. Page 74</p> <p>“If you watch the babies, then Josefina can work and that is one more paying job between us.” Page 107</p>	<p>If you had a million dollars, what would you do?</p> <p>If you were Esperanza, how would you respond to the problem?</p> <p>If Miguel and Esperanza switched places, how would it change the story?</p> <p>If the author had chosen to write about refugees from Syria, how could she communicate the same theme?</p>
<p>4. Direct Quotations & Reported Speech. (She said that she was finished. She said, “I’m finished.”) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 14: Noun Clauses, pages 384-393.</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12, Noun Clauses, pages 258- 269.</i></p>	<p>Unit 2, Lesson 6</p> <p>***This is everywhere in the book**</p>	<p>“Pay attention,” he said, his face serious. Page 118</p> <p>***This is everywhere in the book***</p> <p>(Apply language needed for claim, evidence, and explaining the relevance of the quote.)</p>	<p>What did she say?</p> <p>How did he describe the camp?</p> <p>What does the UDHR say about education?</p> <p>What would you like me to tell your friends about class today?</p>

Language Target	Curriculum Location Module 1 Unit, Lesson	Example in Context For Juicy Sentence Protocol Text: <i>Esperanza Rising</i>	Speaking & Writing Practice
<p>5. Noun Clauses. (I know how much it costs.) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 14: Noun Clauses, pages 370-383</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12, Noun Clauses, pages 242-257</i></p>	<p>Unit 2, Lesson 5</p> <p>Unit 2, Lesson 10</p>	<p>“The place you are going to is one of the better ones.” Page 98</p> <p>“She shifted from foot to foot and clapped her gloved hands together and wondered what was so new about the New Year.” Page 179</p>	<p>How much is this worth?</p> <p>Tell me how Esperanza felt as she entered the United States?</p>
<p>6. Adjective Clauses to describe a person or thing. (She was the character who argued with Ha.) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12: Adjective Clauses</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 13, Adjective Clauses</i></p>	<p>Unit 2, Lesson 2</p> <p>Unit 2, Lesson 11</p> <p>Unit 2, Lesson 13</p>	<p>“People whom Esperanza had never seen before came to the ranch to pay their respects.” Page 26</p> <p>“Dangling from a tree branch were the remnants of the little donkey pinata that she had given the children, its tissue streamers fluttering in the breeze.” Page 213</p> <p>“And there, in the middle of the wilderness, was a girl in a blue silk dress and a boy with his hair slicked down, eating mangoes on a stick, carved to look like exotic flowers, on the same side of the river.” Page 250-251</p>	<p>Describe the classroom where we learn.</p> <p>Describe the people Esperanza met at the camp.</p> <p>Describe the train in which Esperanza traveled.</p>
<p>7. Expressions That Show Time Relationships. (We boarded the bus when it arrived. As soon as it stopped raining, I left the house..) (Linguistic Complexity)</p>	<p>Unit 2, Lesson 1</p> <p>Unit 2, Lesson 8</p>	<p>“...taking her small hand as they walked through the gentle slopes of the vineyard.” Page 1</p> <p>““They cried yesterday when I watched them for the few minutes it took you to sweep the platform.”” Page 145</p>	<p>Explain the plot of chapter 3.</p> <p>Explain what her father did when Esperanza had a birthday.</p> <p>Explain what you did when you woke up this morning.</p>

Language Target	Curriculum Location Module 1 Unit, Lesson	Example in Context For Juicy Sentence Protocol Text: <i>Esperanza Rising</i>	Speaking & Writing Practice
<p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 2: Past Time, pages 48-52</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adjective Clauses, pages 365-372</i></p>			
<p>8. Expressions That Show Cause and Effect. (Because of the weather, we stayed home. It began to snow heavily; therefore, the students were dismissed early.) (Linguistic Complexity)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 8: Connecting Ideas, pages 221-228</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 373-374</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 19: Connectives that Express Cause and Effect, Contrast, and Condition, pages 397-405</i></p>	<p>Unit 2, Lesson 9</p> <p>Unit 2, Lesson 12</p>	<p>“I’m going to lie down until the soup is ready because I have a headache.” Page 154</p> <p>“You cannot work on engines because you are Mexican.” Page 221</p> <p>“Is it because they are the fairest in the land?” Page 222</p>	<p>Explain why Esperanza chose to leave Mexico.</p> <p>Explain why Miguel chose to leave Mexico.</p> <p>Explain why some characters thought Esperanza was aloof.</p> <p>Explain why Esperanza’s mother seemed embarrassed by her actions.</p>
<p>9. Expressions That Show Contrast or Comparison. (Frieda was talkative, while her brother was reserved. Even though the weather was cold, he didn’t wear a jacket. I planned to finish the project; however, I did not have sufficient time.) (Linguistic Complexity)</p>	<p>Unit 2, Lesson 4</p> <p>Unit 2, Lesson 6</p>	<p>“But the shaking began again, harder this time.” Page 39</p> <p>“It was still early and the air was cool, but the sun was bright and she knew it would be hot soon.” Page 111</p>	<p>Compare Esperanza and Miguel. Use <i>while</i> or <i>whereas</i>.</p> <p>Compare Esperanza’s life before and after her father died.</p> <p>Compare two characters in the novel.</p> <p>Compare the plantation and the</p>

Language Target	Curriculum Location Module 1 Unit, Lesson	Example in Context For Juicy Sentence Protocol Text: <i>Esperanza Rising</i>	Speaking & Writing Practice
<p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 374-377</i></p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 19: Connectives that Express Cause and Effect, Contrast, and Condition, pages 406-415</i></p>			migrant worker camp.
<p>10. Other Subordinating Expressions. (Now that she was in a new school, she had to make new friends. We were allowed to watch a movie provided that we finished our homework.) (Linguistic Complexity)</p> <p>Reference http://blog.writeathome.com/index.php/2013/07/50-subordinating-conjunctions-and-why-they-matter/ https://www.thoughtco.com/subordinating-conjunction-1692154 (Lists, examples from quotes, combining practice.)</p>	Unit 2, Lesson 8	"For some reason, after hearing about Marta and her family, she felt guilty talking about the richness of her life in Aguascalientes." Page 136	<p>Make the following sentences one complex sentence using a subordinating conjunction:</p> <p>"I will pray for you Esperanza. That you can be strong." ER 138</p> <p>Describe how Esperanza feels at the end of the story. Use complex sentences.</p>
	Unit 2, Lesson 13	"Mama seemed to get a little stronger every day, although she still took many naps." Page 234	

Grade 6 Semester 2 Language Targets

WIDA Language Targets for English Language Proficiency

Language Target	Location Unit, Lesson <i>Module 3A</i>	Example in Context For Juicy Sentence Protocol <i>Text: Dragon Wings</i>	Speaking & Writing Practice
<p>1. Perfect Tenses: present perfect, past perfect, perfect continuous tenses. Statements and questions. (He hadn't finished when the teacher collected the assignment. Have you ever been to Vietnam?) (Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 4: Present Perfect and Past Perfect. Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 1, Overview of Verb Tenses, pages 4-8, and Chapter 3: Perfect and Perfect Progressive Tenses.</i></p>	<p>Unit 1, Lesson 1 Page 6</p>	<p>"There was plenty of money to be made among the demons, but it was also dangerous. My own grandfather had been lynched about thirty years before by a mob of white demons almost the moment he had set foot on their shores." Page 1</p>	<p>Have you ever tried _____?</p> <p>Describe a time when you have worked hard to reach a goal.</p> <p>What have you done to be successful?</p> <p>What had the character been surprised by?</p> <p>What other words could the author have used to create a different tone?</p>
	<p>Unit 1, Lesson 3 Page 12</p>	<p>"Suddenly, I felt as if I had come home." Page 23</p> <p>"There was a breeze blowing down the hill and the men had gathered outside, standing on the sidewalks, their hands behind their backs, talking amiably." Page 24</p>	<p>Describe a time when you had an emotion that took you by surprise after seeing someone. Why was the feeling surprising?</p>
<p>2. Passive Voice (The house was destroyed. The teacher was informed that he was being transferred to a new school.) (Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 10: The Passive Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 11, The Passive</i></p>	<p>Unit 1, Lesson 4 Page 13</p>	<p>"It's hard to put such things into a letter, especially when the letter is read to your family by another person." Page 44</p> <p>"Were they given the wings by the Dragon King?" I asked. Page 79</p> <p>"Only Uncle was not excited by the demon magazine." Page 80</p>	<p>Who was the novel written by?</p> <p>When was the novel written?</p> <p>What was accomplished in chapter ____?</p> <p>Has there been an example in your life when you noticed someone was scared? Describe what they were doing to show they were scared. How did you respond?</p>

Language Target	Location Unit, Lesson <i>Module 3A</i>	Example in Context For Juicy Sentence Protocol <i>Text: Dragon Wings</i>	Speaking & Writing Practice
<p>3. Conditional Verb Tenses for real and unreal situations (If I were the main character, I would have left my town.) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 20, Conditional Sentences and Wishes</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 377-379</i></p>	Unit 1, Lesson 4 Page 12	<p>“But then Father became as excited as a small boy. He showed me each item, handling the strange machines as if he had tamed whatever demons were trapped inside. (Though, even so, if I had been left alone in that room, I would have bolted.)” page 41</p>	<p>If you were the main character, what would you do?</p> <p>If the character had chosen not to _____, what would have happened?</p> <p>If the author had used a metaphor to describe the setting, how would that have changed the mood?</p> <p>If someone presented you with a family heirloom, what would you do with it? How would you take into account your feelings about the item and the feelings of the person presenting you that item?</p>
<p>4. Direct Quotations and Reported Speech (She said that she was finished. She said, “I’m finished.”) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 14: Noun Clauses, pages 384-393.</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12, Noun Clauses, pages 258- 269.</i></p>	<p>***This is everywhere in the book***</p>	<p>***This is everywhere in the book***</p> <p>(Apply language needed for claim, evidence, and explaining the relevance of the quote.)</p>	<p>What did the main character say about his father?</p> <p>What did she say?</p> <p>What does it say in the text to support your claim?</p> <p>Consider an example from the book for students to change from direct to indirect quotations.</p>
<p>5. Noun Clauses. (I know how much it costs.) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 14: Noun Clauses, pages 370-383</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12, Noun Clauses, pages 242-257</i></p>	Unit 1, Lesson 5/Mid-Unit 1 Assessment, Part 1, Page 13	<p>“My hands just seemed to know what to do.” Page 75 “But not only did I have to learn the demons’ language, I also had to learn how to measure time by two calendars.” Page 76</p>	<p>Describe what the reader knows about the main character at the end of the chapter.</p> <p>Compare what the reader knows about this character at the before this section and after this section.</p> <p>Describe what the author is saying about American culture.</p>

Language Target	Location Unit, Lesson <i>Module 3A</i>	Example in Context For Juicy Sentence Protocol <i>Text: Dragon Wings</i>	Speaking & Writing Practice
			<p>Describe how the author creates the mood.</p> <p>Has anyone ever tricked you? Describe the emotions you felt after you were tricked.</p> <p>How was the relationship with that person after you were tricked? (Mid-Unit 1 Assessment, Part 1)</p>
<p>6. Adjective Clauses to describe a person or thing. (She was the character who argued with Ha.) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12: Adjective Clauses</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 13, Adjective Clauses</i></p>	<p>Unit 1, Lesson 2 Page 18</p>	<p>“The little boxlike houses seemed so drab to me that I even felt sorry for the demons who lived in them, for they lived like prisoners without knowing they were in a prison.” Page 16</p> <p>“There was the demons’ calendar, which was based on the movements of the sun with its fixed number of days and months and its seven-day weeks.”Page 76</p>	<p>Describe the team that won.</p> <p>Describe the person who tried the hardest.</p> <p>Describe the setting where the narrative occurs.</p> <p>Describe a time when you felt someone had control over you. Who was that person and why do you think they acted that way? Were they justified in their actions?</p>
	<p>Unit 1, Lesson 3, Page 13</p>	<p>“In their dark tunics and pants, they looked like shadows—a street of shadows, flitting here and there, talking in high, loud, excited voices. (People who think Tang people are quiet have never listened to us in our own homes, where the conversation is carried on at the level of a shout.)” Page 24</p>	<p>Describe people who you think are quiet and why.</p> <p>Describe people who you think are loud and why.</p> <p>Describe the setting where the narrative occurs.</p>

Language Target	Location Unit, Lesson <i>Module 3A</i>	Example in Context For Juicy Sentence Protocol <i>Text: Dragon Wings</i>	Speaking & Writing Practice
<p>7. Expressions That Show Time Relationships. (We boarded the bus when it arrived. As soon as it stopped raining, I left the house..) (Linguistic Complexity)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 2: Past Time, pages 48-52</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adjective Clauses, pages 365-372</i></p>	<p>Unit 1, Lesson 3, Page 12</p>	<p>“Before the buildings were sensible safeguards against demons of any kind.” Page 23</p>	<p>Describe what happened when the main character arrived in the United States.</p> <p>Describe where the main character lived before he left his country.</p> <p>Describe the presents Moon Shadow receives when he arrives in San Francisco.</p>
<p>8. Expressions That Show Cause and Effect. (Because of the weather, we stayed home. It began to snow heavily; therefore, the students were dismissed early.) (Linguistic Complexity)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 8: Connecting Ideas, pages 221-228</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 373-374</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 19: Connectives that Express Cause and Effect, Contrast, and Condition, pages 397-405</i></p>	<p>Unit 1, Lesson 5, Mid-Unit 1- Assessment, Part 1/Page 13</p>	<p>“Because a demon can help or harm you, there is no way of telling if a demon might be testing you before he will reward you or whether he is trying to trick you.” Page 71</p> <p>“In the meantime, we had done our best to match them letter for letter so that they got their money’s worth in return.” Page 77</p>	<p>Explain why the main character describes these people as demons.</p> <p>Describe the earthquake and its effects.</p> <p>Explain why the main character is named Windrider.</p> <p>Has there ever been a time in your life when your integrity was tested? Describe what happened and how you responded. Would you have responded differently now?</p>

Language Target	Location Unit, Lesson <i>Module 3A</i>	Example in Context For Juicy Sentence Protocol <i>Text: Dragon Wings</i>	Speaking & Writing Practice
<p>9. Expressions That Show Contrast or Comparison. (Frieda was talkative, while her brother was reserved. Even though the weather was cold, he didn't wear a jacket. I planned to finish the project; however, I did not have sufficient time.) (Linguistic Complexity)</p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 374-377</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 19: Connectives that Express Cause and Effect, Contrast, and Condition, pages 406-415</i></p>	Unit 1, Lesson 4, Page 12	"But then Father became as excited as a small boy. He showed me each item, handling the strange machines as if he had tamed whatever demons were trapped inside. (Though , even so, if I had been left alone in that room, I would have bolted.)" Page 41	<p>Compare Windrider and Moon Shadow.</p> <p>Compare Moon Shadow before and after emigrating from China.</p> <p>Compare the presents Moon Shadow receives when he arrives in San Francisco.</p> <p>Has there ever been a time when someone expected you to do something, but you did something else instead? Describe why you chose to do the opposite of what was asked of you. How did that person feel after you made your decision?</p>
<p>10. Other Subordinating Expressions. (Now that she was in a new school, she had to make new friends. We were allowed to watch a movie provided that we finished our homework.) (Linguistic Complexity)</p> <p><i>Reference</i> http://blog.writeathome.com/index.php/2013/07/50-subordinating-conjunctions-and-why-they-matter/ https://www.thoughtco.com/subordinating-conjunction-1692154 (Lists, examples from quotes, combining practice.)</p>	<p>Unit 1, Lesson 2, Page 17</p> <p>Unit 2, Lesson 7, Page 7</p>	<p>"I saw plenty of hills, but not one golden one. And all the demon houses looked so strange. They were boxlike in shape, with no courtyards inside them, as if the demons hated fresh air but liked being shut up in something like a trunk." Page 16</p> <p>"There was some beauty to life after all, even if it was only the beauty of hope." Page 287</p>	<p>Which character is most affected by the earthquake?</p> <p>Now that he is in San Francisco, what does Moon Shadow need to do?</p> <p>Since his father gave him a kite, what is going to happen later in the novel?</p> <p>Is having hope good for humans? Can having hope be bad for humans? Explain your answer.</p>

Grade 7 Semester 1 Language Targets

WIDA Language Targets for English Language Proficiency

Language Target	Curriculum Location Module 1 Unit, Lesson	Examples in Context For Juicy Sentence Protocol Text: <i>A Long Walk to Water</i>	Writing & Speaking Practice
<p>1. Perfect Tenses: present perfect, past perfect, perfect continuous tenses. Statements and questions. (He hadn't finished when the teacher collected the assignment. Have you ever been to Vietnam?) (Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 4: Present Perfect and Past Perfect. Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 1, Overview of Verb Tenses, pages 4-8, and Chapter 3: Perfect and Perfect Progressive Tenses.</i></p>	Unit 1: Lesson 8	"He had managed to save one last piece of honeycomb and had wrapped it carefully in a leaf." Chapter 5, page 28	<p>What else had Salva managed to do so far in the novel that helped him survive?</p> <p>Use past perfect in your response.</p> <p>Salva had managed to.....</p>
	Unit 2: Lesson 2	"Nya's family had been coming to the lake camp for generations; Nya herself had been there every year since she was born." Chapter 6, page 33	
<p>2. Passive Voice (The house was destroyed. The teacher was informed that he was being transferred to a new school.) (Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 10: The Passive Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 11, The Passive</i></p>	Unit 2: Lesson 3	"Like the letters 'o-u-g-h'. Rough...though...fought...through...bough-the same letters were pronounced so many different ways! Or how a word had to be changed depending on the sentence." Chapter 16, page 97	<p>Salva and the other boys at the school had to experience something that not many children have to experience in their lifetime.</p> <p>Write a sentence explaining to someone that has not read the book what happened to Salva and the other boys, or explain the boys reaction to what happened.</p> <p>Use passive voice in your answer.</p>
	Unit 1: Lesson 2	"The fighting was scattered all around southern Sudan, and now the war had come to where Salva lived." Chapter 1, page 7	
<p>3. Conditional Verb Tenses for real and unreal situations (If I were the main character, I would have left my town.) (Linguistic Complexity, Language Forms and Conventions)</p>	Unit 1: Lesson 8	"Every year when the rain stopped and the pond near the village dried up, Nya's family moved from their home to a camp near the big lake." Chapter 5, page 20	<p>In this chapter, Salva found out that his uncle would not be with him throughout his journey. Using conditional verb tenses, write about what you would do or how</p>

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<p><i>Reference: Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 20, Conditional Sentences and Wishes</i></p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 377-379</i></p>	<p>Unit 2: Lesson 4</p>	<p>“If anyone was carrying a bag, the men opened it and and took whatever was in it.” Chapter 10, page 62</p>	<p>you would react if you were in Salva’s situation.</p> <p>Speaking: If you were going on a weekend hike with your family, what would be important for you to consider? Why?</p>
<p>4. Direct Quotations & Reported Speech (She said that she was finished. She said, “I’m finished.”) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 14: Noun Clauses, pages 384-393.</i></p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12, Noun Clauses, pages 258- 269.</i></p>	<p>Unit 1: Lesson 5</p> <p>Unit 2: Lesson 8</p> <p>Unit 1: Lesson 5</p> <p>Unit 2: Lesson 8</p>	<p>Indirect Quotes: “On the fourth day, the old woman told him that she was leaving.” Chapter 3, page 18</p> <p>“His father told Salva that his sisters were with his mother.” Chapter 17, page 106</p> <p>Direct quotes: She nodded. “A bad thing, this war. What are you going to do-how will you find them?” Chapter 3, page 17</p> <p>But his father shook his head. “There is still war near Loun-Ariik, my son. If you went there, both sides would try to force you to fight with them. You must not go.” Chapter 17, page 106</p>	<p>Change this indirect quote from Chapter 2 and rewrite it as a direct quote: “The soldiers ordered them to separate into two groups, men in one group, woman and children and the elderly in the other.”</p> <p>Think about a time you did something that surprised your family and friends. How did they react?</p>
<p>5. Noun Clauses. (I know how much it costs.) (Linguistic Complexity, Language Forms and Conventions)</p>	<p>Unit 2: Lesson 4</p>	<p>“The fighting was scattered all around southern Sudan, and now the war had come to where Salva lived.” Chapter 1, page 7</p>	<p>Change the following sentences, replacing the noun with a noun clause.</p> <p>Example:</p>

Language Target	Curriculum Location Module 1 Unit, Lesson	Examples in Context For Juicy Sentence Protocol Text: <i>A Long Walk to Water</i>	Writing & Speaking Practice
<p>Reference: <i>Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 14: Noun Clauses, pages 370-383</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12, Noun Clauses, pages 242-257</i></p>	Unit 2: Lesson 5	<p>“Whatever food or water they found was shared equally among all of them.” Chapter 13, page 81</p>	<p>I like cake.- regular noun I like what I see.- noun clause</p> <p>The focus of Nya’s life was getting water.</p> <p>The focus of Nya’s life was how_____.</p> <p>Answer could be: The focus of Nya’s life was how could she get enough water.</p> <p>A clause that starts with: <i>how, that, what, whatever, when, where, whether, which, whichever, who</i></p>
<p>6. Adjective Clauses to describe a person or thing. (She was the character who argued with Ha.) (Linguistic Complexity, Language Forms and Conventions)</p> <p>Reference: <i>Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12: Adjective Clauses</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 13, Adjective Clauses</i></p>	<p>Unit 1, Lesson 3</p> <p>Unit 2: Lesson 3</p>	<p>“Salva did not understand much about it, but he knew that rebels from the southern part of Sudan, where he and his family lived, were fighting against the government, which was based in the north.” Chapter 1, page 6.</p> <p>“Among the group were a few people whose home villages had been near rivers or lakes.” Chapter 7, page 43</p>	<p>Adjective clauses give a description or more information about the noun in the sentence.</p> <p>Find some adjective clauses that describe the noun in a sentence in Chapter 1 and read them to your partner.</p> <p>Using an adjective clause, write (or verbally share with a partner) some sentences describing Salva, the canoes or the Nile from Chapter 7.</p>

Language Target	Curriculum Location Module 1 Unit, Lesson	Examples in Context For Juicy Sentence Protocol Text: <i>A Long Walk to Water</i>	Writing & Speaking Practice
	Unit 2: Lesson 4	“The soles, made from rubber tire treads , had already been reduced to shreds held together with a little leather and a great deal of hope.” Chapter 9, page 52	Using an adjective clause, write (or verbally share with a partner) some sentences describing Salva’s uncle or some part of the setting from Chapter 9.
<p>7. Expressions That Show Time Relationships. (We boarded the bus when it arrived. As soon as it stopped raining, I left the house.) (Linguistic Complexity)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 2: Past Time, pages 48-52</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adjective Clauses, pages 365-372</i></p>	Unit 1 Chapter 2 and 3 are addressed in Lessons 3 and 4.	<p>“After that, no one objected.” Chapter 2, page 12</p> <p>“The people stopped walking when it grew too dark to see the path.” Chapter 2, page 9</p> <p>“The donut went on her head first, followed by the heavy container of water, which she would hold in place with one hand.” Chapter 3, page 14</p>	<p>With a partner, use an adverb clause related to time to explain an event that happened in Chapter 2.</p> <p>Common adverbs used to show time: <i>Whenever, when, before, after, while, everytime, until, til, since, ever since, as soon as, first, second, next time.</i> Example: <i>I have played tennis.</i> Add the adverb clause and could become: <i>I have played tennis ever since I was a 4 years old.</i></p>
<p>8. Expressions That Show Cause and Effect. (Because of the weather, we stayed home. It began to snow heavily; therefore, the students were dismissed early.) (Linguistic Complexity)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 8: Connecting Ideas, pages 221-228</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 373-374</i></p>	<p>Unit 2: Lessons 6,7,8</p> <p>Unit 2: Lesson 6</p> <p>Unit 2: Lesson 8</p>	<p>“You learn fast, because you work so hard.” Chapter 14, page 87</p> <p>“Don’t worry!” he said. The water is muddy because it is still mixed with the old water they were using from the pond....” Chapter 15, page 90</p> <p>“The audience had come to the school cafeteria because they wanted to hear him.” Chapter 17, page 109</p>	<p>Many events that happened to Salva were a result of another event (cause and effect). Name two events from the novel that directly caused another event to occur.</p> <p>Use an adverb from the choices below to show the cause/effect relationship: <i>Because, since, therefore, as a result, consequently, due to, as a result</i></p>

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<p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 19: Connectives that Express Cause and Effect, Contrast, and Condition, pages 397-405</i></p>			
<p>9. Expressions That Show Contrast or Comparison. (Frieda was talkative, while her brother was reserved. Even though the weather was cold, he didn't wear a jacket. I planned to finish the project; however, I did not have sufficient time.) (Linguistic Complexity)</p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 374-377</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 19: Connectives that Express Cause and Effect, Contrast, and Condition, pages 406-415</i></p>	<p>Unit 2: Lesson 4</p> <p>Unit 2: Lesson 8</p>	<p>“Even though they had not been kind to him, at least he had known them.” Chapter 11, page 67</p> <p>“How familiar everything was and yet how different.” Chapter 16, page 102</p>	<p>Many different things were happening to Salva at this point in the novel. With a partner, think of a sentence showing contrast about something in the novel up to this point. <i>However, while, yet, although, though, even though</i> are some of the adverbs that can be used to show the contrast.</p>
<p>10. Other Subordinating Expressions. (Now that she was in a new school, she had to make new friends. We were allowed to watch a movie provided that we finished our homework.) (Linguistic Complexity) Reference http://blog.writeathome.com/index.php/2013/07/50-subordinating-conjunctions-and-why-they-matter/ https://www.thoughtco.com/subordinating-conjunction-1692154 (Lists, examples from quotes, combining practice.)</p>	<p>Unit 1, Lesson 3</p> <p>Unit 2: Lesson 5</p>	<p>“As each boy reached the age of about ten years, he was sent off to school.” Chapter 1, page 2</p> <p>“As he walked through the camp with several other boys, Salva glanced at every face he passed.” Chapter 11, page 67</p>	<p>Take these two events that happened in Chapter 11 and write one sentence using a subordinating conjunction: Salva's uncle was killed. Salva was extremely sad but he did not give up, he kept going. <i>as, after, although, because, until, when, unless, even if, even though, why, until. Before, wherever</i></p>

Grade 7 Semester 2 Language Targets

WIDA Language Targets for English Language Proficiency

Language Target	Curriculum Location Module 1 Unit, Lesson	Examples in Context For Juicy Sentence Protocol Text: <i>Lyddie</i>	Writing & Speaking Practice
<p>1. Perfect Tenses: present perfect, past perfect, perfect continuous tenses. Statements and questions. (He hadn't finished when the teacher collected the assignment. Have you ever been to Vietnam?) (Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 4: Present Perfect and Past Perfect.</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 1, Overview of Verb Tenses, pages 4-8, and Chapter 3: Perfect and Perfect Progressive Tenses.</i></p>	<p>Past Perfect</p> <p>Unit 1, Lesson 2</p>	<p>"The bear had been their undoing, though at the time they had all laughed." Chapter 1, Page 1, Paragraph 1</p>	<p>What have you done so far today that made you feel proud?</p>
		<p>"No, Mama had never laughed, but Lyddie and Charles and the babies had laughed until their bellies ached." Chapter 1, Page 1, Paragraph 1</p>	<p>Middle school is a very stressful transition time for adolescents. What have you been doing this year to relieve stress?</p>
		<p>"Agnes had been four and Rachel six that November of 1843 -- the year of the bear." Chapter 1, Page 1, Paragraph 1</p> <p>"He had fetched in wood from the shed and left the door ajar." Chapter 1, Page 1, Paragraph 2</p>	<p>Just a couple of years ago, you were all attending a different school. Some of you were in different countries, speaking different languages. What had been the most shocking part of coming to _____ Middle School, that now seems totally normal?</p>

Language Target	Curriculum Location Module 1 Unit, Lesson	Examples in Context For Juicy Sentence Protocol Text: <i>Lyddie</i>	Writing & Speaking Practice
	<p><u>Present Perfect</u></p> <p>Unit 1, Lesson 9</p>	<p>“We’re working longer hours, tending more machines, all of which have been speeded to demon pace, so the corporation can make a packet of money.” Chapter 12, Page 92, Paragraph 7</p> <p>“Our real wages have gone down more often than they’ve gone up.” Chapter 12, Page 92, Paragraph 7</p>	<p>Review Lyddie’s letter to her mother in Chapter 13 on page 95. Note how Lyddie’s writing has been improving. What do you think has caused this improvement? Notice Lyddie’s attempted use of the present perfect tense in the middle of the letter. How should her writing be revised to include the correct use of the present perfect tense? In her letter to Charles on page 96, she uses the present perfect tense correctly. Can you identify the correct use?</p>
<p>2. Passive Voice (The house was destroyed. The teacher was informed that he was being transferred to a new school.) (Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 10: The Passive</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 11, The Passive</i></p>	<p>Unit 1, Lesson 4,</p>	<p>But he overslept often and several times the fire went out and someone had to be sent to the neighbor’s for live coals.” Chapter 4, Page 27, Paragraph 1</p>	<p>Identify the responsibilities that Lyddie is given at (Home / Cutler’s Tavern / the Lowell Factories)</p>
	<p>Unit 1, Lesson 11</p>	<p>“They were dismissed with a nod.” Chapter 8, Page 60, Paragraph 2</p> <p>But finally, when she had been alternatively shocked and bored for the better part of two weeks, the announcement was made at supper that work was to begin again the next day, and Lyddie felt a surge of gratitude that her days of idleness were over.” Chapter 8, Page 61, Paragraph 1</p>	<p>Identify responsibilities that you are given as a student.</p>

Language Target	Curriculum Location Module 1 Unit, Lesson	Examples in Context For Juicy Sentence Protocol Text: <i>Lyddie</i>	Writing & Speaking Practice
<p>3. Conditional Verb Tenses for real and unreal situations (If I were the main character, I would have left my town.) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 20, Conditional Sentences and Wishes</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 377-379</i></p>	<p><u>True</u> Unit 1, Lesson 9</p>	<p>“If we work just ten hours, we’d be paid much less.” Chapter 12, Page 91, Paragraph 10</p>	<p>Finish the sentence: If you could create your own schedule which classes would you take and when?</p>
	<p><u>Present Untrue Conditional</u> Unit 1, Lesson 3,</p>	<p>“She might weaken if they were alone, and that would never do.” Chapter 2, Page 17, Paragraph 3</p>	<p>If you could go to college in any state or any country, where would you go?</p> <p>What will happen if we lower the voting age to 16 in every country in the world?</p> <p>What would have been different about your elementary school experience if you had gone home every day for lunch (like Lyddie does)?</p>
	<p><u>Past Untrue Conditional</u> Unit 1, Lesson 9</p>	<p>“If I could make life so happy for others just by going away, I’d go more often,’ Triphena said.” Chapter 5, Page 35, Paragraph 2 “Her body wouldn’t have cooperated even if she’d had the desire to go.” Chapter 13, Page 98, Paragraph 4</p>	<p>Review the list of deaths and injuries described on page 101 in Chapter 13 [Note: Descriptions are in past perfect]. If you were in Lyddie’s shoes, what would you do at this point?</p>
<p>4. Direct Quotations & Reported Speech (She said that she was finished. She said, “I’m finished.”) (Linguistic Complexity, Language Forms and Conventions)</p>	<p><u>Direct Quotations</u> Unit 1, Lesson 5</p>	<p>“‘Well,’ said the cook one night. ‘The mistress earned herself a trip. I think the rest of us have, too.’” Chapter 5, Page 35, Paragraph 3</p>	<p>What was Lyddie’s response to taking an unauthorized vacation?</p> <p>Think about the last time you</p>

Language Target	Curriculum Location Module 1 Unit, Lesson	Examples in Context For Juicy Sentence Protocol Text: <i>Lyddie</i>	Writing & Speaking Practice
<p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 14: Noun Clauses, pages 384-393.</i></p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12, Noun Clauses, pages 258- 269.</i></p>		<p>“Where will you go, ey?” asked Lyddie wistfully.” Chapter 5, Page 35, Paragraph 4</p>	<p>accomplished something that you were proud of. How did your family/friends react?</p>
	<p>Indirect Quotations</p> <p>Unit 1, Lesson 6</p>	<p>“As they were leaving, Mrs. Bedlow pressed something into Amelia’s hand, which turned out to be a dollar that Mrs. Bedlow claimed was a payment from her roguish brother for damages to Lyddie’s clothing.” Chapter 8, Page 56, Paragraph 5</p> <p>“Lyddie was mostly disappointed, but perhaps a tiny bit relieved, when Mrs. Bedlow announced that she would take her over to the weaving room after dinner.” Chapter 8, Page 61, Paragraph 2</p>	<p>Consider an example from the book for students to change from direct to indirect quotations.</p>
<p>5. Noun clauses. (I know how much it costs.) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 14: Noun Clauses, pages 370-383</i></p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12, Noun Clauses, pages 242-257</i></p>	<p>Unit 1, Lesson 9</p>	<p>“And you see how small she is.” Chapter 13, Page 104, Paragraph 3</p>	<p>What does it feel like to be a middle school student?</p>
		<p>““Oh I don’t know,” Lyddie said, wondering how Diana knew the girls name and then annoyed that the foreigner should be “hers”.’ Chapter 14, Page 111, Paragraph 7</p>	<p>Describe Lyddie’s experience in (her home / Cutler’s Tavern / The Lowell Factory).</p>

Language Target	Curriculum Location Module 1 Unit, Lesson	Examples in Context For Juicy Sentence Protocol Text: <i>Lyddie</i>	Writing & Speaking Practice
<p>6. Adjective Clauses to describe a person or thing. (She was the character who argued with Ha.) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12: Adjective Clauses</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 13, Adjective Clauses</i></p>	Unit 1, Lesson 9	<p>“Lyddie tried to keep her eyes from straying toward the copies of the weekly, which were thrown with seeming carelessness on the parlor table.” Chapter 13, Page 95, Paragraph 1</p> <p>“She would nod acknowledgement and turn back to her machines, which at least did not reach out and pat you when you weren’t watching.” Chapter 13, Page 97, Paragraph 4</p> <p>“Amelia murmured something in reply, which Lyddie was too near sleep to make out.” Chapter 13, Page 99, Paragraph 2</p> <p>“It was a dreary December without the abundance of snow that Lyddie yearned for.” Chapter 13, Page 100, Paragraph 7</p>	<p>Describe Lyddie’s experience in (her home / Cutler’s Tavern / The Lowell Factory).</p> <p>Describe Lyddie’s family members. Use “a person who” in your description.</p>
	Unit 1, Lesson 11	<p>“And yet, wasn’t she better off here with Lyddie, who loved her, than with those two, who must not have given her enough to eat?” Chapter 15, Page 126, Paragraph 1</p>	
<p>7. Expressions That Show Time Relationships. (We boarded the bus when it arrived. As soon as it stopped raining, I left the house.) (Linguistic Complexity)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 2: Past Time, pages 48-52</i></p>	Unit 1, Lesson 9	<p>“When Diana came her way, Lyddie could feel herself stiffening up.” Chapter 13, Page 94, Paragraph 3</p> <p>“And when Diana invited her to one of the Tuesday night meetings, Lyddie said ‘No!’ so fiercely that she scared herself.” Chapter 13, Page 94, Paragraph 3</p>	<p>How did you feel when you came to ____ Middle School on your first day?</p> <p>How did you feel after you got your last report card / interim report?</p>

Language Target	Curriculum Location Module 1 Unit, Lesson	Examples in Context For Juicy Sentence Protocol Text: <i>Lyddie</i>	Writing & Speaking Practice
<p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adjective Clauses, pages 365-372</i></p>			<p>What is your favorite activity during the summer?</p> <p>What is one thing you want to accomplish before going to high school?</p>
<p>8. Expressions That Show Cause and Effect. (Because of the weather, we stayed home. It began to snow heavily; therefore, the students were dismissed early.) (Linguistic Complexity)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 8: Connecting Ideas, pages 221-228</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 373-374</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 19: Connectives that Express Cause and Effect, Contrast, and Condition, pages 397-405</i></p>	Unit 1, Lesson 11	<p>“We can’t have you catching your hair or being hit in the head by a flying shuttle because you’re being stup -- because your mind is someplace else.” Chapter 15, Page 124, Paragraph 5</p>	<p>Speaking (in a community building circle):</p> <p>What caused your family to move to the United States?</p>
<p>9. Expressions That Show Contrast or Comparison.. (Frieda was talkative, while her brother was reserved. Even though the weather was cold, he didn’t wear a jacket. I planned to finish the project; however, I did not have sufficient time.) (Linguistic Complexity)</p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 374-377</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 19: Connectives that Express Cause and Effect, Contrast, and Condition, pages 406-415</i></p>	Unit 1, Lesson 9	<p>“There were no deaths at the Concord Corporation, but one of the little Irish girls in the spinning room had caught her hair in the machinery and was badly hurt.” Chapter 13, Page 101, Paragraph 4</p>	<p>Explain how improved working conditions could help/hurt Lyddie.</p>

Language Target	Curriculum Location Module 1 Unit, Lesson	Examples in Context For Juicy Sentence Protocol Text: <i>Lyddie</i>	Writing & Speaking Practice
<p>10. Other Subordinating Expressions. (Now that she was in a new school, she had to make new friends. We were allowed to watch a movie provided that we finished our homework.) (Linguistic Complexity)</p> <p><i>Reference</i> http://blog.writeathome.com/index.php/2013/07/50-subordinating-conjunctions-and-why-they-matter/ https://www.thoughtco.com/subordinating-conjunction-1692154 (Lists, examples from quotes, combining practice.)</p>	Unit 1, Lesson 9	<p>“When the bell rang, it didn’t matter what was left untasted, she simply pushed back from the table and went back to her bears.” Chapter 13, Page 98, Paragraph 2</p> <p>“Though Amelia cajoled and Mrs. Bedlow made announcements at mealtime, Lyddie did not attempt to go to church.” Chapter 13, Page 98, Paragraph 4</p>	<p>Even though you are young, you have a lot of power. What do you think that means?</p> <p>Finish this sentence: “Since I am going to graduate from the ESOL program soon, I plan to _____.”</p> <p>Finish this sentence: “When you have the opportunity to live wherever you want, where will you live and why.</p>
	Unit 1, Lesson 11	<p>“All of this was accomplished with neither of them saying a word aloud, although inside Lyddie’s head lengthy conversations were bouncing about.” Chapter 15, Page 125, Paragraph 6</p> <p>“And always, whenever Lyddie swam up the fiery pool out of consciousness, she knew that Rachel was there beside her.” Chapter 16, Page 130, Paragraph 2</p>	

Grade 8 Semester 1 Language Targets

WIDA Language Targets for English Language Proficiency

Language Target	Location Unit/Lesson in Curriculum	Example in Context for Juicy Sentence Protocol All examples are taken from <i>Inside Out and Back Again</i>	Speaking & Writing Practice
<p>1. Perfect Tenses: present perfect, past perfect, perfect continuous tenses. Statements and questions. (He hadn't finished when the teacher collected the assignment. Have you ever been to Vietnam?) (Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 4: Present Perfect and Past Perfect. Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 1, Overview of Verb Tenses, pages 4-8, and Chapter 3: Perfect and Perfect Progressive Tenses.</i></p>	<p>Unit 1, Lesson 2</p> <p>Unit 1, Lesson 4</p> <p>Unit 1, Lesson 12</p> <p>Unit 2, Lesson 3</p>	<p>"The tree has grown twice as tall as I stand on tippy toes." (Page 8, paragraph 3)</p> <p>"I'm glad we've become poor so we can stay." (Page 11, paragraph 3)</p> <p>"The commander has ordered everyone below deck even though he has chosen a safe river route to connect to the sea, avoiding the obvious escape path through Vung Tau, where the Communists are dropping all the bombs they have left." (Page 67, paragraph 2)</p> <p>"We have landed on an island called Guam, which no one can pronounce except Brother Quang, who becomes translator for all." (Page 96, paragraph 1)</p>	<p>What has Ha planned for the papaya?</p> <p>Have you ever taken a different route to class, school, or home? Why?</p>
<p>2. Passive Voice (The house was destroyed. The teacher was informed that he was being transferred to a new school.) (Language Forms and Conventions)</p>	<p>Unit 1, Lesson 4</p> <p>Unit 1, Lesson 5</p>	<p>"He was captured on Route 1 an hour south of the city by moped." (Page 12, paragraph 2)</p> <p>"Change meant land was taken away, houses now belong to the state, servants gain power as fighters." (Page 27, paragraph 4)</p> <p>"Eyes like hers can't help but carry sadness;</p>	<p>Who do you think had captured Father? Why?</p>

Language Target	Location Unit/Lesson in Curriculum	Example in Context for Juicy Sentence Protocol All examples are taken from <i>Inside Out and Back Again</i>	Speaking & Writing Practice
<p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 10: The Passive</i></p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 11, The Passive</i></p>	<p>Unit 1, Lesson 5</p> <p>Unit 2, Lesson 6</p>	<p>even as a child her parents were alarmed by the weight in her eyes.” (Page 29, paragraph 1)</p> <p>“Mother and I are told to change into shapeless white gowns.” (Page 170, paragraph 3)</p>	<p>Why were Ha and her mother told to change into white gowns?</p>
<p>3. Conditional Verb Tenses for real and unreal situations (If I were the main character, I would have left my town.) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 20, Conditional Sentences and Wishes</i></p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 377-379</i></p>	<p>Unit 1, Lesson 4</p> <p>Unit 1, Lesson 10</p> <p>Unit 2, Lesson 3</p> <p>Unit 2, Lesson 3</p>	<p>“Mother says if the price of eggs were not the price of rice, and the price of rice were not the price of gasoline, and the price of gasoline were not the price of gold, then of course Brother Khoi could continue hatching eggs.” (Page 16, paragraph 6)</p> <p>“If war should separate them, they know to find each other through Father’s ancestral home in the North.” (Page 51, paragraph 1)</p> <p>“If it’s a young cowboy like Clint Eastwood, everyone cheers.” (Page 98, paragraph 5)</p> <p>“If they’re smart America will give them scholarships.” (Page 106, paragraph 4)</p>	<p>If you were Mother, where would you choose? Why?</p>

Language Target	Location Unit/Lesson in Curriculum	Example in Context for Juicy Sentence Protocol All examples are taken from <i>Inside Out and Back Again</i>	Speaking & Writing Practice
<p>4. Direct Quotations and Reported Speech. (She said that she was finished. She said, “I’m finished.”) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 14: Noun Clauses, pages 384-393.</i></p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12, Noun Clauses, pages 258- 269.</i></p>	<p>Unit 1, Lesson 5</p> <p>Unit 1, Lesson 5</p> <p>Unit 1, Lesson 8</p> <p>Unit 2, Lesson 8</p>	<p>“Mother would laugh when father followed her around the kitchen repeating, I’m starved for stewed eel, tuyet sut, tuyet sut.” (Page 23, paragraph 1)</p> <p>“Yam and manioc taste lovely blended with rice, she says, and smiles, as if I don’t know how the poor fill their children’s bellies.” (Page 37, paragraph 3)</p> <p>“Mother asks us, Should we leave our home?” (Page 44, paragraph 4)</p> <p>“She asks me, Would you like to say anything?” (Page 205, paragraph 2)</p>	<p>Change this sentence into reported speech. Start with, “She told me...</p> <p>Why does Mother ask, “Should we leave our home?”</p>
<p>5. Noun Clauses. (I know how much it costs.) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 14: Noun Clauses, pages 370-383</i></p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12, Noun Clauses, pages 242-257</i></p>	<p>Unit 2, Lesson 2</p> <p>Unit 2, Lesson 3</p> <p>Unit 2, Lesson 4</p> <p>Unit 2, Lesson 6</p>	<p>“I can’t wish for him to appear until I know where we’ll be.” (Page 90, paragraph 3)</p> <p>“Now I realize why I like him so much.” (Page 91, paragraph 5)</p> <p>“Whoever invented English should be bitten by a snake.” (Page 128, paragraph 7)</p> <p>“Whoever invented English should have learned to spell.” (Page 177, paragraph 5)</p>	<p>Can you make a similar comment about your language?</p>

Language Target	Location Unit/Lesson in Curriculum	Example in Context for Juicy Sentence Protocol All examples are taken from <i>Inside Out and Back Again</i>	Speaking & Writing Practice
<p>6. Adjective Clauses to describe a person or thing. (She was the character who argued with Ha.) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12: Adjective Clauses</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 13, Adjective Clauses</i></p>	<p>Unit 1, Lesson 2</p> <p>Unit 1, Lesson 5</p> <p>Unit 1, Lesson 5</p> <p>Unit 2, Lesson 4</p>	<p>“We each have but one pair, much needed during this dry season when the earth stings.” (Page 6, paragraph 1)</p> <p>“It’s not easy to persuade Mother to tell of her girlhood .in the North, where her grandmother’s land stretched farther than doves could fly, where looking pretty and writing poetry were her only duties.” (Page 27, paragraph 2)</p> <p>“I’m mad and pinch the girl who shares my desk.” (Page 38, paragraph 4)</p> <p>“Uncle Son says come with his family to Canada, where his sister lives and can help watch over us until Father returns.” (Page 105, paragraph 2)</p>	<p>Describe Ha’s opinion of the girl who shares her desk.</p>
<p>7. Expressions that Show Time Relationships (We boarded the bus when it arrived. As soon as it stopped raining, I left the house..) (Linguistic Complexity)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 2: Past Time, pages 48-52</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar</i></p>	<p>Unit 1, Lesson 2</p> <p>Unit 1, Lesson 2</p>	<p>“But last night I pouted when Mother insisted one of my brothers must rise first this morning to bless our house because only male feet can bring luck.” (Page 2, paragraph 3)</p> <p>I was a red and fat as a baby hippopotamus when he first saw me, inspiring the name Ha Ma, River horse.” (Page 5, paragraph 2)</p>	<p>How would you describe yourself as a baby?</p>

Language Target	Location Unit/Lesson in Curriculum	Example in Context for Juicy Sentence Protocol All examples are taken from <i>Inside Out and Back Again</i>	Speaking & Writing Practice
<p><i>and Stacy A. Hagen, Chapter 17: Adjective Clauses, pages 365-372</i></p>	<p>Unit 2, Lesson 4</p> <p>Unit 2, Lesson 10</p>	<p>“I say, Hor-sssse and Hee, hee, hee, until my throat hurts.” (Page 133, paragraph 6)</p> <p>“As soon as I remove my coat, everyone stops talking.” (Page 244, paragraph 1)</p>	<p>What does Ha learn after she takes off her coat? What does this indicate about Ha?</p>
<p>8. Expressions that Show Cause and Effect (Because of the weather, we stayed home. It began to snow heavily; therefore, the students were dismissed early.) (Linguistic Complexity)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 8: Connecting Ideas, pages 221-228 Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 373-374 Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 19: Connectives that Express Cause and Effect, Contrast, and Condition, pages 397-405</i></p>	<p>Unit 1, Lesson 2</p> <p>Unit 1, Lesson 2</p> <p>Unit 1, Lesson 5</p> <p>Unit 2, Lesson 1</p>	<p>“Brother Khoi calls me Mother’s Tail because I’m always three steps from her.” (Page 5, paragraph 4)</p> <p>“They tease you because they adore you.” (Page 6, paragraph 4)</p> <p>Mother and I go because after President Thieu’s talk, talk talk -- of winning the war, of democracy, of our fathers’ bravery -- each family gets five kilos of sugar, ten kilos of rice, and a small jug of vegetable oil.” (Page 32, paragraph 2)</p> <p>“Writing becomes boring, so I draw over my words.” (Page 80, paragraph 5)</p>	<p>Do you have a nickname? Why do people call you that?</p> <p>What’s Ha’s opinion about Mother’s comment?</p> <p>Does anyone ever tease you for a good reason?</p>
<p>9. Expressions That Show Contrast or Comparison (Frieda was talkative, while her brother was reserved. Even though the weather was cold, he didn’t</p>	<p>Unit 1, Lesson 5</p>	<p>“I, the youngest, get to celebrate my actual birthday even though I turned a year older like everyone else on Tet.” (Page 26, paragraph 1)</p>	<p>Describe something you like to do, even though you are a middle school student.</p>

Language Target	Location Unit/Lesson in Curriculum	Example in Context for Juicy Sentence Protocol All examples are taken from <i>Inside Out and Back Again</i>	Speaking & Writing Practice
<p>wear a jacket. I planned to finish the project; however, I did not have sufficient time.) (Linguistic Complexity)</p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 374-377</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 19: Connectives that Express Cause and Effect, Contrast, and Condition, pages 406-415</i></p>	<p>Unit 1, Lesson 12</p>	<p>“Mother is sick with waves in her stomach even though the ship barely creeps along.” (Page 67, paragraph 4)</p>	<p>How would you feel if you earned a good grade on a test, even though it was very difficult? Why?</p>
<p>10. Other Subordinating Expressions . (Now that she was in a new school, she had to make new friends. We were allowed to watch a movie provided that we finished our homework.) (Linguistic Complexity)</p> <p><i>Reference</i> http://blog.writeathome.com/index.php/2013/07/50-subordinating-conjunctions-and-why-they-matter/ https://www.thoughtco.com/subordinating-conjunction-1692154 (Lists, examples from quotes, combining practice.)</p>	<p>Unit 1, Lesson 5</p> <p>Unit 1, Lesson 8</p> <p>Unit 1, Lesson 8</p> <p>Unit 2, Lesson 11</p>	<p>“Since starting college, he shows off even more with tangled words.” (Page 25, paragraph 3)</p> <p>“He holds out his pinky and stares until I extend mine and we hook.” (Page 46, paragraph 5)</p> <p>“I am proud of my ability to save until I see tears in Mother’s deep eyes.” (Page 47, paragraph 3)</p> <p>Our lives will twist and twist, intermingling the old and the new until it doesn’t matter which is which. (Page 257, paragraph 2)</p>	<p>Since starting middle school, how have you changed?</p> <p>Until Ha sees her mother’s tears, how does she feel? Why?</p>

Grade 8 Semester 2 Language Targets

WIDA Language Targets for English Language Proficiency

Language Target	Location Module/Unit/Lesson	Example in Context All examples from <i>The Omnivore's Dilemma Young Readers Edition</i>	Speaking & Writing Practice
<p>1. Perfect tenses: present perfect, past perfect, perfect continuous tenses. Statements and questions. (He hadn't finished when the teacher collected the assignment. Have you ever been to Vietnam?) (Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 4: Present Perfect and Past Perfect. Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 1, Overview of Verb Tenses, pages 4-8, and Chapter 3: Perfect and Perfect Progressive Tenses.</i></p>		"That's the way farmers had always gotten their seed - they just kept some of their crop to be planted for the next season." Page 34, par. 3	How has the way farmers get seeds changed from the past?
	M4: U 1: Lesson 4	"The feedlot appeared suddenly, but the stench of the place had been rising for more than a mile. "Page 59, par. 2	Why had the stench of the feedlot carried so far? What caused it?
	M4: U 1: Lesson 10	"Maybe because he's been hunting his whole life, he doesn't talk about the thrill of it all." Page 270, par. 3	What's something you've been doing your whole life (or almost all your life) that you still enjoy doing? What have you been doing your whole life that is no longer exciting or interesting?
		I had started out to see exactly where our food came from and now I had. "Page. 285, par. 2	
<p>2. Passive Voice (The house was destroyed. The teacher was informed that he was being transferred to a new school.) (Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 10: The Passive Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 11, The Passive</i></p>	M4: U:1: Lesson 4	"Cattle were raised in pastures, eating grass and hay - the food they naturally eat. Cattle are now raised in densely packed animal cities like Pokey's. These places are called CAFO - Concentrated Animal Feeding Operations." Page 61, pars. 1 and 2	Why aren't cattle raised like they were in the past, eating grass and hay?
	M4: U 1: Lesson 5	"The chicken nugget had not yet been invented. " Page 118. Par. 2	Can you think of things that had not yet been invented when your parents were your age? Can you name something that had not yet been invented ten years ago?
	M5: U 1: Lesson 6	"One set of plants was grown using organic methods. The other set was	How were the plants that were grown organically different from the plants that were grown conventionally?

Language Target	Location Module/Unit/Lesson	Example in Context All examples from <i>The Omnivore's Dilemma Young Readers Edition</i>	Speaking & Writing Practice
		grown conventionally with chemical fertilizer, pesticides, and herbicides.” Page 156, par 1.	
	M4: U 1: Lesson 8	“This is the sort of farm machinery I like,” Joel told me one afternoon as we watched his pigs do their work. “It never needs its oil changed , grows over time, and when your done with it, you eat it.” Page 194, par. 4	
<p>3. Conditional Verb Tenses for real and unreal situations (If I were the main character, I would have left my town.) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 20, Conditional Sentences and Wishes</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 377-379</i></p>	M4:U 2:Lesson 2 Cheap food and subsidies article 1	“ If the market price falls below a guaranteed “price floor”, the government makes up the difference.”	
	M4: U 1: Lesson 3	“ If there is a shortage of grain, people will pay more for it.” Page 50. Par. 3	What other reasons do people sometimes pay more for something? (Start with “ If ” or “ When. ”)
	M4: U 1: Lesson 5	“ If you eat corn directly (as Mexicans and many Africans do, you consume all the energy in that corn, but when you feed that corn to a steer or a chicken, 90 percent of its energy is lost.” Page 124, par. 3)	Listen to the quote and retell it to a partner. Start with “The author states if... ”
	M4: U 1: Lesson 9	“They tell us one egg is exactly like the other, but that’s just not the case. If that’s what you think , they you won’t pay a dollar extra for the same old carton of eggs.” Page 216, par. 2.	What would make you pay more for eggs, or another type of food? (Start with “If.”)
		“If we think suffering is wrong, How can we allow suffering of animals to go on?” Page 251, par. 1	How would you answer this question?
<p>4. Direct Quotations and Reported Speech</p>	M4: U 1: Lesson 3	“I asked George Naylor why he doesn’t grow something besides corn, and he laughed.” Page 48, par 2	What was the exact question the author asked George Naylor? (Start with “The author asked... ”)

Language Target	Location Module/Unit/Lesson	Example in Context All examples from <i>The Omnivore's Dilemma Young Readers Edition</i>	Speaking & Writing Practice
<p>. (She said that she was finished. She said, "I'm finished.") (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 14: Noun Clauses, pages 384-393.</i></p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12, Noun Clauses, pages 258-269.</i></p>	M4: U: 1: Lesson 6	"I'm afraid if you want to try one of our chickens," he said, "you're going to have to drive down here to Swoope to pick it up." Page 160. Par. 5.	What did he say in the quote? (Start with " He told me... ")
		"I told everyone that this was probably the most local meal I'd ever eaten." Page 184, par. 2.	Change what the other said to quoted speech .
	M:4: U1: Lesson 10	"When I asked Angelo why he hunted wild pig, he didn't hesitate." Page 270, par. 2	What did the author ask Angelo? What was the exact question the author said?
		"She reported that her neighbor's bing cherry tree was so heavy with ripe fruit that several of its branches were at that very moment bending low over her backyard." Page 309, Par. 3	What exactly did she report to the author? Use a direct quotation to say exactly what she said. "She said, "My neighbor's..."
<p>5. Noun clauses. (I know how much it costs.) (Linguistic Complexity, Language Forms and Conventions)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 14: Noun Clauses, pages 370-383</i></p> <p><i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12, Noun Clauses, pages 242-257</i></p>		"I was curious to learn whom, and what, I'd find at the far end of the food chain that keeps me alive. " Page 32, par 3.	What do you wonder? What are you curious to learn about in terms of your food or other things?
	M: 4: U: 1: Lesson 4	"No one can really know what a cow feels. " Page 63, par. 3	Do you agree with this statement? Can people know what an animal feels ? How might they know what an animal feels?
		"During the week I'd given some thought to what I should make. " Page 225, par 4.	What do you need to give some thought to before you do it? Why?
<p>6. Adjective Clauses to describe a person or thing. (She was the character who argued with Ha.) (Linguistic Complexity, Language Forms and Conventions)</p>	M4:u1:L1 TDQ answers for teacher reference Q4	"I was driving through a feedlot with tens of thousands of animals belying up to a concrete trough that ran along the side of the highway for what seemed like miles. "	
	M4:U1:L4 TDQ answers	"The feedlots are feeding grounds for deadly bacteria. Some of these	Can you combine these two sentences using " which ?"

Language Target	Location Module/Unit/Lesson	Example in Context All examples from <i>The Omnivore's Dilemma Young Readers Edition</i>	Speaking & Writing Practice
<p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 12: Adjective Clauses Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 13, Adjective Clauses</i></p>		bacteria are finding their way into our food.” Pages 61-62.	
		“Visit any neighborhood where there are immigrants , and you’ll see shops that sell food from the home country – pastas from Italy, kielbasa sausages from Poland, curry spices from India.” Page 108, par. 3.	What shops would we see if we visited a neighborhood where there are immigrants from your country?
	M4: U 1: Lesson 6	“It was important to me that the organic ice cream came from cow that did not receive injections of growth hormone to boost their productivity. ” Page 155, par 2.	What is important to you about your food? The taste? How it’s cooked? Start with “What is important to me about my food is that... ”
		“He’s a fifty-eight-year-old Sicilian, who left home at eighteen , following a girl to Canada.” Page 243, par 2	Describe yourself using your age and where you are from, and one thing you like to do. Use a noun clause with “ who. ”
<p>7. Expressions that Show Time Relationships . (Because of the weather, we stayed home. It began to snow heavily; therefore, the students were dismissed early.) (Linguistic Complexity)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 8: Connecting Ideas, pages 221-228 Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adverb Clauses, pages 373-374 Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 19: Connectives that Express Cause and Effect, Contrast, and Condition, pages 397-405</i></p>	M4: Overview, Guiding Questions and Big Ideas		What journey does food take before it gets to your plate?
	M4: U1: L3 Author’s Purpose	“ When Monsanto, or some other corporation, invents a new type of corn, it belongs to them and they can charge farmers for the right to grow it.” Page 36	When a corporation invents something new, to whom does it belong and what can they do with it?
		“One might think that people would stop eating and drinking these huge portions as soon as they felt full, but it turns out hunger doesn’t work that way.” Page 96, par. 2	Do you stop eating as soon as you feel full? Are there certain foods you stop eating and others that you overeat? Explain.
		“ By the time Dad sits down, with his own low-carb meal, the kids may have gotten up. Is that a family dinner?” Page 114, par. 1	What will you have done today by the time you go to sleep?
	M: U: 1 Lesson 9	“ Nowadays many Americas are even	Are there other things people used to do or get for

Language Target	Location Module/Unit/Lesson	Example in Context All examples from <i>The Omnivore's Dilemma Young Readers Edition</i>	Speaking & Writing Practice
		willing to pay for water – something we can get for free from any tap.” Page 215, par. 1	free that they pay for nowadays ? Why do you think people nowadays are willing to pay for water? Are you?
	M4:U1:L11 Evaluating an argument graphic organizer	“ When we kill an animal, especially a big mammal like a pig it can’t help but remind us of our own deaths. “page 275-276	When he killed the wild boar, what was the author reminded of?
	M4:U2:L17 Formal speech example excerpt 2	“Hunters are very careful to kill the animals without causing them any pain, and before they are killed they have a very natural life eating the foods nature provides.”	
<p>8. Expressions that Show Cause and Effect We boarded the bus when it arrived. As soon as it stopped raining, I left the house...) (Linguistic Complexity)</p> <p><i>Reference: Fundamentals of English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 2: Past Time, pages 48-52</i> <i>Understanding and Using English Grammar, Fourth Edition, Betty S. Azar and Stacy A. Hagen, Chapter 17: Adjective Clauses, pages 365-3728.</i></p>	M4:U1:L1 TDQ answers for teacher reference	“ Because we are omnivores, we can eat anything.”	Juicy sentence, especially to review how/when a sentence can begin with because, consider providing a language frame Is the sentence entirely true? Can you think of things we can’t eat? Start with “ Despite being omnivores, we can’t eat...”)
		“ Because of diabetes and all the other health problems caused by obesity kids in the U.S. today may turn out to be the first group of Americans with life spans that are shorter than their parents’. Pages 91-92	What are the causes of obesity in kids? Use “ because of ” to give some reasons why children may develop obesity.
		“We don’t have any strong food traditions to guide us, so we seek food advice from ‘experts.” Page 109, par3.	Restate the sentence and substitute “ therefore ” for “so.” As you read, identify where the author uses “so” and try substituting “ therefore ” or “ consequently. ”
	M4:U1:L8 TDQ #4 p191 our version of text p 165 in teacher reference	“ Because of the chickens, Joel doesn’t have to treat his cattle with toxic chemicals to get rid of parasites.” Page 191	

Language Target	Location Module/Unit/Lesson	Example in Context All examples from <i>The Omnivore's Dilemma Young Readers Edition</i>	Speaking & Writing Practice
	M4:U1:L11 Interview with an Organic Farmer for T reference	"I don't spray any chemicals on my crops and, as a result , I might not produce such a big harvest, ..."	What happens as a result of the organic farmer not spraying chemical on his crops?
10. Other Subordinating Expressions . (Now that she was in a new school, she had to make new friends. We were allowed to watch a movie provided that we finished our homework.) (Linguistic Complexity) <i>Reference</i> http://blog.writeathome.com/index.php/2013/07/50-subordinating-conjunctions-and-why-they-matter/ https://www.thoughtco.com/subordinating-conjunction-1692154 (Lists, examples from quotes, combining practice.)		" Even if farmers face hard times, the seed companies continue to make money year after year, selling farmers something they used to grow themselves." Page 36, par 2	What is something you like to buy even if it's somewhat expensive?
	M:4: U: 1: Lesson 3	"This is how it worked: In times when prices were low, the government gave farmers loans so they could store, rather than have to sell, their crops." Page 50, par 5	If you had a choice, would you be in school today, or is there somewhere else you'd like to be rather than school?
	M4: U 1: Lesson 5	"Even Chicken McNuggets have the same fast food taste as the hamburgers or French fries, though they're technically chicken, not potatoes or beef." Page 118. Par. 3	Why does the author say McNuggets are "technically" chicken instead of just "chicken"?
	M4: U: 1: Lesson 9	"And once you give up processed foods, you have to learn to cook, a skill that is disappearing from many American homes."	

“Juicy Sentences” - Helping Students Access Complex Text

The “**Juicy Sentence**” is a strategy developed by Lily Wong Fillmore, specifically to address the needs of ELLs and accessing complex text. The juicy sentence provides the opportunity for students to gain a deeper understanding of the text and language structures by breaking apart a complex sentence. Through this close look at the sentence, many aspects of language can be taught in context. This activity should be short and done in context with the text – ten to fifteen minutes. Do not let it take up a class period.

- **Choose a sentence worthy of analysis.** After engaging the students in a close read choose a sentence worthy of analysis. This may include: target grammar structure, vocabulary worth investigating further, complex structure, language features that match grade level language standards, etc.
- **Post the sentence.** Write the sentence for the class and ask the students to copy the sentence verbatim.
- **What does it mean?** Instruct students to write what they think the sentence means.
- **Discuss meaning.** Follow up with a discussion on the meaning of the sentence, which will usually lead to a deeper discussion of how that sentence relates to the text that was read.
- **Discuss Vocabulary.** Discuss any vocabulary and the use of context clues to determine the meaning (other instructional opportunities may come up for vocabulary – word replacement, etc.)
- **Target Language & Language Standards.** Have the students write about “anything else they notice” about the sentence. This is difficult at first, as they need some modeling as to what this means. This is when you go into target language structures, language standards – circling verbs and discussing tense, circling words with affixes and discussing meanings, base words, etc., circling punctuation and discussing purpose, etc... The target language structures and the grade level language standards really drive this learning.
- **Mimic the structure.** Ask the students to rewrite the sentence using the same structure as the author. For example, if the sentence uses quotations, the students will include the same quotations. If the sentence is a compound sentence, the students will write a compound sentence. The topic does not have to mimic the original sentence, and may actually, show a deeper understanding when it does not.
- **Provide opportunity to practice the target language in orally & in writing.** Finally give students the opportunity to practice the target language structure. They may find further examples of the target structure in the text, practice the structure orally with a partner, and develop other examples of the structure.

Here is an example from a fifth grade story found in Houghton Mifflin Harcourt’s, *Katie’s Trunk*:

My breath got caught somewhere midst my stomach and chest, and I could not get it back.

This sentence gives the opportunity to discuss how the sentence relates to the overall meaning of the story, to determine the meaning of *midst* using context clues, to teach about compound sentence structures, and verb endings. Another version of how to use a juicy sentence is described in the article found on this website: <http://leafturned.wordpress.com/2010/03/13/juicy-language/>

After using the juicy sentence to examine syntax, you can take this instruction further. Judith Hochman uses kernel and complex sentences to expand students’ understanding of syntax in her book *Teaching Basic Writing Skills*. A kernel is when a sentence is broken apart into the smallest sentence possible (Volcanoes erupt). The complex sentence expands a kernel into a more detailed, complex sentence. You can begin this understanding by tearing the juicy sentence into a kernel, and expanding it using the student’s own language. Then this learning can be connected to sentence expansion with the students’ personal writing. Hochman’s book also gives specific examples to learning other aspects of language from the sentence level to full essay writing, with applications from K-6th grades.

More information about Lily Wong Fillmore’s work can be found in this article: (http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf)

WIDA Scoring Rubric for Language Production

Level	Linguistic Complexity (Discourse Level)	Language Forms & Conventions (Sentence Level)	Vocabulary Usage (Word Level)	Teacher Notes
6 Reaching	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or spoken response or in well-organized extended text, related to the topic; tight cohesion and organization.	Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments.	Consistent use of just the right word in just the right place; precise vocabulary usage in general, specific and technical language.	
5 Bridging	A variety of sentence lengths of varying linguistic complexity in an extended spoken or written response, related to the topic; responses show cohesion and organization.	A variety of grammatical structures matched to purpose; approaching comparability to that of English proficient peers; errors don’t impede comprehensibility.	Technical and abstract content-area language Words and expressions with precise meaning related to content area topics	
4 Expanding	A variety of sentence lengths of varying linguistic complexity, multiple complex sentences, related to the topic; emerging cohesion used to provide detail and clarity; organized expression of ideas.	A variety of grammatical structures; generally comprehensible at all times, errors don’t impede the overall meaning	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	
3 Developing	Simple and <i>some</i> expanded sentences that show emerging complexity used to provide detail, related to the topic. Expanded expression of one idea or emerging expression of multiple related ideas.	Repetitive grammatical structures; generally comprehensible; comprehensibility may from time to time be impeded by errors when attempting to produce more complex structures.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	
2 Emerging	Phrases and short sentences, related to the topic. Much of the response may be copied or directly repeated from the passage. Emerging expression of ideas and authentic language.	Formulaic grammatical structures: generally comprehensible; communication may be impeded when going beyond phrases and short, simple sentences or by phonological, syntactic or semantic errors	Usage of general language related to the content area; social and instructional words and expressions across content areas. Reaching for vocabulary when going beyond the highly familiar.	
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of the passage may be copied or adapted.	Simple grammatical structures; When using memorized or copied language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar.	Usage of highest frequency vocabulary from school setting and content areas.	

Adapted from the WIDA Performance Definitions 2012 & WIDA Interpretive Rubric 2017.

Scoring/Grading Guide

ESOL Course Level/Marking Period	WIDA Level Writing Score					
	1 ↔	2 ↔	3 ↔	4 ↔	5 ↔	6
1/1	C/B	A	A	A	A	A
1/2	C/B	A	A	A	A	A
1/3	E/D/C	B/A	A	A	A	A
1/4	E/D	C/B	A	A	A	A
2/1	E/D	C/B	A	A	A	A
2/2	E/D	C/B	A	A	A	A
2/3	E/D	D/C	B/A	A	A	A
2/4	E	D/C	B/A	A	A	A
3/1	E	D	C/B	A	A	A
3/2	E	E/D	C/B	A	A	A
3/3	E	E/D	C/B	A	A	A
3/4	E	E/D	C/B	A	A	A
4/1	E	E	D	C/B	A	A
4/2	E	E	D	C/B	A	A
4/3	E	E	E/D	C/B	A	A
4/4	E	E	E/D	C/B	A	A
5/1	E	E	E/D	C/B	A	A
5/2	E	E	E/D	C/B	A	A
5/3	E	E	E/D	C/B	A	A
5/4	E	E	E/D	C/B	A	A

Letter Grade	Level of Performance	Numeric Value	Standards-Based Grading Notes:
A	Outstanding	90-100	Teachers have more than one grading option in certain categories. Teachers should use their professional expertise in language development to evaluate their students' responses based on the WIDA Rubric for Scoring. Teachers should consider all three dimensions of Academic Language- Word, Sentence, and Discourse when evaluating students' language production. If a response does not meet the next level in all three dimensions, but is strong in two, the teacher has the option of using the lower grade in the next level. (For example, if in 3/1 a student scores a level 3 in word and sentence, but not in discourse, the teacher has the option of awarding the student a C, the lower of the two scores in that level.) No response is scored a "0."
B	High Level	80-89	
C	Acceptable	70-79	
D	Minimal	60-69	
E	Unacceptable	50-59	

ESOL Student Feedback and Reflection Form

Name _____

Assessment _____

Score _____

Previous WIDA ACCESS level _____

Areas of Strength: Which parts of the writing/speaking are strong?

Teacher:

Student:

Areas of Improvement: Which parts of the writing/speaking need improvement?

Teacher:

Student:

Next steps: What teaching and learning needs to occur in the next marking period?

Teacher:

Student:

ESOL 6th Grade Pacing Guide Semester 1

Considerations:

1 Day - Pre-assessment

2 Days - progress checks

6 Days - MAP testing and/or Outdoor Education

2 Days - ACCESS Practice

Day	Module	Unit	Lesson	Title
Marking Period 1				
1	Pre- Assessment			
2	1	1	1	Getting Ready to Learn about Human Rights: Close Reading of Article 1 of the Universal Declaration of Human Rights (UDHR)
3	1	1	1	Getting Ready to Learn about Human Rights: Close Reading of Article 1 of the Universal Declaration of Human Rights (UDHR)
4	1	1	2	Building Background: A Short History of Human Rights
5	1	1	3	Vocabulary: Human Rights
6	1	1	4	Close Reading: The Introduction to the Universal Declaration of Human Rights
7	1	1	4	Close Reading: The Introduction to the Universal Declaration of Human Rights
8	1	1	5	Mid Unit Assessment: Vocabulary and Prefixes
9	1	1	6	Close Reading: “Unpacking” Specific Articles of the UDHR
10	1	1	7	Close Reading: Becoming Experts on Specific Articles of the UDHR
11	1	1	7	Close Reading: Becoming Experts on Specific Articles of the UDHR
12	1	1	8	Summarizing Complex Ideas: Comparing the Original UDHR and the “Plain Language” Version
13	1	1	9	Main Ideas in Informational Text: Analyzing a Firsthand Human Rights Account
14	1	1	9	Main Ideas in Informational Text: Analyzing a Firsthand Human Rights Account
15	1	1	10	Main Ideas in Informational Text: Analyzing a Firsthand Human Rights Account for Connections to Specific Articles of the UDHR
16	1	1	10	Main Ideas in Informational Text: Analyzing a Firsthand Human Rights Account for Connections to Specific Articles of the UDHR
17	1	1	11	End of Unit 1 Assessment: On-Demand Analysis of a Human Rights Account
18	1	2	1	Building Background Knowledge: Learning about the Historical and Geographical Setting of Esperanza Rising (Chapter 1: “Aguascalientes, Mexico, 1924”)
19	1	2	1	Building Background Knowledge: Learning about the Historical and Geographical Setting of Esperanza Rising (Chapter 1: “Aguascalientes, Mexico, 1924”)
20	1	2	2	Getting to Know Esperanza (Chapter 2: “Las Uvas/Grapes”)
21	1	2	3	Inferring about Characters Based on How They Respond to Challenges (Chapter 3)
22	1	2	4	Inferring about Characters Based on How They Respond to Challenges (Chapter 4)
23	1	2	5	Connecting Informational Text with Literature: Building Background Knowledge about Mexican Immigration, California, and the Great Depression
24	1	2	6	Contrasting Two Settings (Chapter 6: “Los Melones/ Cantaloupes”)
25	1	2	7	Point of View: Comparing Esperanza’s and Isabel’s Perspectives about Life in the Camp (Chapter 7: “Las Cebollas/Onions”)

Day	Module	Unit	Lesson	Title
26	1	2	8	Understanding Themes in Esperanza Rising (Chapter 8: “Las Almendras/Almonds”)
27	1	2	8	Understanding Themes in Esperanza Rising (Chapter 8: “Las Almendras/Almonds”)
28	1	2	9	Mid-Unit 2 Assessment and Discussing Themes in Esperanza Rising (Chapter 9: “Las Ciruelas/Plums”)
29	1	2	10	Characters Changing Over Time (Chapter 10: “Las Papas/ Potatoes”)
30	1	2	10	Characters Changing Over Time (Chapter 10: “Las Papas/ Potatoes”)
31	1	2	11	Building Background Knowledge: Why Do Workers Strike? (Chapter 11: “Los Aguacates/Avocados”)
32	1	2	11	Building Background Knowledge: Why Do Workers Strike? (Chapter 11: “Los Aguacates/Avocados”)
33	1	2	12	Contrasting Perspectives: Should the Farmworkers in Esperanza Rising Go on Strike? (Chapter 12: “Los Espárragos/ Asparagus”)
34	1	2	12	Contrasting Perspectives: Should the Farmworkers in Esperanza Rising Go on Strike? (Chapter 12: “Los Espárragos/ Asparagus”)
35	1	2	13	Gathering Evidence and Drafting a Two-Voice Poem (Chapter 13: “Los Duraznos/Peaches”)
36	1	2	14	Writing, Critique, and Revising: Two-Voice Poems (Chapter 14: “Las Uvas/Grapes”)
37	1	2	15	Revisiting Big Metaphors and Themes; Revising and Beginning to Perform Two-Voice Poems
38	1	2	15	Revisiting Big Metaphors and Themes; Revising and Beginning to Perform Two-Voice Poems
39	1	2	16	Paragraph Writing, Part I: How Esperanza Responds on the Train (revisiting Chapter 5: “Las Guayabas/Guavas”)
40	1	2	17	Paragraph Writing, Part II
41	1	2	18	End of Unit 2 Assessment: On-Demand Analytical Essay about How Esperanza Changes over Time
42	Day Allotted to MAP Testing / Outdoor ED			
43	Day Allotted to MAP Testing / Outdoor ED			
44	Day Allotted to MAP Testing / Outdoor ED			
45	Day Allotted to PC 1 Reading to Write			
Marking Period 2				
46	1	3	1	Narratives as Theater, Part I: What Is Readers Theater?
47	1	3	1	Narratives as Theater, Part I: What Is Readers Theater?
48	1	3	2	Narratives as Theater: Esperanza Rising, from Novel to Script
49	1	3	2	Narratives as Theater: Esperanza Rising, from Novel to Script
50	1	3	3	Readers Theater and the UDHR
51	1	3	3	Readers Theater and the UDHR
52	1	3	4	Mid-Unit Assessment: Evaluating a Novel versus a Script
53	1	3	5	Identifying Theme: Connecting Passages from Esperanza Rising to Human Rights
54	1	3	5	Identifying Theme: Connecting Passages from Esperanza Rising to Human Rights

Day	Module	Unit	Lesson	Title
55	1	3	6	Launching Readers Theater Groups: Identifying Passages from Esperanza Rising for Readers Theater that Connect to the UDHR
56	1	3	6	Launching Readers Theater Groups: Identifying Passages from Esperanza Rising for Readers Theater that Connect to the UDHR
57	1	3	7	Drafting Individual Readers Theater Scripts for a Specific Scene: Narrowing Text for Our Readers Theater Scripts
58	1	3	8	Drafting Individual Readers Theater Scripts for a Specific Scene: Rephrasing, Narrator Introduction, and Identifying Characters
59	1	3	8	Drafting Individual Readers Theater Scripts for a Specific Scene: Rephrasing, Narrator Introduction, and Identifying Characters
60	1	3	9	End of Unit Assessment: Individual Sections of Readers Theater Script
61	1	3	10	Our Group Readers Theater: Managing the Sequence of Events in our Group Script
62	1	3	11	Our Group Readers Theater: Revising Scripts, Conclusion, and First Rehearsal
63	1	3	12	Performance Task: Readers Theater Second Rehearsal and Performance
64	1	3	12	Performance Task: Readers Theater Second Rehearsal and Performance
65	Claims	1	1	Understanding Evidence Based Claims
66	Claims	1	2	Understanding Evidence Based Claims
67	Claims	1	3	Understanding Evidence Based Claims
68	Claims	1	4	Understanding Evidence Based Claims
69	Claims	2	1	Making Evidence Based Claims
70	Claims	2	2	Making Evidence Based Claims
71	Claims	2	3	Making Evidence Based Claims
72	Claims	2	4	Making Evidence Based Claims
73	Claims	3	1	Organizing Evidence Based Claims
74	Claims	3	2	Organizing Evidence Based Claims
75	Claims	3	3	Organizing Evidence Based Claims
76	Claims	3	4	Organizing Evidence Based Claims
77	Claims	4	1	Writing Evidence Based Claims
78	Claims	4	2	Writing Evidence Based Claims
79	Claims	4	3	Writing Evidence Based Claims
80	Claims	4	4	Writing Evidence Based Claims
81	Claims	4	5	Writing Evidence Based Claims
82	Claims	5	1	Developing Evidence Based Writing
83	Claims	5	2	Developing Evidence Based Writing
84	Claims	5	3	Developing Evidence Based Writing
85	Day Allotted to ACCESS Practice			
86	Day Allotted to ACCESS Practice			
87	Day Allotted to MAP Testing / Outdoor Ed			
88	Day Allotted to MAP Testing / Outdoor Ed			
89	Day Allotted to MAP Testing / Outdoor Ed			
90	Day Allotted to Progress Check 2: Listening to Speak			

ESOL 6th Grade Pacing Guide Semester 2

Advanced ESOL 6 Semester 2

Considerations:

2 Days - Progress checks

3 Days - MAP testing

3 Days - ACCESS

6 Days - PARCC

Day	Module	Unit	Lesson	Title
Marking Period 3				
1	3A	1	1	Learning from the Narrator’s Point of View: Introducing Dragonwings
2	3A	1	2	Analyzing Point of View and Figurative Language: Chapter 1
3	3A	1	2	Analyzing Point of View and Figurative Language: Chapter 1
4	3A	1	3	Analyzing Point of View and Figurative Language: Chapter 2
5	3A	1	4	Analyzing Point of View and Figurative Language: Chapter 3
6	3A	1	5	Mid-Unit Assessment: Developing the Narrator’s Point of View, Figurative Language, and Connecting Passages across the Novel Dragonwings
7	3A	1	5	Mid-Unit Assessment: Developing the Narrator’s Point of View, Figurative Language, and Connecting Passages across the Novel Dragonwings
8	3A	1	6	Introducing The Lost Garden and Finding Evidence of Laurence Yep’s Perspective on What It’s Like to Fit into Another Culture on Pages 66–67 of Dragonwings
9	3A	1	6	Introducing The Lost Garden and Finding Evidence of Laurence Yep’s Perspective on What It’s Like to Fit into Another Culture on Pages 66–67 of Dragonwings
10	3A	1	7	Inferring Laurence Yep’s Perspective on the Police from the Crime in the Neighborhood Excerpt of The Lost Garden
11	3A	1	7	Inferring Laurence Yep’s Perspective on the Police from the Crime in the Neighborhood Excerpt of The Lost Garden
12	3A	1	8	Finding Evidence of Laurence Yep’s Perspective of the Police in Dragonwings
13	3A	1	8	Finding Evidence of Laurence Yep’s Perspective of the Police in Dragonwings
14	3A	1	9	Inferring Laurence Yep’s Perspective of Being Chinese from the “Being Chinese” Excerpt of The Lost Garden
15	3A	1	9	Inferring Laurence Yep’s Perspective of Being Chinese from the “Being Chinese” Excerpt of The Lost Garden
16	3A	1	10	End of Unit Assessment: Finding Evidence of Laurence Yep’s Perspective on Being Chinese in Dragonwings and Determining Connotative Language
17	3A	1	10	End of Unit Assessment: Finding Evidence of Laurence Yep’s Perspective on Being Chinese in Dragonwings and Determining Connotative Language
18	3A	2	1	Launching the Performance Task: The 1906 San Francisco Earthquake and Fire
19	3A	2	2	Introducing “Comprehending the Calamity”
20	3A	2	2	Introducing “Comprehending the Calamity”
21	3A	2	3	Analyzing Author’s Point of View: Earthquake Excerpt of “Comprehending the Calamity”
22	3A	2	3	Analyzing Author’s Point of View: Earthquake Excerpt of “Comprehending the Calamity”
23	3A	2	4	Finding the Gist of the Immediate Aftermath Excerpt of “Comprehending the Calamity”
24	3A	2	4	Finding the Gist of the Immediate Aftermath Excerpt of “Comprehending the Calamity”
25	3A	2	5	Analyzing Author’s Point of View: Immediate Aftermath Excerpt of “Comprehending the Calamity”
26	3A	2	5	Analyzing Author’s Point of View: Immediate Aftermath Excerpt of “Comprehending the Calamity”
27	3A	2	6	Mid-Unit 2 Assessment: Analyzing the Author’s Point of View: Relief Camps
28	3A	2	6	Mid-Unit 2 Assessment: Analyzing the Author’s Point of View: Relief Camps

Day	Module	Unit	Lesson	Title
29	3A	2	7	Qualities of a Strong Literary Analysis Essay
30	3A	2	8	Reading for Gist and Analyzing Point of View: Moon Shadow
31	3A	2	8	Reading for Gist and Analyzing Point of View: Moon Shadow
32	3A	2	9	Making a Claim: Emma Burke's Point of View of the Immediate Aftermath of the Earthquake
33	3A	2	9	Making a Claim: Emma Burke's Point of View of the Immediate Aftermath of the Earthquake
34	3A	2	10	Making a Claim: Moon Shadow's Point of View of the Immediate Aftermath
35	3A	2	10	Making a Claim: Moon Shadow's Point of View of the Immediate Aftermath
36	3A	2	11	Planning for Writing: Introduction and Conclusion of a Literary Analysis Essay
37	3A	2	12	Analyzing the Purpose of a Newspaper Article
38	3A	2	13	Researching Facts
39	3A	2	13	Researching Facts
40	3A	2	14	End of Unit 2 Assessment: Final Literary Analysis
41	3A	2	14	End of Unit 2 Assessment: Final Literary Analysis
42	Day allotted to ACCESS Testing			
43	Day Allotted to ACCESS Testing			
44	Day allotted to ACCESS Testing			
45	Day allotted to Progress Check 3			
Marking Period 4				
46	3A	3	1	Writing Interview Questions
47	3A	3	2	Researching: Eyewitness Accounts, Part 1
48	3A	3	3	Researching: Eyewitness Accounts, Part 2
49	3A	3	4	Mid-Unit 3 Assessment Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires
50	3A	3	4	Mid-Unit 3 Assessment Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fire
51	3A	3	5	Mid-Unit 3 Assessment Part 2: Explaining How New Information Connects to the Topic
52	3A	3	5	Mid-Unit 3 Assessment Part 2: Explaining How New Information Connects to the Topic
53	3A	3	6	The Five W's
54	3A	3	7	Analyzing the Features of a Newspaper Article
55	3A	3	8	Evaluating Eyewitness Accounts
56	3A	3	9	Organizing Research: The Inverted Pyramid
57	3A	3	10	End of Unit 3 Assessment: Drafting the Newspaper Article
58	3A	3	11	Revising the Newspaper Article: Sentence Structure and Transitions
59	3A	3	12	Performance Task: Final Draft of the Newspaper Article
60	3A	3	12	Performance Task: Final Draft of the Newspaper Article
61	Argument	1	1	Activities 1 & 2: Introduction and building Background
62	Argument	1	2	Activities 3 & 4: Deepening Understanding and Questioning to Refine Understanding
63	Argument	1	3	Activity 5: Writing an Evidence Based Claim
64	Argument	2	1	Activities 1 & 2: Understanding Argument and Identifying Parts of an Argument
65	Argument	2	2	Activities 3 & 4 :Delineating Argument and Understanding Perspective

Day	Module	Unit	Lesson	Title
66	Argument	2	3	Activities 5 & 6: Comparing Perspectives and Delineating Additional Arguments
67	Argument	2	4	Activity 7: Writing to Analyze Arguments
68	Argument	3	1	Activities 1 & 2 Evaluating Arguments and Developing a Position
69	Argument	3	2	Activity 3: Deepening Understanding
70	Argument	3	3	Activity 4: Using Others' Arguments to Support a Position
71	Argument	3	4	Activity 5: Responding to Opposing Arguments
72	Argument	4	1	Activities 1 & 2: Identifying Supporting Evidence and a Logical Approach
73	Argument	4	2	Activity 3: Developing and Sequencing Claims As Premises of the Argument
74	Argument	4	3	Activity 4: Organizing Evidence to Support Claims
75	Argument	4	4	Activity 5: Reviewing a Plan for Writing an Argument
76	Argument	5	1	Activity 1: Strengthening Writing Collaboratively
77	Argument	5	2	Activities 2 & 3: Focus on Content and Organization
78	Argument	5	3	Activities 4 & 5: Focus on Support and Linkages:
79	Argument	5	4	Activities 6 & 7: Focus on Language and Conventions
80	Argument	5	5	Activity 8: Focus on Publication
81	Day Allotted to Progress Check 4			
82	Day Allotted to MAPR			
83	Day Allotted to MAPR			
84	Day Allotted to MAPR			
85	Day Allotted to PARCC Testing			
86	Day Allotted to PARCC Testing			
87	Day Allotted to PARCC Testing			
88	Day Allotted to PARCC Testing			
89	Day Allotted to PARCC Testing			
90	Day Allotted to PARCC Testing			

ESOL 7th Grade Pacing Guide Semester 1

Considerations:

2 Days - progress checks

6 Days - MAP testing

2 Days - ACCESS Practice

Day	Module	Unit	Lesson	Title
Marking Period 1				
1	1	1	1	Launching the Text: Reading the Map and Beginning Chapter 1
2	1	1	2	Establishing Structures for Reading: Getting the Gist (Chapter 1)
3	1	1	3	Inferring About Character: Analyzing and Discussing Points of View (Chapter 2)
4	1	1	3	Inferring About Character: Analyzing and Discussing Points of View (Chapter 2)
5	1	1	4	Establishing Structures About Reading: Gathering Evidence of Salva's and Nya's Point of View
6	1	1	4	Establishing Structures About Reading: Gathering Evidence of Salva's and Nya's Point of View
7	1	1	5	Practice Structures About Reading: Gathering Evidence of Salva's and Nya's Point of View
8	1	1	5	Practice Structures About Reading: Gathering Evidence of Salva's and Nya's Point of View
9	1	1	6	Building Background Knowledge: The Lost Boys of Sudan
10	1	1	6	Building Background Knowledge: The Lost Boys of Sudan
11	1	1	7	Practice Structures About Reading: Gathering Evidence of Salva's and Nya's Point of View
12	1	1	7	Practice Structures About Reading: Gathering Evidence of Salva's and Nya's Point of View
13	1	1	8	Mid Unit Assessment: Gathering and Using Evidence to Analyze Points of View
14	1	1	8	Mid Unit Assessment: Gathering and Using Evidence to Analyze Points of View
15	1	1	9	Inferring About Character: World Cafe to Analyze and Discuss Points of View
16	1	1	10	Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s- Excerpt 1
17	1	1	10	Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s- Excerpt 1
18	1	1	11	Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s-Excerpt 1 & 2
19	1	1	11	Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s-Excerpt 1 & 2
20	1	1	12	Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s-Excerpt 2
21	1	1	13	Building Background Knowledge: The Dinka and Nuer Tribes "Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps" Excerpt 1
22	1	1	13	Building Background Knowledge: The Dinka and Nuer Tribes "Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps" Excerpt 1
23	1	1	14	End of Unit Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes
24	1	1	14	End of Unit Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes
25	1	2	1	Introducing the Concept of Theme: Survival in <i>A Long Walk to Water</i> (Chapters 1-5)
26	1	2	1	Introducing the Concept of Theme: Survival in <i>A Long Walk to Water</i> (Chapters 1-5)

Day	Module	Unit	Lesson	Title
27	1	2	2	Establishing Routines for Discussing <i>A Long Walk to Water</i> (Chapter 6)
28	1	2	2	Establishing Routines for Discussing <i>A Long Walk to Water</i> (Chapter 6)
29	1	2	3	Practicing Routines for Discussing <i>A Long Walk to Water</i> and Gathering Textual Evidence
30	1	2	3	Practicing Routines for Discussing <i>A Long Walk to Water</i> and Gathering Textual Evidence
31	1	2	4	Using Routines for Discussing <i>A Long Walk to Water</i> and introducing Juxtaposition (Chapters 9 and 10)
32	1	2	4	Using Routines for Discussing <i>A Long Walk to Water</i> and introducing Juxtaposition (Chapters 9 and 10)
33	1	2	5	Practice Evidence Based Constructed Response: Explaining One Factor That Helps Nya or Salva Survive (Chapters 11-13)
34	1	2	5	Practice Evidence Based Constructed Response: Explaining One Factor That Helps Nya or Salva Survive (Chapters 11-13)
35	1	2	6	Comparing Historical and Fictional Accounts: Second Sudanese Civil War (Chapters 14 and 15, Plus Rereading “Time Trip”)
36	1	2	6	Comparing Historical and Fictional Accounts: Second Sudanese Civil War (Chapters 14 and 15, Plus Rereading “Time Trip”)
37	1	2	7	Considering Author’s Purpose: Comparing Historical and Fictional Accounts: Second Sudanese Civil War (Chapters 14 and 15, Plus Rereading “Time Trip”)
38	1	2	7	Considering Author’s Purpose: Comparing Historical and Fictional Accounts: Second Sudanese Civil War (Chapters 14 and 15, Plus Rereading “Time Trip”)
39	1	2	8	World Cafe to Analyze Theme and Character in <i>A Long Walk to Water</i> (Chapters 16-18)
40	1	2	8	World Cafe to Analyze Theme and Character in <i>A Long Walk to Water</i> (Chapters 16-18)
41	Day Allotted to MAP Testing			
42	Day Allotted to MAP Testing			
43	Day Allotted to MAP Testing			
44	Day Allotted to PC 1 Reading to Write			
Marking Period 2				
Day	Module	Unit	Lesson	Title
45	1	2	9	Mid Unit 2 Assessment: Comparing Fictional and Historical Texts
46	1	2	9	Mid Unit 2 Assessment: Comparing Fictional and Historical Texts
47	1	2	10	Introducing Essay Prompt: Factors for Survival in <i>A Long Walk to Water</i>
48	1	2	10	Introducing Essay Prompt: Factors for Survival in <i>A Long Walk to Water</i>
49	1	2	11	Analyzing a Model Essay: “Challenges Facing a Lost Boy of Sudan”
50	1	2	11	Analyzing a Model Essay: “Challenges Facing a Lost Boy of Sudan”
51	1	2	9	Mid Unit 2 Assessment: Comparing Fictional and Historical Texts
52	1	2	12	Scaffolding for Essay: Examining a Model and Introduce Rubric
53	1	2	13	Scaffolding for Essay: Using Details to Support a Claim
54	1	2	13	Scaffolding for Essay: Using Details to Support a Claim
55	1	2	14	Scaffolding for Essay: Planning Body Paragraphs for Survival Factors

Day	Module	Unit	Lesson	Title
56	1	2	14	Scaffolding for Essay: Planning Body Paragraphs for Survival Factors
57	1	2	15	End of Unit 2 Assessment: Part 1a: Writing Body Paragraphs
58	1	2	15	End of Unit 2 Assessment: Part 1a: Writing Body Paragraphs
59	1	2	16	Launching the Performance Task: Planning Two-Voice Poem
60	1	2	17	Launching the Performance Task: Planning Two-Voice Poem
61	1	2	17	Launching the Performance Task: Planning Two-Voice Poem
62	1	2	18	Gathering Textual Evidence for the Two-Voice Poem
63	1	2	18	Gathering Textual Evidence for the Two-Voice Poem
64	1	2	19	End of Unit 2 Assessment, Part 2, Revise Essay Drafts
65	1	2	19	End of Unit 2 Assessment, Part 2, Revise Essay Drafts
66	2b	1	1	Launching the Module: Identity and Transformation: Then and Now
67	2b	1	1	Launching the Module: Identity and Transformation: Then and Now
68	2b	1	2	Defining Key Terms: Gender and Internal Identity
69	2b	1	2	Defining Key Terms: Gender and Internal Identity
70	2b	1	3	Analyzing the Central Ideas, Part 1 “The Border”
71	2b	1	3	Analyzing the Central Ideas, Part 1 “The Border”
72	2b	1	4	Analyzing the Central Ideas, Part 2 “The Border”
73	2b	1	4	Analyzing the Central Ideas, Part 2 “The Border”
74	2b	1	5	Mid-Unit Assessment: Evidence, Ideas, and Interactions in “Why Couldn’t Snow White Be Chinese?”
75	2b	1	5	Mid-Unit Assessment: Evidence, Ideas, and Interactions in “Why Couldn’t Snow White Be Chinese?”
76	2b	1	6	Drawing Inferences: “My Own True Name”
77	2b	1	6	Drawing Inferences: “My Own True Name”
78	2b	1	6	Drawing Inferences: “My Own True Name”
79	2b	1	7	Analyzing Text Structure: “Teen Slang: What’s, Like, So Wrong with Like?”
80	2b	1	7	Analyzing Text Structure: “Teen Slang: What’s, Like, So Wrong with Like?”
81	2b	1	8	Analyzing Text Structure: “Generation Z Stereotyped...”
82	2b	1	8	Analyzing Text Structure: “Generation Z Stereotyped...”
83	2b	1	9	End of Unit Assessment: Claims, Interactions and Structure in “Is Money Affecting Your Social Status?”
84	2b	1	9	End of Unit Assessment: Claims, Interactions and Structure in “Is Money Affecting Your Social Status?”
85	Day Allotted to ACCESS Practice			
86	Day Allotted to ACCESS Practice			
87	Day Allotted to ACCESS Practice			
88	Day Allotted to MAP Testing			
89	Day Allotted to MAP Testing			
90	Day Allotted to MAP Testing			
91	Day Allotted to Progress Check 2: Listening to Speak			

ESOL 7th Grade Pacing Guide Semester 2

Considerations:

- 1 Day - Pre-assessment
- 2 Days - Progress Checks
- 2 Days - MAP testing
- 2 Days - ACCESS
- 4 Days - PARCC
- 1 Day - School Field Trip

Day	Module	Unit	Lesson	Title
Marking Period 3				
1	Pre- Assessment			
2	2A	1	1	Introducing Module 2: Working Conditions -- Then and Now
3	2A	1	1	Introducing Module 2: Working Conditions -- Then and Now
4	2A	1	1	Introducing Module 2: Working Conditions -- Then and Now
5	2A	1	2	Launching Lyddie
6	2A	1	2	Launching Lyddie
7	2A	1	2	Launching Lyddie
8	2A	1	3	Modeling Entry Task, Reading Notes, and Reading Strategies for Lyddie
9	2A	1	3	Modeling Entry Task, Reading Notes, and Reading Strategies for Lyddie
10	2A	1	3	Modeling Entry Task, Reading Notes, and Reading Strategies for Lyddie
11	2A	1	4	Close Reading to Learn about Lyddie's Character
12	2A	1	4	Close Reading to Learn about Lyddie's Character
13	2A	1	4	Close Reading to Learn about Lyddie's Character
14	2A	1	5	Analyzing Character: Who is Lyddie?
15	2A	1	5	Analyzing Character: Who is Lyddie?
16	2A	1	5	Analyzing Character: Who is Lyddie?
17	2A	1	6	Introducing Working Conditions in the Mills
18	2A	1	6	Introducing Working Conditions in the Mills
19	2A	1	6	Introducing Working Conditions in the Mills
20	2A	1	7	Analyzing Word Choice: Understanding Working Conditions in the Mills
21	2A	1	7	Analyzing Word Choice: Understanding Working Conditions in the Mills
22	2A	1	7	Analyzing Word Choice: Understanding Working Conditions in the Mills
23	2A	1	8	Analyzing Textual Evidence: Working Conditions in the Mills
24	2A	1	8	Analyzing Textual Evidence: Working Conditions in the Mills
25	2A	1	8	Analyzing Textual Evidence: Working Conditions in the Mills
26	2A	1	9	Mid-Unit Assessment about Working Conditions in the Mills
27	2A	1	10	Framing Lyddie's Decision and Practicing Evidence-Based Claims
28	2A	1	10	Framing Lyddie's Decision and Practicing Evidence-Based Claims
29	2A	1	10	Framing Lyddie's Decision and Practicing Evidence-Based Claims
30	2A	1	11	Forming Evidence-Based Claims: Should Lyddie Sign the Petition?
31	2A	1	11	Forming Evidence-Based Claims: Should Lyddie Sign the Petition?
32	2A	1	11	Forming Evidence-Based Claims: Should Lyddie Sign the Petition?
33	2A	1	12	Generating Reasons: Should Lyddie Sign the Petition?
34	2A	1	12	Generating Reasons: Should Lyddie Sign the Petition?
35	2A	1	12	Generating Reasons: Should Lyddie Sign the Petition?
36	2A	1	13	Writing an Argumentative Essay: Introducing the Writing Prompt and Model Essay
37	2A	1	13	Writing an Argumentative Essay: Introducing the Writing Prompt and Model Essay
38	2A	1	13	Writing an Argumentative Essay: Introducing the Writing Prompt and Model Essay
39	2A	1	14	Writing an Argumentative Essay: Crafting a Claim

Day	Module	Unit	Lesson	Title
40	Day Allotted to "Other"			
41	Day Allotted to "Other"			
42	Day Allotted to "Other"			
43	Day Allotted to "Other"			
44	Day Allotted to "Other"			
45	Day Allotted to PC 1 Reading to Speak			
Marking Period 4				
46	2A	1	14	Writing an Argumentative Essay: Crafting a Claim
47	2A	1	14	Writing an Argumentative Essay: Crafting a Claim
48	2A	1	15	Writing an Argumentative Essay: Crafting a Claim
49	2A	1	15	Writing an Argumentative Essay: Analyzing the Model Essay
50	2A	1	15	Writing an Argumentative Essay: Analyzing the Model Essay
51	2A	1	16	Writing an Argumentative Essay: Planning the Essay
52	2A	1	16	Writing an Argumentative Essay: Planning the Essay
53	2A	1	16	Writing an Argumentative Essay: Planning the Essay
54	2A	1	17	Writing an Argumentative Essay: Peer Critique
55	2A	1	17	Writing an Argumentative Essay: Peer Critique
56	2A	1	17	Writing an Argumentative Essay: Peer Critique
57	2A	1	18	End of Unit 1 Assessment, Part 1: Drafting the Argument Essay
58	2A	1	18	End of Unit 1 Assessment, Part 1: Drafting the Argument Essay
59	2A	1	18	End of Unit 1 Assessment, Part 1: Drafting the Argument Essay
60	2A	1	19	World Cafe to Analyze the Characters in Lyddie
61	2A	1	19	World Cafe to Analyze the Characters in Lyddie
62	2A	1	19	World Cafe to Analyze the Characters in Lyddie
63	2A	1	20	End of Unit 1, Assessment, Part 2: Revise Essay Drafts
64	2A	1	20	End of Unit 1, Assessment, Part 2: Revise Essay Drafts
65	2A	1	20	End of Unit 1, Assessment, Part 2: Revise Essay Drafts
66	2A	2	1	Building Background Knowledge: Who Changes Working Conditions?
67	2A	2	1	Building Background Knowledge: Who Changes Working Conditions?
68	2A	2	1	Building Background Knowledge: Who Changes Working Conditions?
69	2A	2	2	Reading Closely: Introducing Chavez's Commonwealth Club Address and Considering the Plight of the Farmworker
70	2A	2	2	Reading Closely: Introducing Chavez's Commonwealth Club Address and Considering the Plight of the Farmworker
71	2A	2	2	Reading Closely: Introducing Chavez's Commonwealth Club Address and Considering the Plight of the Farmworker
72	2A	2	3	Reading Closely and Introducing Rhetoric Toolbox: Unions as Agents of Change -- Part 1
73	2A	2	3	Reading Closely and Introducing Rhetoric Toolbox: Unions as Agents of Change -- Part 1
74	2A	2	3	Reading Closely and Introducing Rhetoric Toolbox: Unions as Agents of Change -- Part 1
75	2A	2	4	Speech Structure: Unions as Agents of Change -- Part 2
76	2A	2	4	Speech Structure: Unions as Agents of Change -- Part 2
77	2A	2	5	Mid-Unit Assessment: How Chavez Develops His Claims in the Commonwealth Club Address
78	2A	2	6	Speech Structure: Part 2 of the Commonwealth Club Address
79	2A	2	6	Speech Structure: Part 2 of the Commonwealth Club Address
80	2A	2	6	Speech Structure: Part 2 of the Commonwealth Club Address
81	2A	2	7	Synthesizing Chavez's Central Claim
82	2A	2	7	Synthesizing Chavez's Central Claim
83	2A	2	7	Synthesizing Chavez's Central Claim
84	2A	2	8	End of Unit Assessment: Analyzing the Structure of Chavez's Wrath of Grapes Speech

Day	Module	Unit	Lesson	Title
85				Day Allotted to "Other"
86				Day Allotted to "Other"
87				Day Allotted to "Other"
88				Day Allotted to "Other"
89				Day Allotted to "Other"
90				Day Allotted to Progress Check 2: Listening to Write

ESOL 8th Grade Pacing Guide Semester 1

Considerations:

1 Day - Pre-assessment

2 Days - progress checks

4 Days - MAP testing

3 Days - ACCESS testing

Day	Module	Unit	Lesson	Title
Marking Period				
1	Pre- Assessment			
2	1	1	1	Making Inferences: The Fall of Saigon
3	1	1	1	Making Inferences: The Fall of Saigon
4	1	1	2	Launching the Novel: Character Analysis of Ha
5	1	1	3	Inferring about Character: Close Reading of the Poem “Inside Out” and Introducing QuickWrites
6	1	1	3	Inferring about Character: Close Reading of the Poem “Inside Out” and Introducing QuickWrites
7	1	1	4	Considering a Character’s Relationship with Others: Contrasting Ha and Her Brothers
8	1	1	5	Mid-Unit Assessment: Getting to Know a Character: What Details in the Text Help Us Understand Ha?
9	1	1	6	Building Background Knowledge: Guided Practice to Learn about the History of Wars in Vietnam
10	1	1	7	Building Background Knowledge: Small-Group Work to Learn More about the History of Wars in Vietnam
11	1	1	8	Development of the Plot: Impending Danger and Turmoil
12	1	1	8	Development of the Plot: Impending Danger and Turmoil
13	1	1	9	Building Background Knowledge: Vietnam as a “Battleground in a Larger Struggle”
14	1	1	9	Building Background Knowledge: Vietnam as a “Battleground in a Larger Struggle”
15	1	1	10	Building Background Knowledge: The Impending Fall of Saigon
16	1	1	11	Character Analysis: How Do Personal Possessions Reveal Aspects of Characters?
17	1	1	12	Examining How Word Choice Contributes to Tone and Meaning: Close Reading of “Wet and Crying
18	1	1	12	Examining How Word Choice Contributes to Tone and Meaning: Close Reading of “Wet and Crying
19	1	1	13	Comparing Meaning and Tone: The Fall of Saigon in Fiction and Informational Text
20	1	1	14	End of Unit Assessment: How Word Choice Contributes to Tone and Meaning
21	1	2	1	Collecting Details: The Challenges Ha Faces and Ha as a Dynamic Character
22	1	2	2	Rereading and Close Reading: Communism, “The Vietnam Wars,” and “Last Respects” (Pages 85 and 86)
23	1	2	3	Building Background Knowledge: Fleeing Saigon as “Panic Rises”
24	1	2	4	Building Background Knowledge, Predicting, and Focusing on Key Vocabulary: “Refugees: Who, Where, Why”
25	1	2	5	Building Background Knowledge and Summarizing: “Refugees: Who, Where, Why” Part 2
26	1	2	6	Building Background Knowledge: Challenges Bosnian Refugees Faced Fleeing and Finding Home
27	1	2	7	Mid-Unit Assessment: Analyzing an Informational Text about a Refugee Experience
28	1	2	8	Analyzing the Content of a Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’”
29	1	2	9	Close Reading: Paragraph 1 of “Refugee and Immigrant Children: A Comparison” (from “Refugee Children in Canada: Searching for Identity”)
30	1	2	10	Analyzing the Significance of the Novel’s Title: Connecting the Universal Refugee Experience to Inside Out & Back Again
31	1	2	11	Close Reading: Paragraphs 2 and 3 of “Refugee and Immigrant Children: A Comparison” and Introducing the Expository Writing Rubric
32	1	2	12	Analyzing the Significance of the Novel’s Title: Connecting the Universal Refugee Experience to Inside Out & Back Again, Part 2
33	1	2	13	Close Reading: Paragraph 4 of “Refugee and Immigrant Children: A Comparison”
34	1	2	14	Analyzing the Significance of the Novel’s Title: Connecting the Universal Refugee Experience to Inside Out & Back Again, Part 3
35	1	2	15	Connecting the Universal Refugee Experience of Fleeing and Finding Home to the Title of the Novel Inside Out & Back Again
36	1	2	16	Planning the Introductory and Concluding Paragraphs of the End of Unit Assessment Essay
37	1	2	17	End of Unit 2 Assessment, Part One: First Draft of Analysis Essay
38	1	2	20	End of Unit 2 Assessment, Part Two: Final Draft of Analytical Essay

Day	Module	Unit	Lesson	Title
39	1	2	20	End of Unit 2 Assessment, Part Two: Final Draft of Analytical Essay
40	1	2	18	Introducing Final Performance Task and Analyzing Statistics
41	1	2	19	Launching Researching: Reading for Gist and Gathering Evidence Using the Research Guide
42	Day Allotted to MAP Testing			
43	Day Allotted to MAP Testing			
44	Day Allotted to MAP Testing			
45	Day Allotted to PC 1 Reading to Write			
Marking Period				
46	1	3	1	Finishing Who? Where? and Why? Research
47	1	3	1	Finishing Who? Where? and Why? Research
48	1	3	1	Finishing Who? Where? and Why? Research
49	1	3	1	Finishing Who? Where? and Why? Research
50	1	3	1	Finishing Who? Where? and Why? Research
51	1	3	2	Analyzing Poems from Inside Out & Back Again to Develop Criteria for an Effective Poem
52	1	3	2	Analyzing Poems from Inside Out & Back Again to Develop Criteria for an Effective Poem
53	1	3	2	Analyzing Poems from Inside Out & Back Again to Develop Criteria for an Effective Poem
54	1	3	2	Analyzing Poems from Inside Out & Back Again to Develop Criteria for an Effective Poem
55	1	3	2	Analyzing Poems from Inside Out & Back Again to Develop Criteria for an Effective Poem
56	1	3	3	Mid-Unit Assessment: Writing Best First Draft of "Inside Out" Poem
57	1	3	4	End of Unit Assessment: Writing Best First Draft of "Back Again" Poem
58	1	3	5	Peer Critique of "Inside Out" and "Back Again" Poems
59	1	3	5	Peer Critique of "Inside Out" and "Back Again" Poems
60	1	3	5	Peer Critique of "Inside Out" and "Back Again" Poems
61	1	3	6	Revision: Best Draft of "Inside Out" and "Back Again" Poems (Final Performance Task)
62	1	3	6	Revision: Best Draft of "Inside Out" and "Back Again" Poems (Final Performance Task)
63	1	3	6	Revision: Best Draft of "Inside Out" and "Back Again" Poems (Final Performance Task)
64	1	3	6	Revision: Best Draft of "Inside Out" and "Back Again" Poems (Final Performance Task)
65	BEBA		P1	UNDERSTANDING THE NATURE OF AN ISSUE
66	BEBA		P1	UNDERSTANDING THE NATURE OF AN ISSUE
67	BEBA		P1	UNDERSTANDING THE NATURE OF AN ISSUE
68	BEBA		P1	UNDERSTANDING THE NATURE OF AN ISSUE
69	BEBA		P2	ANALYZING ARGUMENTS
70	BEBA		P2	ANALYZING ARGUMENTS
71	BEBA		P2	ANALYZING ARGUMENTS
72	BEBA		P2	ANALYZING ARGUMENTS
73	BEBA		P3	EVALUATING ARGUMENTS AND DEVELOPING A POSITION
74	BEBA		P3	EVALUATING ARGUMENTS AND DEVELOPING A POSITION
75	BEBA		P3	EVALUATING ARGUMENTS AND DEVELOPING A POSITION
76	BEBA		P3	EVALUATING ARGUMENTS AND DEVELOPING A POSITION
77	BEBA		P4	ORGANIZING AN EVIDENCE-BASED ARGUMENT
78	BEBA		P4	ORGANIZING AN EVIDENCE-BASED ARGUMENT

Day	Module	Unit	Lesson	Title
79	BEBA		P4	ORGANIZING AN EVIDENCE-BASED ARGUMENT
80	BEBA		P4	ORGANIZING AN EVIDENCE-BASED ARGUMENT
81	BEBA		P5	DEVELOPING AND STRENGTHENING WRITING THROUGH A COLLABORATIVE, QUESTION-BASED PROCESS
82	BEBA		P5	DEVELOPING AND STRENGTHENING WRITING THROUGH A COLLABORATIVE, QUESTION-BASED PROCESS
83	BEBA		P5	DEVELOPING AND STRENGTHENING WRITING THROUGH A COLLABORATIVE, QUESTION-BASED PROCESS
84	BEBA		P5	DEVELOPING AND STRENGTHENING WRITING THROUGH A COLLABORATIVE, QUESTION-BASED PROCESS
85	Day Allotted to ACCESS			
86	Day Allotted to ACCESS			
87	Day Allotted to ACCESS			
88	Day Allotted to MAP Testing			
89	Day Allotted to MAP Testing			
90	Day Allotted to Progress Check 2: Listening to Speak			

ESOL 8th Grade Pacing Guide Semester 2

Considerations:

2 Days - progress checks

3 Days - MAP testing

4 Days - ACCESS testing

2 Days- MISA

5 Days - PARCC testing

1 Day - End of Year 8th grade activity

Day	Module	Unit	Lesson	Title
Marking Period 3				
2	4	1	1	Building Background Knowledge: What IS the Omnivore’s Dilemma Anyway?
3	4	1	2	Reading for Gist and Answering Text-Dependent Questions: Industrial Food Chain
4	4	1	2	Reading for Gist and Answering Text-Dependent Questions: Industrial Food Chain
5	4	1	3	Analyzing Author’s Purpose: Industrial Food Chain
6	4	1	3	Analyzing Author’s Purpose: Industrial Food Chain
7	4	1	4	Reading for Gist, Answering Text-Dependent Questions, and Determining Author’s Purpose: Industrial Food Chain
8	4	1	4	Reading for Gist, Answering Text-Dependent Questions, and Determining Author’s Purpose: Industrial Food Chain
9	4	1	5	Reading for Gist, Answering Text-Dependent Questions, and Determining Author’s Purpose: Industrial Organic Food Chain
10	4	1	5	Reading for Gist, Answering Text-Dependent Questions, and Determining Author’s Purpose: Industrial Organic Food Chain
11	4	1	6	Analyzing a Speaker’s Purpose and Motives of a Media Excerpt
12	4	1	7	Mid-Unit Assessment: Analyzing Author’s Purpose in Speech and Text
13	4	1	8	Reading for Gist and Answering Text Dependent Questions: Local Sustainable Food Chain
14	4	1	8	Reading for Gist and Answering Text Dependent Questions: Local Sustainable Food Chain
15	4	1	9	Evaluating an Argument: The Polyface Local Sustainable Farm
16	4	1	9	Evaluating an Argument: The Polyface Local Sustainable Farm
17	4	1	10	Reading for the Gist and Answering Text Dependent Questions: Hunter-Gatherer Food Chain
18	4	1	10	Reading for the Gist and Answering Text Dependent Questions: Hunter-Gatherer Food Chain
19	4	1	11	Evaluating an Argument: The Joy of Hunting
20	4	1	11	Evaluating an Argument: The Joy of Hunting
21	4	1	12	Making a Claim and Advocating Persuasively: Preparing for the Practice Fishbowl
22	4	1	12	Making a Claim and Advocating Persuasively: Preparing for the Practice Fishbowl
23	4	1	13	Advocating Persuasively in a Fishbowl: Practice
24	4	1	13	Advocating Persuasively in a Fishbowl: Practice
25	4	1	14	End of Unit Assessment Parts 1 and 2: Evaluating Arguments and Claims
26	4	1	15	Assessment Part 3: Advocating Persuasively in a Fishbowl
27	4	2	1	Determining Cascading Consequences Using The Omnivore’s Dilemma: Industrial Food Chain
28	4	2	1	Determining Cascading Consequences Using The Omnivore’s Dilemma: Industrial Food Chain
29	4	2	2	Preparing for Further Research: Industrial Food Chain
30	4	2	2	Preparing for Further Research: Industrial Food Chain
31	4	2	3	Further Research: Industrial Food Chain
32	4	2	3	Further Research: Industrial Food Chain
33	4	2	4	Adding to Cascading Consequences and Stakeholders: Industrial Food Chain
34	4	2	4	Adding to Cascading Consequences and Stakeholders: Industrial Food Chain

Day	Module	Unit	Lesson	Title
35	4	2	5	Determining Cascading Consequences Using The Omnivore's Dilemma: Industrial Organic Food Chain
36	4	2	5	Determining Cascading Consequences Using The Omnivore's Dilemma: Industrial Organic Food Chain
37	4	2	6	Using Search Terms for Further Research: Industrial Organic Food Chain
38	4	2	6	Using Search Terms for Further Research: Industrial Organic Food Chain
39	4	2	7	Adding to Cascading Consequences and Stakeholders: Industrial Organic Food Chain
40	4	2	7	Adding to Cascading Consequences and Stakeholders: Industrial Organic Food Chain
42	Day Allotted to ACCESS			
41	Day Allotted to ACCESS			
43	Day Allotted to ACCESS			
44	Day Allotted to ACCESS			
45	Day Allotted to PC 1 Reading to Speak			
Marking Period 4				
46	4	2	8	Local Sustainable Food Chain: Determining Cascading Consequences Using The Omnivore's Dilemma
47	4	2	8	Local Sustainable Food Chain: Determining Cascading Consequences Using The Omnivore's Dilemma
48	4	2	9	Further Research: Local Sustainable Food Chain
49	4	2	9	Further Research: Local Sustainable Food Chain
50	4	2	10	Adding to Cascading Consequences and Stakeholders: Local Sustainable Food Chain
51	4	2	10	Adding to Cascading Consequences and Stakeholders: Local Sustainable Food Chain
52	4	2	11	Mid-Unit Assessment: Research Simulation
53	4	2	11	Mid-Unit Assessment: Research Simulation
54	4	2	12	Determining Cascading Consequences Using The Omnivore's Dilemma: Hunter Gatherer Food Chain
55	4	2	12	Determining Cascading Consequences Using The Omnivore's Dilemma: Hunter Gatherer Food Chain
56	4	2	13	Further Research: Hunter Gatherer Food Chain
57	4	2	13	Further Research: Hunter Gatherer Food Chain
58	4	2	14	Adding to Cascading Consequences and Stakeholders: Hunter-Gatherer Food Chain
59	4	2	14	Adding to Cascading Consequences and Stakeholders: Hunter-Gatherer Food Chain
60	4	2	15	Writing a Position Speech: Which Food Chain Would Be Best?
61	4	2	15	Writing a Position Speech: Which Food Chain Would Be Best?
62	4	2	16	Creating a Visual Component for the Speech: End of Unit Assessment Preparation and Practice
63	4	2	16	Creating a Visual Component for the Speech: End of Unit Assessment Preparation and Practice
64	4	2	17	End of Unit Assessment: Presentation of Position
65	4	2	17	End of Unit Assessment: Presentation of Position
66	4	3	1	Analyzing a Model Position Paper
67	4	3	1	Analyzing a Model Position Paper
68	4	3	2	Planning Body Paragraphs of Position Paper and Beginning Mid-Unit 3 Assessment
69	4	3	2	Planning Body Paragraphs of Position Paper and Beginning Mid-Unit 3 Assessment
70	4	3	3	Mid-Unit Assessment: Draft of Position Paper
71	4	3	3	Mid-Unit Assessment: Draft of Position Paper
72	4	3	4	Introducing the Performance Task Prompt and Beginning a Visual Representation
73	4	3	4	Introducing the Performance Task Prompt and Beginning a Visual Representation
74	4	3	5	End of Unit Assessment: Final Position Paper
75	4	3	5	End of Unit Assessment: Final Position Paper
76	4	3	6	Final Performance Task: Sharing Visual Representations of Position Papers
77	4	3	6	Final Performance Task: Sharing Visual Representations of Position Papers
78	Day Allotted to end of year grade 8 activity			

Day	Module	Unit	Lesson	Title
79				Day Allotted to end of year grade 8 activity
80				Day Allotted to PARCC
81				Day Allotted to PARCC
82				Day Allotted to PARCC
83				Day Allotted to PARCC
84				Day Allotted to PARCC
85				Day Allotted to MISA
86				Day Allotted to MISA
87				Day Allotted to MAP Testing
88				Day Allotted to MAP Testing
89				Day Allotted to MAP Testing
90				Day Allotted to Progress Check 2: Listening to Write

Evidence of Learning: Language & Literacy

Evidence of Learning- District		ESSA	Evidence of Learning-District	
Marking Period 1	Marking Period 2	ACCESS for ELLs	Marking Period 3	Marking Period 4
Required ESOL Progress Check: Reading to Write	Required ESOL Progress Check: Listening to Speak		Required ESOL Progress Check: Reading to Speak	Required ESOL Progress Check: Listening to Write
MAP-R Fall			MAP-R Winter	MAP-R Spring

Pre-assessment Considerations for Language Development

Ensuring Language, Rigor, & Equity for Instructional Excellence for ELLs

A key to equity is knowing what students CAN Do. Pre-assessment assess a student’s strengths in language prior to instruction. If Pre-assessments can be a great tool to help, teachers identify the language needs of ELLs. Here are some ways in which teachers can use a pre-assessment to maximize students’ potential.

- Pre-assessments allow teachers to see what language skills students have already mastered in order to avoid having students spend time on a skill they already know.** If only a couple of students need the learning, then teachers can individualize their instruction. If the majority of students are struggling with a specific language target, then teachers can amplify that language target in the lesson. It is recommended that ESOL teachers prepare a longer pre-test for their students at the beginning of the year or unit in a “getting to know you” community building approach. The pre-assessment can be a writing or speaking prompt is an open-end performance based task aligned to a standard or learning target that provides the opportunity for a student to use academic language naturally and independently. Score the writing or speaking production using the WIDA Scoring Rubric. Do not grade this pre-assessment. Instead, use it to compare to the Progress Checks throughout the year to ensure students are applying their language development into language production.
- Pre-assessments help measure learning and language development in current time. By comparing pre-assessments and summative assessments, teachers are able to see what their students actually acquired or learned throughout the lesson.**
- Pre-assessments give students a preview of what will be expected of them. Setting clear expectations helps students begin to focus on the key language targets that will be covered throughout the lessons.** This also gives students and teachers actionable feedback to set educational goals for the coming weeks based on the curriculum language targets for proficiency, which is an equitable practice.

Possible Pre-Assessment Prompts:

Consider students’ choice within a selection of possible open-ended pre-assessment writing or speaking prompts that provide the opportunity for students to produce academic language naturally and independently, here are some ideas:

- If you could end any one problem in the world, what would it be? Why?*
- Create your own holiday. What would you celebrate? How could you get others to join in the fun?*
- Describe the best vacation, journey, or trip that you ever took.*
- Would you rather parachute out of a plane or go scuba diving? Why?*
- If you could throw a party for all your friends, what would it be like? Where would you hold it? What would you do? Who would come?*
- Write or speak about a rule at school or at home that you don’t like. How would you replace it?*
- What did you do last summer? If you could have done anything, what would you have done?*
- Sitting down all day is not considered very healthy, yet students sit at desks almost all day to learn. Would you prefer to stand at a desk and learn? Why or why not? Provide at least three reasons.*
- What time of day do you enjoy most and what time do you enjoy least? Explain why and include examples.*

MCPS Advanced ESOL Book List for Middle School: Central Texts

GR	MODULE #	TITLE of Core Texts (Instruction for ALL)	AUTHOR	QUANTITY	ISBN-13	ISBN-10
6	Module 1 (S1)	<i>Esperanza Rising</i>	Pam Munoz Ryan	One per student	978-0439120425	043912042X
6	Module 2 (S2)	<i>Dragonwings</i>	Laurence Yep	One per student	978-0064400855	0064400859
6	(S2)	<i>The Dreamer</i>	Pam Munoz Ryan	One per student	978-0439269988	
6	Expert Pack(S2)	<i>The Rainforest Grew All Around</i>	Susan Mitchell	Teacher copy only	978-0976882367	
7	Module 1 (S1)	<i>A Long Walk to Water</i>	Linda Sue Park	One per student	978-0547577319	0547577311
7	Module 2 (S2)	<i>Lyddie</i>	Katherine Patterson	One per student	978-0140349818	0140349812
7	Module 2B	<i>Nadia's Hands</i>	Karen English, illustrated by Jonathan Weiner	Teacher copy only	978-1590787847	1590787846
8	Module 1 (S1)	<i>Inside Out & Back Again</i>	Thanhha Lai	One per student	978-0061962790	0061962791
8	Module 2 (S2)	<i>The Omnivore's Dilemma: The Secrets Behind What You Eat, Young Readers Edition</i>	Michael Pollan	One per student	978-0803735002	0803735006
Note:						
These are the central texts with additional informational texts linked within the curriculum for printing or reading electronically.						

ESOL Supplemental Student Self Selected Texts for Independent Reading

A volume of reading over time on one topic is essential for language and knowledge development. See curriculum guide resources for establishing your independent reading program.

Please check with your media center for availability of these texts.

Grade 6 Semester 1: Unit 1: Independent Reading

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures band level (below 740L)			
<i>For Every Child: The Rights of the Child in Words and Pictures</i>	Caroline Castle (author)	Informational Text	510
<i>I Have the Right to Be a Child</i>	Alain Serres (author) Aurélia Fronty (illustrator) Helen Mixer (translator)	Informational Text	420
<i>The Color of Home</i>	Mary Hoffman (author), Karin Littlewood (illustrator)	Literature	540

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740–1010L)			
<i>Red Scarf Girl: A Memoir of the Cultural Revolution</i>	Ji-Li Jiang (author)	Biography	780
<i>Ryan and Jimmy: And the Well in Africa That Brought Them Together</i>	Herb Shoveller (author)	Literature	810
<i>Giant Steps to Change the World</i>	Spike Lee and Tanya Lewis Lee (authors), Sean Qualls (illustrator)	Informational Text	870
<i>Shannen and the Dream for a School</i>	Janet Wilson (author)	Informational Text	840
<i>Stand Up, Speak Out: A Book about Children's Rights</i>	Selda Altun (editor)	Informational Text	850
<i>The Girl from Chimel</i>	Rigoberta Menchú (author), Domi (illustrator)	Literature	860
<i>Our World of Water: Children and Water around the World</i>	Beatrice Hollyer (author)	Informational Text	890
<i>Out of War: True Stories from the Frontlines of the Children's Movement for Peace in Colombia</i>	Sara Cameron (author) with UNICEF	Informational Text	910
<i>Kids on Strike!</i>	Susan Campbell Bartoletti (author)	Informational Text	920
<i>Gandhi</i>	Demi (author/illustrator)	Literature	980
<i>Human Rights Activist: Victory over Violence</i>	Ellen Rodger (author)	Informational Text	1000

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1010L)			
<i>This Child, Every Child: A Book about the World's Children</i>	David J. Smith (author) Shelagh Armstrong (illustrator)	Informational Text	1020
<i>Free the Children: A Young Man Fights against Child Labor and Proves That Children Can Change the World</i>	Craig Kielburger (author)	Informational Text	1020
<i>We Are All Born Free: The Universal Declaration of Human Rights in Pictures</i>	Amnesty International (editor)	Informational Text	

<i>Kids at Work: Lewis Hine and the Crusade against Child Labor</i>	Russell Freedman (author), Lewis Hine (photographer)	Informational Text	1140
www.unicef.org	UNICEF	Informational Text (Web site)	
www.oxfam.ca	Oxfam	Informational Text (Web site)	
www.unicef.org/crc/files/Rights_overview.pdf	UNICEF	Informational Text	

Grade 6 Semester 1: Unit 2: Independent Reading

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures band level (below 740L)			
<i>Meet Kit: An American Girl, 1934</i>	Valerie Tripp (author)	Literature	590
<i>Any Small Goodness: A Novel in the Barrio</i>	Tony Johnston (author)	Literature	600
<i>Angels in the Dust</i>	Margot Theis Raven (author), Roger Essley (illustrator)	Literature	650
<i>Number the Stars</i>	Lois Lowry (author)	Literature	670

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740–1010L)			
<i>The Mighty Miss Malone</i>	Christopher Paul Curtis (author)	Literature	750
<i>A Thousand Never Evers</i>	Shana Burg (author)	Literature	830
<i>Homesick: My Own Story</i>	Jean Fritz (author), Margot Tomes (illustrator)	Literature	860
<i>My Name Is Gabito: The Life of Gabriel García Márquez/Me llamo Gabito: la vida de Gabriel García Márquez</i>	Monica Brown (author), Raúl Colón (illustrator)	Literature	910
<i>Bud, Not Buddy</i>	Christopher Paul Curtis (author)	Literature	950
Lexile text measures above band level (over 1010L)			
<i>The Great Depression</i>	Elaine Landau (author)	Informational text	1010
<i>Welcome to Kit's World, 1934: Growing Up During America's Great Depression</i>	Harriet Brown (author)	Literature	1060
<i>Children of the Dust Bowl: The True Story of the School at Weedpatch Camp</i>	Jerry Stanley (author)	Informational text	1120
www.un.org/cyberschoolbus/humanrights/resources.asp	UNICEF	Informational text (Web site)	TK
www.unicef.org/crc/index_30160.html	UNICEF	Informational text (Web site)	TK
<i>For Every Child: The Rights of the Child in Words and Pictures</i>	Caroline Castle (author)	Literature	1050
www.humaneeducation.org/sections/view/childrens_human_rights	Institute for Humane Education	Informational text (Web site)	TK

Grade 6 Semester 1, Unit 3: Independent Reading

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures band level (below 740L)			
<i>Climbing Out of the Great Depression</i>	Sean Price (author)	Informational text	620
<i>Ida Early Comes over the Mountain</i>	Robert Burch (author)	Literature	720
Lexile text measures band level (740 - 1010L)			
<i>Giant Steps to Change the World</i>	Spike Lee and Tonya Lewis Lee (authors), Sean Qualls (illustrator)	Informational text	870
<i>Dancing Home</i>	Alma Flor Ada and Gabriel M. Zubizarreta (authors)	Literature	960
<i>Words to My Life's Songs</i>	Ashley Bryan (author/illustrator), Bill McGuinness (photographer)	Literature	970

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1010L)			
<i>César: ¡Sí, se puede!/Yes, We Can!</i>	Carmen T. Bernier-Grand (author), David Diaz (illustrator)	Poetry	Not provided
<i>Elegy on the Death of César Chávez</i>	Rudolfo Anaya (author), Gaspar Enriquez (illustrator)	Poetry	Not provided
<i>If You Could Wear My Sneakers!</i>	Sheree Firch (author), Darcia Labrosse (illustrator)	Poetry	Not provided
<i>Hour of Freedom: American History in Poetry</i>	Milton Meltzer (compiler), Marc Nadel (illustrator)	Poetry	Not provided
<i>Poetry for Young People: Maya Angelou</i>	Edwin Graves Wilson, Ph.D. (editor), Jerome Lagarrigue (illustrator)	Poetry	Not provided
<i>Out of the Dust</i>	Karen Hesse (author)	Prose	Not provided

Grade 6 Semester 2 : Independent Reading

Title	Author	Text Type	Lexile Measure
Lexile text measures in Grade 2–3 band level (below 740L)			
<i>Chang's Paper Pony</i>	Eleanor Coerr (author)	Literature	440
<i>Walk Across the Sea</i>	Susan Fletcher (author)	Literature	600
<i>Good Fortune: My Journey to Gold Mountain</i>	Li Keng Wong (author)	Biography	630
<i>The Dragon's Child: A Story of Angel Island</i>	Laurence Yep (author)	Literature	640
Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 4–5 band level (740–925L)			
<i>Nineteenth Century Migration to America</i>	John Bliss	Informational	770
<i>Landed</i>	Milly Lee (author)	Literature	790
<i>Hannah Is My Name</i>	Belle Yang	Literature	800
<i>Tales from Gold Mountain</i>	Paul Yee (author)	Literature	850
Lexile text measures within Grade 6–8 band level (925–1185L)			
<i>Kai's Journey to Gold Mountain: An Angel Island Story</i>	Katrina Saltonstall Currier (author)	Literature	970*
<i>Gold! Gold from the American River</i>	Don Brown (author)	Informational	1010
<i>Laurence Yep</i>	Katherine Lawrence (author)	Biography	1090*
<i>The Lost Garden</i>	Laurence Yep (author)	Literature	1110

<i>Chinese Americans</i>	Jack Adler (author)	Collective biography	1140
<i>Chinese Americans</i>	Michael Martin (author)	Informational	1150
Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1185L)			
<i>Escape to Gold Mountain: A Graphic History of the Chinese in North America</i>	David Wong (author)	Informational	NO LXL ‡
<i>Chinese American Voices: From the Gold Rush to the Present</i>	Judy Yung (editor)	Informational	No LXL ‡
<i>Shanghai Messenger</i>	Andrea Cheng (author)	Prose	NP

Supplemental Independent Student Reading List
 Essential for volume of reading and language development
 Check with your media center for availability for students.

Grade 7 Semester 1 : Independent Reading

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 2–3 band level (below 740L)			
<i>My Name Is Sangoel</i>	Karen Lynn Williams (author)	Literature	440
<i>Now Is the Time for Running</i>	Michael Williams (author)	Literature	650
<i>Brothers in Hope: The Story of the Lost Boys of Sudan</i>	Mary Williams (author)	Literature	670
<i>Burn My Heart</i>	Beverley Naidoo (author)	Literature	740
<i>South Sudan</i>	Lisa Owings (author)	Informational	750

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 4–5 band level (740–925L)			
<i>South Sudan+</i>	Lisa Owings (author)	Informational	750
<i>A Hare in the Elephant’s Trunk</i>	Jan Coates (author)	Literature	780*
<i>Lost Boy, Lost Girl: Escaping Civil War in Sudan</i>	John Bul Dau (Author)	Literature	900*
Lexile text measures within Grade 6–8 band level (925–1185L)			
<i>Refugees & Asylum Seekers*</i>	Dave Dalton (author)	Informational	940
<i>War Child: A Child’s Soldier’s Story</i>	Emmanuel Jal (author)	Autobiography	950
<i>The Lost Boys of Sudan*</i>	Jeff Burlingame (author)	Informational/Literature	1100
Lexile text measures above band level (over 1185L)			
<i>Home of the Brave</i>	Katherine Applegate (author)	Poetry	NP
<i>Sudan, Darfur and the Nomadic Conflicts</i>	Philip Steele (author)	Informational	NoLXL
<i>Give Me Shelter: Stories about Children Who Seek Asylum</i>	Frances Lincoln Children’s Books (publisher)	Informational/Literature	NoLXL
<i>Hoping for Peace in Sudan: Divided by Conflict, Wishing for Peace</i>	Jim Pipe (author)	Informational	NoLXL

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in grade 2–3 band level (below 740L)			
<i>Dolores Huerta: A Hero to Migrant Workers</i>	Sarah E. Warren (author)	Informational	510
<i>Cesar Chavez: Fighting for Farmworkers</i>	Eric Braun (author)	Informational	590
<i>The Breadwinner</i>	Deborah Ellis (author)	Literature	630
<i>Lost</i>	Jacqueline Davies (author)	Literature	680‡
<i>January 1905</i>	Katharine Boling (author)	Literature	690
<i>The Industrial Revolution</i>	Debra J. Housel (author)	Informational	700

‡Book content may have higher maturity level text

Grade 7 Semester 2 : Independent Reading

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in grade 4–5 band level (740L–925L)			
<i>Counting on Grace</i>	Elizabeth Winthrop (author)	Literature	760
<i>How Artists See Work: Farm, Factory, Home, Office</i>	Colleen Carroll (author)	Informational	800*
<i>Harvesting Hope: The Story of Cesar Chavez</i>	Kathleen Krull (author)	Informational	800
<i>Bread and Roses, Too</i>	Katherine Paterson (author)	Literature	830
<i>Threads and Flames</i>	Esther Friesner (author)	Literature	840‡
<i>Factory Girl</i>	Barbara Greenwood (author)	Literature	850
<i>Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories</i>	S. Beth Atkin (interviewer and photographer)	Literature	850
<i>Immigration, Migration, and the Industrial Revolution</i>	Tracee Sioux (author)	Informational	890*
<i>Dolores Huerta: Voice for the Working Poor</i>	Alex Van Tol (author)	Informational	910
Lexile text measures within band level (925L–1185L)			
<i>Kids on Strike!</i>	Susan Campbell Bartoletti (author)	Informational	920
<i>You Wouldn't Want to Be a Victorian Mill Worker!: A Grueling Job You'd Rather Not Have</i>	John Malam (author)	Informational	930

*Lexile based on a conversion from Accelerated Reading level

‡Book content may have higher maturity level text

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (925L–1185L)			
<i>Elizabeth Bloomer: Child Labor Activist</i>	Jennifer Reed (author)	Informational	940*
<i>The Industrial Revolution</i>	Melissa McDaniel (author)	Informational	940
<i>The Industrial Revolution</i>	Hilarie N. Staton (author)	Informational	1000
<i>Children at Work</i>	JoAnne B. Weisman Deitch (editor)	Informational	1020*
<i>Breaker Boys: How a Photograph Helped End Child Labor</i>	Michael Burgan (author)	Informational	1020
<i>Cesar Chavez: A Photographic Essay</i>	Ilan Stavans (author)	Biography	1030
<i>The Changing Role of Women Since 1900</i>	Louise Spilsbury (author)	Informational	1070*
<i>Kids at Work: Lewis Hine and the Crusade against Child Labor</i>	Russell Freeman (author)	Informational	1140
<i>Fair Trade</i>	Jilly Hunt (author)	Informational	1080

*Lexile based on a conversion from Accelerated Reading level

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1185L)			
<i>The Lowell Mill Girls: Life in the Factory</i>	JoAnne B. Weisman Deitch (editor)	Biography	1210
<i>Clean Clothes: A Global Movement to End Sweatshops</i>	Liesbeth Sluiter (author)	Informational	NoLXL
<i>Let My People Go Surfing: The Education of a Reluctant Businessman</i>	Yvon Chouinard (author)	Autobiography	NoLXL
<i>Are Worker Rights Human Rights?</i>	Richard P. McIntire (author)	Informational	NoLXL‡
<i>A Shameful Business: The Case for Human Rights in the American Workplace</i>	James A. Gross (author)	Informational	NoLXL‡
<i>Child Labor Today: A Human Rights Issue</i>	Wendy Herumin (author)	Informational	NoLXL‡
<i>Elegy on the Death of César Chávez</i>	Rudolfo Anaya (author)	Poetry	NP‡

Supplemental Independent Student Reading List
 Essential for volume of reading and language development
 Check with your media center for availability for students.

Grade 8 Semester 1 : Independent Reading

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 4–5 band level (740L-925L)			
<i>Last Airlift: A Vietnamese Orphan’s Rescue from War</i>	Marsha Forchuk Skrypuch (author)	Informational	670
<i>All the Broken Pieces</i>	Ann E. Burg (author)	Literature	680
<i>A Million Shades of Gray</i>	Cynthia Kadohota (author)	Literature	700
<i>Cracker! The Best Dog in Vietnam</i>	Cynthia Kadohata (author)	Literature	730
<i>Why Vietnamese Immigrants Came to America</i>	Lewis K. Parker (author)	Informational	750*
<i>Noodle Pie</i>	Ruth Starke (author)	Informational	770
<i>Goodbye, Vietnam</i>	Gloria Whelan (author)	Literature	810

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 4–5 band level (740–925L)			
<i>Goodbye, Vietnam</i>	Gloria Whelan (author)	Literature	810
<i>Year of Impossible Goodbyes</i>	Sook Nyul Choi (author)	Literature	840
<i>Echoes of the White Giraffe</i>	Sook Nyul Choi (author)	Literature	870
<i>The Lotus Seed</i>	Sherry Garland (author)	Literature	880
Lexile text measures within Grade 6 band level (925L–1185L)			
<i>Escape from Saigon: How a Vietnam War Orphan Became an American Boy</i>	Andrea Warren (author)	Biography	930
<i>Hearts of Sorrow: Vietnamese-American Lives</i>	James Freeman (author)	Informational	930
<i>Vietnam Veterans Memorial</i>	Natalie M. Rosinsky (author)	Informational	940
<i>The Fall of Saigon</i>	Mary Englar (author)	Informational	940
<i>Vietnamese in America</i>	Lori Coleman (author)	Informational	940
<i>Refugees & Asylum Seekers</i>	Dave Dalton (author)	Informational	940
<i>Vietnam</i>	Charlotte Guillain (author)	Informational	950*

Lexile text measures within grade 6–8 band level (925L–1185L)			
<i>The Land I Lost: Adventures of a Boy in Vietnam</i>	Quang Nhuong Huynh (author)	Biography/Literature	1090
<i>Migration and Refugees</i>	Quang Nhuong Huynh (author)	Biography/Literature	1090
<i>Vietnamese American</i>	John F. Grabowski (author)	Informational	1100

Title	Author And Illustrator	Text Type	Lexile Measure
<i>When Heaven and Earth Changed Places: A Vietnamese Woman's Journey from War to Peace</i>	Le Ly Hayslip with Jay Wurts (authors)	Historical Biography	1100
<i>The Vietnam War</i>	Cath Senker (author)	Informational	1110*
<i>Water Buffalo Days: Growing up in Vietnam</i>	Quang Nhuong Huynh (author)	Literature	1120
<i>Refugees</i>	Clarissa Aykroyd (author)	Informational	1150
Lexile text measures above band level (over 1185L)			
<i>10,000 Days of Thunder: A History of the Vietnam War</i>	Philip Caputo (author)	Informational	1210
<i>The Vietnamese Americans</i>	Hien Duc Do (author)	Informational	1340
<i>The Vietnamese Boat People: 1954 and 1975-1992</i>	Nghia M Vo (author)	Informational	NoLXL
<i>Boat People: Personal Stories from the Vietnamese Exodus 1975-1996</i>	Carina Hoang (editor)	Informational	NoLXL
<i>Strangers from a Different Shore: A History of Asian Americans</i>	Ronald Takaki (author)	Informational	No LXL (AD)
<i>Voices of Vietnamese Boat People: Nineteen Narratives of Escape and Survival</i>	Mary Terrell Cargill and Jade Quang Huynh (editors)	Biography	NoLXL (AD)
<i>The Vietnamese</i>	Michelle Houle (author)	Informational	NoLXL (YA)
<i>Weeping Under This Same Moon</i>	Jana Laiz (author)	Literature	NoLXL (YA)

Grade 8 Semester 2 : Independent Reading

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures in Grade 4–5 band level (<740L-925L)			
<i>Food</i>	Alexandra Fix (author)	Informational	630*
<i>Avoiding Hunger and Finding Water</i>	Andrew Langley (author)	Informational	720
<i>Seeds of Change</i>	Jen Cullerton Johnson (author)	Informational	820
<i>Feeding the World</i>	Sarah Leveté (author)	Informational	890

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within Grade 6 band level (925L-1070L)			
<i>Word of Mouth: The Food You Eat</i>	Nancy Rogers Bontempo (author)	Informational	960
<i>Food</i>	Paul Mason (author)	Informational	970*
<i>Do you Know Where Your Food Comes From?</i>	Neil Morris (author)	Informational	980*
<i>Dairy: From the Farm to Your Table</i>	Brian Hanson Harding (author)	Informational	1060*
Lexile text measures within Grade 6–8 band level (925L–1185L)			
<i>Feeding Relationships</i>	Ann Fullick (author)	Informational	930*
<i>From Farm to Table</i>	Richard Spilsbury (author)	Informational	1120*
<i>What's Cooking? The History of American Food</i>	Silvia Whitman (author)	Informational	1120
<i>Feeding the World</i>	Anne Rooney (author)	Informational	1120*

*Lexile based on a conversion from Accelerated Reading level

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1185L)			
<i>Food: Ethical Debates in What We Eat</i>	Jim Kerr (author)	Informational	1190*
<i>Food and Farming</i>	Jen Green (author)	Informational	1240

Suggested Websites for Research
http://www.fao.org/news/story/en/item/117568/icode/
http://www.amnh.org/exhibitions/past-exhibitions/water-h20-life
http://www.challengebasedlearning.org/challenge/view/13
http://www.ted.com/talks/mark_bittman_on_what_s_wrong_with_what_we_eat.html
http://www.gracelinks.org/264/genetic-engineering
http://www.un.org/en/sustainablefuture/food.shtml
http://www.un.org/en/sustainablefuture/sustainability.shtml

Suggested Articles for Research
Stephen Ornes, “For Kids: Greener Diet,” in <i>Science News for Kids</i> , Feb. 23, 2009.
Gretchen Noyes, “Global Groceries,” in <i>Faces</i> (Vol. 23, Issue 2), Oct. 2006.
“Food around the World,” In <i>Junior Scholastic</i> (Vol. 113, Issue 15), May 9, 2011.
“The Critical Role of Global Food Consumption Patterns in Achieving Sustainable Food Systems and Food for All,” United Nations Environment Programme, 2012.
Jan J. Ferrara, “Wangari Maathai: Trees for Peace,” in <i>Faces</i> (Vol. 27, Issue 5), Feb. 2011.

New Instructional Practice Guide (IPG) for ELLs

Draft by Sue Pimentel

Use this reflection and coaching guide to support instructional excellence for ELLs.

IPG for ELA/Literacy Grades 3 - 12	In Addition, When Working With ELL Students
<p>Core Action 1: Focus each lesson on a high-quality text (or multiple texts).</p>	<p>Core Action 1: Focus each lesson on a high-quality text (or multiple texts).</p>
<ul style="list-style-type: none"> A majority of the lesson is spent reading, writing, or speaking about text(s). 	<ul style="list-style-type: none"> Form small groups of ELLs who are struggling with language and literacy for targeted assistance to deconstruct the text before releasing responsibility. Provide linguistic supports to facilitate focused and targeted discussions that require ELLs to confer on content and cite evidence from the text to support the position they take. Read the text aloud at the start of the lesson, and then facilitate a discussion with ELLs about the meaning of words in the text. Provide opportunities for ELLs to reread the text to identify vocabulary and sections of the text they did not originally understand. Provide multiple opportunities and varied activities for students to discuss the text with their peers in pairs or small groups for short periods of time.
<ul style="list-style-type: none"> The text(s) are at or above the complexity level expected for the grade and time in the school year. 	<ul style="list-style-type: none"> Select texts that are quantitatively in the grade band, but emphasize one or two qualitatively complex features at a time (i.e., if purpose is highly complex, language and knowledge demands are less; if language is highly complex, other features are more straightforward). Offer readers more accessible texts (including those in a students' L1) in preparation for reading more complex texts on the topic. Pre-teach conceptually complex vocabulary.
<ul style="list-style-type: none"> The text(s) exhibit exceptional craft and thought and/or provide useful information. 	<ul style="list-style-type: none"> Choose brief complex, content-rich informational texts that: <ul style="list-style-type: none"> Are brief, interesting, and engaging for ELLs. Connect to a given unit of study and build ELLs' knowledge of a topic. Provide sufficient detail and examples for ELLs to be able to comprehend the passage. Contain ideas that can be discussed from a variety of perspectives.

Core Action 2: Employ questions and tasks, both oral and written that are text specific and reflect the standards.	Core Action 2: Employ questions and tasks, both oral and written that are text specific and reflect the standards.
<ul style="list-style-type: none"> • Questions and tasks address the text by attending to its particular structure(s), concepts, ideas, and details. 	<ul style="list-style-type: none"> • Build on and expand knowledge about how a text ELLs are reading is structured and different from other texts they have studied.
<ul style="list-style-type: none"> • Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses. 	<ul style="list-style-type: none"> • Simplify wording of questions without diminishing the cognitive demand of the question (e.g. What does the author tell us about how this historical event affects Mexico today? “...how Mexico changed because of the Aztec period?”) • Strategically use tools—short videos (less than 5 minutes), visuals, models and graphic organizers—to anchor instruction in a common shared experience and help students make sense of content. • Use a clear set of instructional routines that support students as they generate and organize their ideas for writing and research (e.g., move from partner discussion to notes to graphic organizers to paragraphs, and finally to independent writing of compositions).
<ul style="list-style-type: none"> • Questions and tasks attend to the words (academic vocabulary), phrases and sentences within the text. 	<ul style="list-style-type: none"> • Concentrate on a small set of academic vocabulary in a given text that are central to its meaning and used frequently for in-depth instruction over the course of several lessons and through multiple modalities: <ul style="list-style-type: none"> ○ Provide ELL student-friendly definitions of the target academic words that include connotations and apply these definitions to the context of the text. ○ Explicitly clarify and reinforce the definitions using examples, non-examples, and concrete representations. ○ Provide opportunities for ELLs to respond to questions where they have to show their understanding of subtle differences in usage and meaning especially of multiple meaning words ○ Facilitate structured discussions to increase opportunities for ELLs to talk about academic words. ○ Require ELLs to use the target academic words in their writing activities. ○ Engage ELLs in activities (crosswords, charades, sketching, and drawing to represent word meanings) that will increase exposure to and experiences with the word. • Teach word-learning strategies to help students independently figure out the meaning of words, including attending to context clues, word parts, true cognates, words as different parts of speech, and rewriting sentences using different forms of root words. • Use language, gestures, and visual to clarify words’ meanings. • Provide regular practice deconstructing complex sentences and syntax (e.g., focus on juicy sentences).

	<ul style="list-style-type: none"> • Focus readers’ attention on meaning-critical grammatical structures and word-learning strategies and how those might compare with how grammar is used to make similar meaning in students’ first languages. • Focus on the extensive use of reference chains where the same people, things, or events are linked throughout a text using pronouns. • Focus on language and grammar in conjunction with, and in the service of, meaningful academic work.
<ul style="list-style-type: none"> • Questions are sequenced to build knowledge by guiding students to delve deeper into the text and graphics. 	<ul style="list-style-type: none"> • Structure questions and tasks to facilitate focused and targeted student discussions on the content under study through prompts and fast-paced engaging activities. • Teach ELLs in an explicit, systematic manner, using ample modeling and think-alouds to depict how to complete each instructional task.
Core Action 3: Provide all students with opportunities to engage in the work of the lesson.	Core Action 3: Provide all students with opportunities to engage in the work of the lesson.
<ul style="list-style-type: none"> • The teacher keeps all students persevering with challenging tasks. Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing. 	<ul style="list-style-type: none"> • Provide additional instruction in small groups consisting of three to five ELLs who are struggling with language and literacy to practice newly acquired skills, such as using new vocabulary words and summarizing small portions of text. • Provide ELLs with daily opportunities to talk about content in pairs or small groups, anchored around topics present in the text(s). • Give ELLs a chance to think about content, practice what they have learned, and receive feedback <i>before</i> working with and contributing to whole class discussions. • Allow ELLs to collaborate in their home languages as they work on tasks to be completed in English. • Present directions and tasks orally and visually; repeat often; and ask students to rephrase.
<ul style="list-style-type: none"> • The teacher expects evidence and precision from students and probes students’ answers accordingly. Students habitually display persistence in providing textual evidence to support answers and responses, both orally and in writing. 	<ul style="list-style-type: none"> • Rephrase questions to give ELLs access. • Include listening comprehension activities designed to help ELLs to arrive at a reasonable interpretation of extended discourse, rather than to process every word literally. • Expect precision on content while allowing room for non-native, imperfect or developing English language usage. • Conduct frequent checks on ELLs’ understanding and provide immediate corrective feedback.
<ul style="list-style-type: none"> • The teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle. Students persevere in solving questions and tasks in the face of initial difficulty. 	<ul style="list-style-type: none"> • Allow ELLs to use native language to process content, language and text before responding in English. • Consistently provide ELLs with rehearsal time in linguistically similar small groups or pairs (and in heterogeneous levels of language proficiency if possible) so students get more listening and speaking opportunities and build confidence before participating in whole class discussions.
<ul style="list-style-type: none"> • The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently. 	<ul style="list-style-type: none"> • Strategically use tools—short videos, visuals and graphic organizers—to anchor instruction and help students make sense of content.

<p>When appropriate, students demonstrate progress toward independence in reading and writing.</p>	<ul style="list-style-type: none"> • Use a set of instructional routines that support students as they generate and organize their ideas for writing and research (e.g., move from partner discussion to notes to graphic organizers to paragraphs, and finally to independent writing of compositions). • Provide language-based supports such as glossaries, word banks, sentence frames, and graphic organizers to facilitate ELLs’ entry into and development of writing. • Initially, model and provide think-alouds often to help students, but over time perform them less often, allowing ELLs more opportunities to think aloud their reasoning independently.
<ul style="list-style-type: none"> • When appropriate, the teacher explicitly attends to strengthening students’ language and reading foundational skills. Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade level fluency and skill. 	<ul style="list-style-type: none"> • Teach students to turn questions around and use them as their sentence starters. <ul style="list-style-type: none"> • Provide text-specific sentence starters for ELLs to use, such as: <ul style="list-style-type: none"> • “What this means to me is...” • “I think this represents...” • “The idea I am getting is...” • So the big idea is... • “A conclusion I am drawing is... “ • “...and many more.” • “I like the opening sentence/paragraph because _____,” • “In this paragraph the author has clearly explained that _____,” • and “An idea I have to make it stronger is _____” • For ELLs who struggle with basic foundational reading skills, spend time not only on those skills but also on vocabulary development and listening and reading comprehension strategies. • Focus on sounds in English that do not appear in student’s home language to help students make and practice those sounds.

*** Beyond the Lesson Discussion Questions for Science and Technical Subjects**

Discussion Questions	Suggestions for ELLs
<ul style="list-style-type: none"> Why was this text/resource selected for today's lesson? Is this text one of a sequence of texts designed to build knowledge? Please explain. 	<ul style="list-style-type: none"> Choose brief complex, content-rich informational texts that: <ul style="list-style-type: none"> Are brief, interesting, and engaging for ELLs. Connect to a given unit of study and build ELLs' knowledge of a topic. Provide sufficient detail and examples for ELLs to be able to comprehend the passage. Contain ideas that can be discussed from a variety of perspectives. Read informational texts that focus on one conceptually connected topic at a time (avoid jumping quickly from topic to topic) since the concreteness supports language proficiency and vocabulary and knowledge development. Offer readers more accessible texts (including those in a students' L1) in preparation for reading more complex texts on the topic.
<ul style="list-style-type: none"> What content knowledge are students expected to gain from reading this sequence of resources? 	<ul style="list-style-type: none"> Provide essential supporting information prior to reading the instructed text that cannot be learned from careful reading of the text.
<ul style="list-style-type: none"> Beyond this lesson, what steps have been taken to ensure that students are reading a range and volume of informational texts as recommended by the CCSS? 	
<ul style="list-style-type: none"> What steps have been taken to ensure students are given frequent opportunities to read independently and engage with a high volume of texts? How are students held accountable for reading independently? 	
<ul style="list-style-type: none"> Beyond this lesson, what steps have been taken to ensure all students are reading texts of increasing complexity with increasing independence over the course of the year? 	<ul style="list-style-type: none"> Use readers or Read&Write for Google Chrome for ease of access to online dictionaries.
<ul style="list-style-type: none"> How are students monitored as they progress toward being able to read and comprehend grade-level and informational texts independently and proficiently? 	
<ul style="list-style-type: none"> How are all students supported in working with grade-level text? What scaffolds are provided for students who are reading below grade level? What opportunities are provided for students who are reading above grade level to engage more deeply with the content? 	<ul style="list-style-type: none"> With full length or independent reading, make e-copies and recordings available. Read complex text aloud as the first read. Pre-read the text to ELLs prior to the classwide instruction, chunking text more significantly/shorter chunks. Use a variety of in-text (highlighting and annotating) and out-of-text (graphic organizer, colored paper) tools to navigate the text and organize their understanding.

<ul style="list-style-type: none"> • How are students increasingly taking charge of writing tasks expected by the grade level standards? 	<ul style="list-style-type: none"> • Give students access to graphic organizers to complete collaboratively as precursor to writing assignments. • Prior to drafting an extended written piece, engage students in a small-group discussion so that they can work together to brainstorm and organize ideas. • Provide mentor texts when asking students to write unfamiliar writing genres or forms and explicit lessons that focus on language and text structures (e.g., transitions and linking phrases). • Institute well established and predictable instructional routines for writing that are research based (e.g. color coding evidence to sort it easily into categories such as good/bad = pro/con; visual aids and anchor charts posted around the room). • Provide students with substantive feedback on ELLs’ writing based on the lesson’s or the week’s instructional objective at multiple points during the writing process; feedback is constructive and followed by further opportunities for practice (e.g., if lesson’s instructional objective is to have students write a compelling argument, then provide specific feedback on the ideas rather than on spelling, grammar or punctuation). • Group students together and have them read each other’s work, giving them the opportunity to report on each other’s ideas and provide feedback when appropriate.
<ul style="list-style-type: none"> • Beyond this lesson, what steps have been taken to ensure that student writing tasks reflect the range of tasks recommended by the CCSS? 	<ul style="list-style-type: none"> • Attend to the fact that some writing skills are affected by students’ cultural and linguistic backgrounds that may not align with those of standards (e.g., understanding counter-arguments, linear path to argument). • Maximize the use of ELLs’ existing linguistic and cultural resources by ensuring that students have meaningful ideas to write about. • Anchor writing assignments in content to create meaningful opportunities to communicate rather than to complete mechanical text production exercises. • Allow ELLs to use their home languages or varieties of language during the writing process, including working and talking in pairs.
<ul style="list-style-type: none"> • What steps have been taken to ensure students regularly conduct both short and more sustained research projects? 	<ul style="list-style-type: none"> • Maximize the use of ELLs’ existing linguistic and cultural resources by ensuring that students have meaningful ideas to research. • Anchor research assignments in content to create meaningful opportunities to communicate rather than to complete mechanical text production exercises. • Allow ELLs to use their home languages or varieties of language during the research process, including working and talking in pairs.

English Language Development Progressions

[The English Language Development Progressions \(ELDP\)](#) align with research about stages of language and literacy development and reflect the linguistically diverse population of Montgomery County Public Schools. The ELDP can and should be used by ESOL teachers and content area teachers with ELLs. Teachers can use the ELDP to develop literacy and language in academic settings within their content area.

ESOL teachers should refer to the ELDP to ensure instruction accelerates language development and student agency. The ELDP provides a research based guide of appropriate **scaffolding** at different levels with the goal of developing student independence.

The ELDP focus specifically on the needs of English Language Learners. The ELDP are aligned with the emerging research that has called for the integration of content and language in new language development (Chamot, 2009; Coyle, Hood, & Marsh, 2010; Echevarria, Vogt, & Short, 2012). The idea behind integrating content and language is that new language development happens most successfully when learners are engaged in authentic content-specific tasks from the very beginning of their exposure to the new language. That is, when provided appropriate scaffolding, language learners can start developing language for academic purposes at the same time that they are developing basic communication skills in their new language (Walqui & Heritage, 2012). In order to demonstrate the trajectory of learning language and content, the ELDP identify five levels of WIDA’s progressions (Entering, Emerging, Developing, Expanding, and Bridging). The five levels of language progressions demonstrate a trajectory of language learning and teaching. It should be emphasized that students at all five levels are expected to work with the same grade level texts. At the entering level of the ELDP, grade level texts are heavily scaffolded (e.g. pre-identified words, graphic organizers, option to use home language, etc.). This scaffolding is temporary assistance by which a teacher or peer helps a learner accomplish a task in their “zone of proximal development” (Vygotsky, 1978), the gap between what students can do independently and what they can do with supports implemented by a skilled expert (Gibbons, 2002). The performance indicators at the entering level have scaffolding explicitly built into them because students who are very new to the language will need such supports to engage with grade level texts. Gradually, these scaffolds are removed from the performance indicators. Thus, the ELDP demonstrate that with appropriate supports all learners can engage meaningfully with grade level text to meet the expectations of the MCCRS, rather than working with simplified texts or lower level texts. The difference between the levels is not with the complexity of the text or rigor of the content, but instead with the amount of scaffolding provided for students to access the grade level text that all students work with.

The ELDP were developed by National Advisory Group of ELL experts. The ELDP follow the lead of the Framework for English Language Proficiency issued by of the Council of Chief State Schools (2012), by organizing language into receptive (listening and reading) and productive (speaking and writing) functions within the modalities of oracy (oral skills) and literacy (written texts). The division into receptive and productive language functions allows for a more integrated approach to language development. Students just beginning to learn a language have limited oral and written receptive or productive skills in the new language. Therefore, they have to develop both receptive competencies in oral language (listening) and written language (reading), while also needing to develop productive competencies in oral language (speaking) and written language (writing). Instruction for these students must include all four components of language (listening, speaking, reading, and writing). Organizing language development as productive and receptive ensures the integration of the four components of language and emphasizes that students who are new to a language do not need to first develop oral language before being exposed to written language.