EL Class Report

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Attendance, Placement, and Assessment

Student attendance at the onset of the school year was sparse and sporadic at best. This was due to the ELPAC not being administered to students in the spring because of the COVID closure. Without the 2019-20 ELPAC scores, ELs could not be directly placed in the EL course. As a result the EL Coordinator placed students into the course using past ELPAC scores, EL status, grades, home surveys, and other indicators for language needs. Upon entering the course students were administered a simplified version of the ELPAC by the EL instructor to informally assess their EL level and language proficiency.

The placing of students occupied the first month of the school year. Having students regularly attend the course with promptings, phone calls, emails, and reminders after placement took another two weeks. Within that two week time frame students were informally assessed by the EL instructor. Within that time the class numbers fluctuated.

Once schedules were solidified with students, and students became accustomed to their schedule, the class began in earnest with 5 students. One student is chronically absent and has yet to attend any class sessions. Attendance by the other four students has been continuous with few exceptions.

Effects of Distance Learning

Distance learning has created many challenges for students and teachers alike, especially within the EL classroom. Ideal instruction strategies for ELs is direct instruction in reading, writing, listening, and speaking skills. Though in person direct instruction is not possible at the time, the small class size allows for virtual "direct" instruction. For example, when a task is assigned, the EL instructor speaks to each student individually about the assignment and makes any necessary accommodations and modifications

Participation

Given the small class size and nature of the material (i.e. speaking and listening) a lack of participation has not been an issue, save for the one student who has yet to attend class as of 2/2/21. Students actively participate, answer questions, and complete work in class. There is no homework in the EL course. To ensure that students are completing work in class, I ask students to share their assignments with me via Google Docs so that I can monitor their progress in real time. Khan Academy, which we utilize for grammar, allows me to monitor student progress in the same manner.

Student Profiles and Proficiency Progress

11208

11208 is in 12th grade, and though verbally fluent in English, struggles with writing and listening. 11208's areas of growth are paragraph formation, flow of ideas, continuity of those ideas, subject-verb agreement, grade appropriate vocabulary, and syntax. Student's verbal communication has shown improvement over the semester with front loaded questions for content questions, especially with our TED Talk quizzes. Student has shown steady improvement with grammar as evidenced by Khan Academy and student's writing has shown modest improvements as well. 11208 is Hispanic in a bilingual household. English is the dominant language spoken in the household.

10560

10560 has yet to attend class.

11593

11593 is a 9th grade Chinese citizen living with her mother in both Walnut and the High Desert area. 11593 has had extensive training in English which is evident in her sentence structure, vocabulary, and retention. This is especially impressive given the vastly different grammatical, atonal, and semantical structure between Mandarin and English. However, student still has some difficulty with syntax, subject-verb agreement, and clause structure. Student continues to expand her vocabulary by seeking out 11th-12th grade reading material on her own. Student has completed a substantial amount of Khan Academy in her previous school settings. Student is bilingual. Mandarin is the primary language spoken at home.

11470

11470 is in 9th grade and is SPED and an EL. Because of this, nailing down this student's understanding of course material can be difficult. Without providing specifics, student has difficulties forming letters into words, though phonics is not an area of concern. Thus, the student struggles with language acquisition and comprehension on multiple levels. Student's writing, however, is far better than student's reading. With guidance and verbal cues from the instructor, the student is able to persevere through assignments and tasks. Student has excellent listening comprehension, though student's speaking can need prompting as well. Grammar, syntax, comprehension, and idea cohesion are areas of growth for 11470. Student is Hispanic in a bilingual household in which Spanish is the primary language spoken.

11532 is in 11th grade and is SPED and an EL. Like 11470, identifying the student's exact understanding is difficult because 11532's learning needs and language acquisition are entwined. Student struggles with decoding and reading comprehension and in writing grammatically sound sentences. Student also has difficulty in listening for meaning as well and conveying that meaning verbally. Student is Hispanic and bilingual. Primary language spoken in the household is unknown.

Guardian Communication

Continuous communication with guardians has been sparse because of language barriers, and emails and phone calls not being returned. Despite this, I have spoken to the guardians of the four students that attend class regularly on at least two occasions each with the student acting as translator. All parents share a concern for their student's learning during these trying times.

Curriculum Design

Reclassifying Support

<u>Overview</u>

Reclassifying support for ELs is accomplished through a rigorous and inclusive curriculum that can be adjusted and accommodated to meet the needs of those students. The goal of Encore's EL course is to provide students the tools and foundation necessary to advance students across the EL levels, whatever their entry level may be. This is accomplished by closely aligning the contents of the ELPAC (i.e. listening, speaking, reading, and writing) with the 9-12th ELD standards, while making accommodations for assignments and assessments for emerging, bridging, and expanding.

Given that Encore's EL program incorporates the ELPAC, ELD, and the bands of the emerging, bridging, and expanding, no single unit, strategy, tool, or assessment can accurately represent how these are combined and implemented. Below I will elaborate on our curriculum to illustrate how these three elements work together.

The first step in meeting the needs of our EL students was identifying areas of knowledge and skills that can help insure EL growth and academic success.

Areas of Knowledge and Skills

When considering the diverse needs for academic success among ELs, one must consider not only a student's EL level, but also their course load and the skills required to succeed in those courses. Thus, Encore's EL course content must be varied so that it can enforce skills required for academic success while fostering language acquisition and knowledge.

Thus the course has been built around several thematic units that focus on areas of knowledge and skills that can be scaled up or down according to level and bands of each EL. Below is a list of such units. They are presented here in no particular order:

- Problem-Solution Unit
- TED Talks and Speech Delivery Unit
- Continuous Vocabulary Unit
- Role Model Unit
- Writing Emails and Letters Unit
- Literature Unit
- Interacting with Grammar Unit
- Grammar Unit
- History of English Unit

Each of these units focuses on several overlapping skills that are "spiraled" rather than scaffolded for student learning (i.e. content is continually revisited and reinforced). Below is a list of content skills with each unit:

- Problem-Solution Unit
 - Annotating
 - Connecting ideas
 - Researching
 - Critical thinking
 - Class debate
 - Identifying causal relationships
 - Peer review
 - Presenting
- TED Talks and Speech Delivery Unit
 - Actively listening
 - Collaboration
 - Delivering speeches
 - Applying rhetorical terms
 - Persuasive, narrative, and informative writing and speaking
- Continuous Vocabulary Unit
 - Language acquisition
 - Applying vocabulary
- Role Model Unit
 - Nonfiction reading
 - Correspondence Norms
- Writing Emails and Letters Unit
- Rhetoric
- Literature Unit:
 - Literary analysis (graphic novels, audiobooks, or Lexile score specific texts)
- Interacting with Grammar Unit
 - Applied grammar
 - Elements of grammar
- History of English Unit
 - Basic etymology.

The skills in these units are built with assignments and assessments that meet the elements of the ELPAC and the ELD standards 9-12. Several unit guides that specify the ELPAC and ELD application in building these skills can be found at the end of this document.

Structural Course Elements

Like other courses, warmups and exit activities are beneficial for student learning. Such activities, however, are essential for ELs benefit from being primed for their day's activities and by being provided time to reflect on their learning. Other than warmups that pertain to the specific unit content, warm ups also include MadLibs, Cloze passages, incomplete word charts, or TED ED videos to be discussed as a class. At the end of each class students are provided time to share what they learned that day.

All written assignments are also edited by the instructor and given back to students for revisions. No assignments are accepted without revision.

Level 1 and 2

The limited English of level 1 and some level 2 students makes the completion of the above activities and units extremely difficult. For this reason, level 1 and some level 2 students are provided an alternative curriculum where completing the above coursework would not be feasible. Level 1 students are given direct instruction by the teacher in the form of vocabulary acquisition, conversation modeling, and sentence structuring. This is accomplished by using vocabulary flashcards, practical vocabulary acquisition, and picture-word inductive models. Students have conversations modeled to engage with the day's activities with other students so that they are included in the day's activities.

Time for direct instruction is provided to level 1 and 2 students during independent practice by levels 2-4 students.

Resources

Curriculum Design and Content:

- Ferlazzo, Larry, and Katie Hull-Sypnieski. *The ESL/ELL Teacher's Survival Guide Ready-to-Use Strategies, Tools, and Activities for Teaching English Language Learners of All Levels.* Jossey-Bass, 2012.
- Gibbons, Pauline. *English Learners, Academic Literacy, and Thinking: Learning in the Challenge Zone*. Heinemann, 2009.
- Grant, Carl A., and Maureen Gillette. *Learning to Teach Everyone's Children: Equity, Empowerment, and Education That Is Multicultural.* Thomson/Wadsworth, 2006.
- Kress, Jacqueline E. The ESL/ELL Teacher's Book of Lists. Jossey-Bass, 2008.
- *Learning by Doing*. Solution Tree Press, 2016.
- McAndrew, Donald A., and Thomas J. Reigstad. *Tutoring Writing: a Practical Guide for Conferences*. Boynton/Cook Publishers, 2008.

Electronic Resources and Tools:

- Khan Academy
- Pixton
- Google Classroom
- Remind

- Socrative
- Kahoot
- TED Talks and TED ED.

Monitoring and Tracking Goals

The comparison of practice ELPAC scores serves as the course's primary means of monitoring and tracking student growth. In addition to the state's ELPAC scores, students are given a practice ELPAC and scored at the beginning of the semester. Students later revisit this same practice ELPAC and test again assessed for improvements in those scores. This practice ELPAC is administered at the beginning and end of each semester, one practice test per.

EL Coordinator and EL Instructor

The EL Coordinator and EL instructor meet bimonthly to review ELs progress in other classes, further accommodations that can be made, and any additional support students may need.

Students have covered the following units thus far:

- Problem-Solution Unit
 - In this unit students identified a local issue and conducted informal research to better understand the causes and effects of that problem. Students then were tasked with finding a solution to that problem through multiple think-pair-share activities.
- TED Talks and Speech Delivery Unit (In the process of completing)
 - Over the course of this unit students have watched eight TED talks with multiple choice comprehension questions at the end of each video. Questions are read to the students and answered together as a class.
 - Students then have the following questions divided amongst them to verbally respond to
 - What is the implicit message of the speech?
 - What is the explicit message of the speech?
 - How did the speaker use language to support his or her ideas? For example what details or evidence supported the speaker's purpose?
 - How did the speaker use his or her vocabulary to support his or her specific purpose? Were there specific terms or phrases that were used?
 - Students conclude this unit by writing and delivering a speech after taking Cornell Notes on Speech Delivery and speech types (persuasive, narrative, and descriptive). Prior to this students analyze the Challenge Speech given by President Regan as it relates to the Speech Delivery presentation.
- Continuous Vocabulary Unit (Continuous)
 - Over the course of this unit students have organically identified words that they may be unfamiliar with or words that they choose to revisit and commit to memory.
 - The goal of this unit is for students to add new words to their vocabulary. This also allows students to take ownership of his or her learning.
 - Student selected vocabulary is meant to be given twice a month
 - Students have selected 10 words at a time and write each 5 times. Students then wrote definitions and used each word in a sentence.
 - I then made a quiz for each student to be given during class time and not on the allotted Friday testing time.
- Role Model Unit
 - Over the course of this brief unit students have drafted, rewritten, and "sent" a letter to their role models.
 - Students have examined example letters for tone, content, and audience
 - The goal of this unit was for students to interact with language in a meaningful and productive manner.
- Grammar Unit (Continuous)

• Grammar is taught via Khan Academy. Students have completed nouns and verbs and are in the process of completing pronouns.

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Unit Samples

	FIDAC C 1	
Unit: TED Talks and Speeches	ELPAC: Speaking, Listening, Reading Writing	ELD Standards 9-12th Grade
Unit: TED Talks and Speeches:		Standards for reference:
Over the course of this unit		
students will listen to a number		Part I: Interacting in Meaningful Ways
of speeches on TED with		<u>A. Collaborative</u>
comprehension questions included. Levels of the TED		1. Exchanging information and ideas with others through oral collaborative discussions on a range of
talks will depend on Expanding		social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative
or Bridging status of students		technology and multimedia)
and both levels are available to		3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
students.		4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
Each class will begin with a		<u>B. Interpretive</u>
Mad Lib and end with a Daily		5. Listening actively to spoken English in a range of social and academic contexts
Reflection.		6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is
Each lesson is curtailed to		conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or
Emerging, Expanding, and		evidence depending on modality, text type, purpose, audience, topic, and content area
Bridging ELD bands.		8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes
		(to ex-
Students will also analyze types		plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content
of speeches and deliver their		area
own speech in front of the		
class.		<u>C. Productive</u>
		9. Expressing information and ideas in formal oral presentations on academic topics10. Writing literary and informational texts to present, describe, and explain ideas and information, using
		appropriate technology
		11. Justifying own arguments and evaluating others' arguments in writing
		12. Selecting and applying varied and precise vocabulary and other language resources to effectively
		convey ideas
		Part II: Learning About How English Works
		<u>A. Structuring Cohesive Texts</u>
		 Understanding text structure Understanding cohesion
		2. Understanding conesion
		B. Expanding and Enriching ideas
		3. Using verbs and verb phrases
		4. Using nouns and noun phrases
		5. Modifying to add details
		C. Connecting and Condensing Ideas 6. Connecting Ideas
		7. Condensing Ideas.
How to Take Cornell Notes		C. Connecting and Condensing Ideas
		7. Condensing Ideas.
	S: R:	
	L: W:Z	1
	L: W: Z	
Speech Notes	<u></u>	B. Expanding and Enriching ideas
	S: 🗹 R:	3. Using verbs and verb phrases
	5. m	4. Using nouns and noun phrases
	L: 🗹 W:	
		C. Connecting and Condensing Ideas
		7. Condensing Ideas.
Activity 1: Applying Speech		A. Collaborative
Types	S: R:	3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
	5. K.	C. Draduativa
	L: 🛛 W: 🗹	C. Productive 11. Justifying own arguments and evaluating others' arguments in writing
		11. Justifying own arguments and evaluating others arguments in writing

			Τ
TED Talk Intermediate 1/How			B. Interpretive
to believe in yourself: Jim Cathcart at TEDxDelrayBeach	S:	R:	 5. Listening actively to spoken English in a range of social and academic contexts 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
	L:1	W: 🗹	8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex-
			plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
TED Talk Intermediate 2/Why			B. Interpretive
you should make useless things Simone Giertz	S:	R:	5. Listening actively to spoken English in a range of social and academic contexts7. Evaluating how well writers and speakers use language to support ideas and arguments with details or
	L:🗹	W:⊠	evidence depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex-
			(lo ex- plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
TED Talk Intermediate 3/The			B. Interpretive
psychology of self-motivation Scott Geller	S:	R:	 5. Listening actively to spoken English in a range of social and academic contexts 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
	L:	W:₽	8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex-
			plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
TED Talk Intermediate 4/Tom		1	B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts
Wujec demos the 13th-century astrolab	S:	R:	 Listening actively to spoken English in a range of social and academic contexts Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
	L: 🗹	W: 🗹	8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex-
			plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
TED Talk Advanced 1 What			<u>B. Interpretive</u>
Makes a Good Life? by Robert Waldinger	S:	R:	 5. Listening actively to spoken English in a range of social and academic contexts 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
	L:	W:₽	8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex-
			plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
TED Talk Advanced 2 How to speak so that people want to		1	<u>B. Interpretive</u> 5. Listening actively to spoken English in a range of social and academic contexts
listen Julian Treasure	S:	R:	 Exclusioning actively to spoken English in a range of social and academic contexts Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
	L:1	W: 🗹	8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex-
			plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
TED Talk Advanced 3 Your body language may shape who you are Amy Cuddy	S:	R:	 <u>B. Interpretive</u> 5. Listening actively to spoken English in a range of social and academic contexts 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or
you are Amy Cuddy	L:	W:	7. Evaluating now well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes
			(to ex- plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content
			area
Activity # 2 President Reagan's Challenger Speech, 1986 and Discussion Questions	S:	R:	A. Collaborative 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
	L:1	W: 🗹	<u>C. Productive</u> 11. Justifying own arguments and evaluating others' arguments in writing
	L		1
			A. Collaborative
Activity #3 Informative, Persuasive, and Narrative			1. Exchanging information and ideas with others through oral collaborative discussions on a range of

	-		
	L:	W:	
Activity #4 Creating and			A. Collaborative
Delivering Your Speech	S:☑	R:	4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
	L:🗹	W:	
Activity #5 Create an Outline,			A. Collaborative
Write Your Speech	S:	R:	4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
	L:	W: 🗹	<u>C. Productive</u> 9. Expressing information and ideas in formal oral presentations on academic topics
			 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 11. Justifying own arguments and evaluating others' arguments in writing 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas
Deliver Speech	S:	R:	A. Collaborative 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
	L:	W:	 <u>C. Productive</u> 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 11. Justifying own arguments and evaluating others' arguments in writing 12. Selecting and applying varied and precise vocabulary and other language resources to effectively
Activity 11: Speech Reflection			convey ideas
			•

Unit: How to Write Emails	ELPAC: Speaking,	ELD Standards 9-12th Grade
	Listening, Reading Writing	
Unit: How to Write Emails		Standards for reference:
The purpose of this unit is to introduce students to adaptive and formal language in their everyday communication. Students will write, analyze, and edit emails to teachers across a variety of scenarios.		 Part I: Interacting in Meaningful Ways <u>A. Collaborative</u> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
		 <u>B. Interpretive</u> 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex-plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
		 <u>C. Productive</u> 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 11. Justifying own arguments and evaluating others' arguments in writing 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas
		Part II: Learning About How English Works <u>A. Structuring Cohesive Texts</u> 1. Understanding text structure 2. Understanding cohesion
		 <u>B. Expanding and Enriching ideas</u> 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details
		C. Connecting and Condensing Ideas 6. Connecting Ideas 7. Condensing Ideas.
Activity #1: Introduce Yourself	S: R: L: W:☑	 <u>A. Collaborative</u> 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
Activity #2: Proper Email Etiquette Video Response	S: R: L:Ø W:Ø	B. Interpretive 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
Activity #3 Ella's Email Discussion Questions	S:Ø R:Ø	B. Interpretive
	L: 2 W:	 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex-
		plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

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Activity #4: Further Proper Email Etiquette Video Response			B. Interpretive
	S:	R:	7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
	L: 🗹	W:☑	
Activity #5a:Compare the			B. Interpretive
Examples	S:	R: 🗹	6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is
	L:	W: ⊠	conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
Activity #5b:Compare the			
Examples Questions	S:	R ⊠ :	
	L:	W: 🗹	
Activity #6a: Scenario Emails			A. Collaborative
	S:	R: ⊠	2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)
	L:	W: 🗹	4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
			C. Productive 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas
			A. Structuring Cohesive Texts 2. Understanding cohesion
Activity #6b: Scenario Emails Rubric			
Kubric	S:	R:⊠	
	L:	W: ⊘	
Activity #7: Revisiting Your			A. Collaborative
Email	S:	R:⊠	2. Interacting with others in written English in various communicative forms (print, communicative
	L:	W:☑	 technology and multimedia) Adapting language choices to various contexts (based on task, purpose, audience, and text type) <u>C. Connecting and Condensing Ideas</u>
			6. Connecting Ideas

Unit: Continuous Vocabulary	ELPAC: Sp	eaking,	ELD Standards 9-12th Grade
	Listening, R Writing	leading	
Unit 1: Over the course of this			For reference:
unit students will organically identify words that they may be	S:	R:☑	Part I: Interacting in Meaningful Ways
unfamiliar with or words that they choose to revisit and commit to memory. The	L:	W: 🗹	B. Interpretive
student selection of words is meant to have students add new			8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex-
words to his or her vocabulary. This also allows students to			plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
take ownership in his or her learning.			C. Productive 12. Selecting and applying varied and precise vocabulary and other language resources to effectively
Student selected vocabulary is meant to be given twice a month or as needed.			convey ideas
Students will select 10 words and write each 5 times. Students will also write out the definition and use each word in a sentence.			
Student will be advised to visit various news outlets to find words organically.			

Unit: Role Models	ELPAC: Speaking,	ELD Standards 9-12th Grade
	Listening, Reading	
	Writing	
Unit: Role Models		Standards for reference:
Over the course of this brief unit students will draft, rewrite, and send a letter to their role models. Students will examine example letters for their tone, content, and meaning. The goal of this unit is to have students interact with language in a meaningful and productive		 Part I: Interacting in Meaningful Ways <u>A. Collaborative</u> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) B. Interpretive
manner.		5. Listening actively to spoken English in a range of social and academic contexts
		 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or
		evidence depending on modality, text type, purpose, audience, topic, and content area

			8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex- plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
			 <u>C. Productive</u> 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 11. Justifying own arguments and evaluating others' arguments in writing 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas
			Part II: Learning About How English Works A. Structuring Cohesive Texts 1. Understanding text structure 2. Understanding cohesion
			 <u>B. Expanding and Enriching ideas</u> 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details
			C. Connecting and Condensing Ideas 6. Connecting Ideas 7. Condensing Ideas.
Activity #1 Aspect of Your Role Model	S:	R:	<u>C. Productive</u> 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
	L:1	W:₽	12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas
Activity #2: How to Write a Letter	S:	R:	B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts
	L:2	W: ⊘	
Activity #3: Examining a Letter	S:1	R: 🗹	B. Interpretive 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
	L:	W:	8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex- plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content
Activity #4 Writing About and			area
To Your Role Model Project	S:	R:	<u>A. Collaborative</u> 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
	L:	W:⊠	C. Productive 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 12. Selecting and applying varied and precise vocabulary and other language resources to effectively
			convey ideas
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2. Understanding cohesion B. Expanding and Enriching ideas 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details C. Connecting and Condensing Ideas 6. Connecting Ideas 7. Condensing Ideas. Vnit 1 Extra Materials: No. Activity #1: How to Annotate Text S: R: ☑ Part II: Learning About How English Works A. Structuring Cohesive Texts 1. Understanding text structure			
B. Expanding and Enriching ideas 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details C. Connecting and Condensing Ideas 6. Connecting Ideas 7. Condensing Ideas. Unit 1 Extra Materials: No. Activity #1: How to Annotate Text S: R: ☑ Part II: Learning About How English Works A. Structuring Cohesive Texts 1. Understanding text structure			
3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details C. Connecting and Condensing Ideas 6. Connecting Ideas 6. Connecting Ideas 7. Condensing Ideas. Unit 1 Extra Materials: No. Activity #1: How to Annotate Text S: R: ☑ Part II: Learning About How English Works A. Structuring Cohesive Texts 1. Understanding text structure			
3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details C. Connecting and Condensing Ideas 6. Connecting Ideas 6. Connecting Ideas 7. Condensing Ideas. Unit 1 Extra Materials: No. Activity #1: How to Annotate Text S: R: ☑ Part II: Learning About How English Works A. Structuring Cohesive Texts 1. Understanding text structure			B. Expanding and Enriching ideas
4. Using nouns and noun phrases 5. Modifying to add details C. Connecting and Condensing Ideas 6. Connecting Ideas 6. Connecting Ideas 7. Condensing Ideas. Unit 1 Extra Materials: No. Activity #1: How to Annotate Text S: R: ☑ Part II: Learning About How English Works A. Structuring Cohesive Texts 1. Understanding text structure			3. Using verbs and verb phrases
Unit 1 Extra Materials: No. 5. Modifying to add details C. Connecting and Condensing Ideas 6. Connecting Ideas 7. Condensing Ideas. 7. Condensing Ideas Unit 1 Extra Materials: No. Part II: Learning About How English Works Activity #1: How to Annotate Text Fart II: Learning About How English Works S: R: 🗹 I. Understanding text structure			4. Using nouns and noun phrases
Unit 1 Extra Materials: No. Activity #1: How to Annotate Text S: R: Z Part II: Learning About How English Works A. Structuring Cohesive Texts 1. Understanding text structure			
6. Connecting Ideas 7. Condensing Ideas. Unit 1 Extra Materials: No. Activity #1: How to Annotate Text S: R: 🗹 Part II: Learning About How English Works A. Structuring Cohesive Texts 1. Understanding text structure			
6. Connecting Ideas 7. Condensing Ideas. Unit 1 Extra Materials: No. Activity #1: How to Annotate Text S: R: 🗹 Part II: Learning About How English Works A. Structuring Cohesive Texts 1. Understanding text structure			C. Connecting and Condensing Ideas
Unit 1 Extra Materials: No. 7. Condensing Ideas. Activity #1: How to Annotate Text Part II: Learning About How English Works S: R: 🗹 A. Structuring Cohesive Texts 1. Understanding text structure			6. Connecting Ideas
Activity #1: How to Annotate Part II: Learning About How English Works Text S: R: 🗹 A. Structuring Cohesive Texts 1. Understanding text structure			
Activity #1: How to Annotate Part II: Learning About How English Works Text S: R: 🗹 A. Structuring Cohesive Texts 1. Understanding text structure	Unit 1 Extra Materials: No.	1	
Text Part II: Learning About How English Works S: R: 🗹 A. Structuring Cohesive Texts 1. Understanding text structure			
S: R: \square A. Structuring Cohesive Texts 1. Understanding text structure			
1. Understanding text structure		S- R-	
L: W:		5. K. V	1. Understanding text structure
		x	
		L: W:	
			1

Activity #2 Accessing Prior Knowledge			Part I: Interacting in Meaningful Ways
	S:1	R:	A. Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social
	L:	W: ⊠	and academic topics
			<u>B. Interpretive</u> 5. Listening actively to spoken English in a range of social and academic contexts
			C. Productive 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
Activity #3: Word Chart			Part I: Interacting in Meaningful Ways
	S:	R:☑	B. Interpretive 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
	L:	W:	C. Productive
			12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas
Activity #4: Problem Proposal			Part I: Interacting in Meaningful Ways
	S:☑	R:☑	<u>A. Collaborative</u> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of
	L:	W: 🗹	social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative
			technology and multimedia)
			3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
			 <u>B. Interpretive</u> 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is formed
			 <u>C. Productive</u> 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
Activity #5 Identifying Causes			Part I: Interacting in Meaningful Ways
	S:1	R:☑	A. Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social
	L:	W: ⊠	and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative
			technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
			 <u>B. Interpretive</u> 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is
			 <u>C. Productive</u> 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
Activity #6: Listening and	İ		Part I: Interacting in Meaningful Ways
Understanding	S:₽	R:	B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts 7. Evaluating how well writers and enablers use language to support ideas and arguments with details or
	L:	W: 🗹	7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
	1		

Activity#8: What Is Deforestation? Cloze Reading			Part I: Interacting in Meaningful Ways A. Collaborative
Deforestation? Clože Reading	S:	R:☑	4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
	L: 🗹	W: 🗹	Part II: Learning About How English Works
			A. Structuring Cohesive Texts
			1. Understanding text structure 2. Understanding cohesion
			B. Expanding and Enriching ideas
			 Using verbs and verb phrases Using nouns and noun phrases
Activity #9 Identifying Effects			Part I: Interacting in Meaningful Ways
	S: 🗹	R:☑	<u>A. Collaborative</u>
	L: 🗹	W: 🗹	1. Exchanging information and ideas with others through oral collaborative discussions on a range of social
			and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative
			2. Interacting with others in written English in various communicative forms (print, communicative technology
			and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
			5. One ring and justifying opinions, negotiating with and persuading others in communicative exchanges
			B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts
			6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is
			C. Productive
			9. Expressing information and ideas in formal oral presentations on academic topics
			10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
Activity #10: Class Debate,			Part I: Interacting in Meaningful Ways
Solutions	S: 🗹	R:	A. Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of
			social and academic topics
	L:1	W:	3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
			B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts
			7. Evaluating how well writers and speakers use language to support ideas and arguments with details or
			evidence depending on modality, text type, purpose, audience, topic, and content area
Activity #11 Identifying Solutions			Part I: Interacting in Meaningful Ways <u>A. Collaborative</u>
Solutions	S:☑	R:☑	1. Exchanging information and ideas with others through oral collaborative discussions on a range of
	L:🗹	W: ⊠	social and academic topics
			2. Interacting with others in written English in various communicative forms (print, communicative technology
			and multimedia)
			3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
			B. Interpretive
			5. Listening actively to spoken English in a range of social and academic contexts6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is
			C. Productive
			9. Expressing information and ideas in formal oral presentations on academic topics
			10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
Activity #12: Anagrams of	1	I	Part II: Learning About How English Works
Word Charts/Activity #12: Anagrams of Word Charts	S:	R: 🗹	B. Expanding and Enriching ideas 3. Using verbs and verb phrases
Answers			4. Using nouns and noun phrases

ſ	·		1
	L:	W:	
Activity 13# Communication			Part I: Interacting in Meaningful Ways
Log	S: 🗹	R:	 <u>A. Collaborative</u> <u>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</u> <u>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</u>
	L:1	W: 🗹	C. Productive
			9. Expressing information and ideas in formal oral presentations on academic topics Part II: Learning About How English Works
			<u>C. Connecting and Condensing Ideas</u> 6. Connecting Ideas
			7. Condensing Ideas.
Activity 14# Problem Solution Interview			Part I: Interacting in Meaningful Ways A. Collaborative
	S: 🗹	R: ⊠	 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges Adapting language choices to various contexts (based on task, purpose, audience, and text type)
	L:	W:	C. Productive
			9. Expressing information and ideas in formal oral presentations on academic topics
			Part II: Learning About How English Works C. Connecting and Condensing Ideas
			6. Connecting Ideas7. Condensing Ideas.
Final Project: Problem Solution Presentation		T	Part I: Interacting in Meaningful Ways A. Collaborative
	S: 🗹	R:☑	A. Conaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
	L:🗹	W: 🗹	2. Interacting with others in written English in various communicative forms (print, communicative technology
			and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
			 Adapting language choices to various contexts (based on task, purpose, audience, and text type)
			<u>B. Interpretive</u> 5. Listening actively to spoken English in a range of social and academic contexts
			<u>C. Productive</u> 9. Expressing information and ideas in formal oral presentations on academic topics
			11. Justifying own arguments and evaluating others' arguments in writing
			Part II: Learning About How English Works C. Connecting and Condensing Ideas
			6. Connecting Ideas 7. Condensing Ideas.
Example Final Presentation			Part I: Interacting in Meaningful Ways
			 <u>C. Productive</u> 9. Expressing information and ideas in formal oral presentations on academic topics 11. Justifying own arguments and evaluating others' arguments in writing
			Part II: Learning About How English Works C. Connecting and Condensing Ideas
			6. Connecting Ideas

Unit: Literature, The Alchemist	ELPAC: Speaking,	ELD Standards 9-12th Grade
(As Example)	Listening, Reading	ELD Standards 9-12th Grade
(As Example)	Writing	
Unit 1: <i>The Alchemist</i> has a	witting	For reference:
Lexile score of 910, which		To reference.
places it within the bands of		Part I: Interacting in Meaningful Ways
9-12 grade. The simple prose,		A. Collaborative
universal themes, and fairy		1. Exchanging information and ideas with others through oral collaborative discussions on a range of
tale-like quality of the story		social and academic topics
makes it an ideal work for an		2. Interacting with others in written English in various communicative forms (print, communicative
EL Course.		technology and multimedia)
		3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
This text and unit offers		4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
students many open ending		
writing opportunities and		B. Interpretive
chances for reflection and		5. Listening actively to spoken English in a range of social and academic contexts
analysis.		6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is
		conveyed explicitly and implicitly through language
The prose, which consists of		7. Evaluating how well writers and speakers use language to support ideas and arguments with details or
predominantly declarative sentences, offers easy		evidence depending on modality, text type, purpose, audience, topic, and content area
accessibility for applying basic		8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes
literary terms.		(to ex-
interary terms.		plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
Students will listen to an		alea
audiobook of the text while		C. Productive
also following along with the		9. Expressing information and ideas in formal oral presentations on academic topics
text.		10. Writing literary and informational texts to present, describe, and explain ideas and information, using
		appropriate technology
		11. Justifying own arguments and evaluating others' arguments in writing
		12. Selecting and applying varied and precise vocabulary and other language resources to effectively
		convey ideas
		Part II: Learning About How English Works
		<u>A. Structuring Cohesive Texts</u>
		1. Understanding text structure
		2. Understanding cohesion
		B. Expanding and Enriching ideas
		3. Using verbs and verb phrases
		4. Using nouns and noun phrases
		5. Modifying to add details
		C. Connecting and Condensing Ideas
		6. Connecting Ideas
		7. Condensing Ideas.
Unit 1 Extra Materials: No.		PDF of text provided
Activity #1: Pre Reading Guide		Part I: Interacting in Meaningful Ways
and Part 1 Questions.docx		<u>A. Collaborative</u>
	S: R: 🗹	2. Interacting with others in written English in various communicative forms (print, communicative
		technology and multimedia)
	L:2 W:2	3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
		1
I	J	

		B. Interpretive
		 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex-plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area Part II: Learning About How English Works <u>A. Structuring Cohesive Texts</u> 1. Understanding text structure
		 2. Understanding cohesion <u>C. Connecting and Condensing Ideas</u> 6. Connecting Ideas 7. Condensing Ideas.
Activity #2: Pre Reading Guide		Part I: Interacting in Meaningful Ways
Part 1 Continued.docx S:	R: 🗹	<u>A. Collaborative</u> 2. Interacting with others in written English in various communicative forms (print, communicative
	: 🗹 W: 🗹	technology and multimedia)
		3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
		 <u>B. Interpretive</u> 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
		Part II: Learning About How English Works A. Structuring Cohesive Texts 1. Understanding text structure 2. Understanding cohesion
		<u>C. Connecting and Condensing Ideas</u> 6. Connecting Ideas 7. Condensing Ideas.
Activity #3: Pre Reading Guide and Part II Questions (A).docx		Part I: Interacting in Meaningful Ways A. Collaborative
S:	R: 🗹	2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)
L:	:☑ W:☑	3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
		 <u>B. Interpretive</u> 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex-plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
		Part II: Learning About How English Works

		A. Structuring Cohesive Texts 1. Understanding text structure 2. Understanding cohesion
		<u>C. Connecting and Condensing Ideas</u> 6. Connecting Ideas
		7. Condensing Ideas.
Activity #4: Pre Reading Guide and Part II Questions (B).docx		Part I: Interacting in Meaningful Ways A. Collaborative
and I art II Questions (D).doex	S: R: 🗹	2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)
	L:2 W:2	3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
		 <u>B. Interpretive</u> 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex-plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
		Part II: Learning About How English Works
		A. Structuring Cohesive Texts 1. Understanding text structure
		2. Understanding cohesion
		C. Connecting and Condensing Ideas
		6. Connecting Ideas 7. Condensing Ideas.
Activity #5: Pre Reading Questions and Part III		Part I: Interacting in Meaningful Ways A. Collaborative
Continued (C).docx	S: R: 🗹	2. Interacting with others in written English in various communicative forms (print, communicative
	L:2 W:2	technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
		 <u>B. Interpretive</u> 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex-plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
		Part II: Learning About How English Works <u>A. Structuring Cohesive Texts</u> 1. Understanding text structure 2. Understanding cohesion
		C. Connecting and Condensing Ideas 6. Connecting Ideas 7. Condensing Ideas.
Activity #6: Pre Reading Guide		Part I: Interacting in Meaningful Ways
and Part II Questions (D).docx	S: R: 🗹	<u>A. Collaborative</u> 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)
	L:2 W:2	technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
		B. Interpretive
		5. Listening actively to spoken English in a range of social and academic contexts

S: R:2 L:2 W:2	 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex-plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area Part II: Learning About How English Works <u>A. Structuring Cohesive Texts</u> 1. Understanding text structure 2. Understanding cohesion <u>C. Connecting and Condensing Ideas</u> 6. Connecting Ideas. Part I: Interacting in Meaningful Ways <u>A. Collaborative</u> 2. Interacting with others in written English in various communicative forms (print, communicative exchanges <u>B. Interpretive</u> 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is
	 <u>A. Structuring Cohesive Texts</u> Understanding text structure Understanding cohesion <u>C. Connecting and Condensing Ideas</u> Connecting Ideas Condensing Ideas. Part I: Interacting in Meaningful Ways Collaborative Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) Offering and justifying opinions, negotiating with and persuading others in communicative exchanges B. Interpretive Listening actively to spoken English in a range of social and academic contexts Reading closely literary and informational texts and viewing multimedia to determine how meaning is
	 6. Connecting Ideas 7. Condensing Ideas. Part I: Interacting in Meaningful Ways <u>A. Collaborative</u> 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges <u>B. Interpretive</u> 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is
	 <u>A. Collaborative</u> 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges <u>B. Interpretive</u> 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is
	 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is
	 technology and multimedia) Offering and justifying opinions, negotiating with and persuading others in communicative exchanges <u>B. Interpretive</u> Listening actively to spoken English in a range of social and academic contexts Reading closely literary and informational texts and viewing multimedia to determine how meaning is
	5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is
	conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex- plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
	Part II: Learning About How English Works A. Structuring Cohesive Texts 1. Understanding text structure 2. Understanding cohesion C. Connecting and Condensing Ideas
	6. Connecting Ideas
	7. Condensing Ideas.
S: R: ☑ L:☑ W:☑	Part I: Interacting in Meaningful Ways <u>A. Collaborative</u> 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
	B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to ex-plain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area
	Part II: Learning About How English Works A. Structuring Cohesive Texts 1. Understanding text structure 2. Understanding cohesion C. Connecting and Condensing Ideas 6. Connecting Ideas 7. Condensing Ideas.

UnitTestForTheAlchemist		
(Open Book)	S:	R: 🗹
	L:	W: