

## EL Class Report

Attendance, Placement, and Assessment .....	1
Effects of Distance Learning .....	2
Participation.....	3
Student Profiles and Proficiency Progress.....	4
Guardian Communication.....	6
Curriculum Design .....	7
Material Covered Thus Far .....	11
Unit Samples.....	13

## 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

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**

#### Overview

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

- Socratic
- 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.

## Material Covered Thus Far

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.

## Unit Samples

Unit: TED Talks and Speeches	ELPAC: Speaking, Listening, Reading Writing	ELD Standards 9-12th Grade				
<p>Unit: TED Talks and Speeches: Over the course of this unit students will listen to a number of speeches on TED with comprehension questions included. Levels of the TED talks will depend on Expanding or Bridging status of students and both levels are available to students.</p> <p>Each class will begin with a Mad Lib and end with a Daily Reflection.</p> <p>Each lesson is curtailed to Emerging, Expanding, and Bridging ELD bands.</p> <p>Students will also analyze types of speeches and deliver their own speech in front of the class.</p>		<p><i>Standards for reference:</i></p> <p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>A. Collaborative</u></p> <ol style="list-style-type: none"> <li>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</li> <li>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</li> <li>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</li> <li>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</li> </ol> <p><u>B. Interpretive</u></p> <ol style="list-style-type: none"> <li>5. Listening actively to spoken English in a range of social and academic contexts</li> <li>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</li> <li>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</li> <li>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</li> </ol> <p><u>C. Productive</u></p> <ol style="list-style-type: none"> <li>9. Expressing information and ideas in formal oral presentations on academic topics</li> <li>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</li> <li>11. Justifying own arguments and evaluating others' arguments in writing</li> <li>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</li> </ol> <p><b>Part II: Learning About How English Works</b></p> <p><u>A. Structuring Cohesive Texts</u></p> <ol style="list-style-type: none"> <li>1. Understanding text structure</li> <li>2. Understanding cohesion</li> </ol> <p><u>B. Expanding and Enriching ideas</u></p> <ol style="list-style-type: none"> <li>3. Using verbs and verb phrases</li> <li>4. Using nouns and noun phrases</li> <li>5. Modifying to add details</li> </ol> <p><u>C. Connecting and Condensing Ideas</u></p> <ol style="list-style-type: none"> <li>6. Connecting Ideas</li> <li>7. Condensing Ideas.</li> </ol>				
How to Take Cornell Notes	<table border="1" data-bbox="488 1409 683 1520"> <tr> <td>S:</td> <td>R:</td> </tr> <tr> <td>L:</td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R:	L:	W: <input checked="" type="checkbox"/>	<p><u>C. Connecting and Condensing Ideas</u></p> <ol style="list-style-type: none"> <li>7. Condensing Ideas.</li> </ol>
S:	R:					
L:	W: <input checked="" type="checkbox"/>					
Speech Notes	<table border="1" data-bbox="488 1570 683 1682"> <tr> <td>S: <input checked="" type="checkbox"/></td> <td>R:</td> </tr> <tr> <td>L: <input checked="" type="checkbox"/></td> <td>W:</td> </tr> </table>	S: <input checked="" type="checkbox"/>	R:	L: <input checked="" type="checkbox"/>	W:	<p><u>B. Expanding and Enriching ideas</u></p> <ol style="list-style-type: none"> <li>3. Using verbs and verb phrases</li> <li>4. Using nouns and noun phrases</li> </ol> <p><u>C. Connecting and Condensing Ideas</u></p> <ol style="list-style-type: none"> <li>7. Condensing Ideas.</li> </ol>
S: <input checked="" type="checkbox"/>	R:					
L: <input checked="" type="checkbox"/>	W:					
Activity 1: Applying Speech Types	<table border="1" data-bbox="488 1745 683 1856"> <tr> <td>S:</td> <td>R:</td> </tr> <tr> <td>L: <input checked="" type="checkbox"/></td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R:	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><u>A. Collaborative</u></p> <ol style="list-style-type: none"> <li>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</li> </ol> <p><u>C. Productive</u></p> <ol style="list-style-type: none"> <li>11. Justifying own arguments and evaluating others' arguments in writing</li> </ol>
S:	R:					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					

TED Talk Intermediate 1/How to believe in yourself: Jim Cathcart at TEDxDelrayBeach	<table border="1"> <tr> <td>S:</td> <td>R:</td> </tr> <tr> <td>L:☑</td> <td>W:☑</td> </tr> </table>	S:	R:	L:☑	W:☑	<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 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
S:	R:					
L:☑	W:☑					
TED Talk Intermediate 2/Why you should make useless things   Simone Giertz	<table border="1"> <tr> <td>S:</td> <td>R:</td> </tr> <tr> <td>L:☑</td> <td>W:☑</td> </tr> </table>	S:	R:	L:☑	W:☑	<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 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
S:	R:					
L:☑	W:☑					
TED Talk Intermediate 3/The psychology of self-motivation   Scott Geller	<table border="1"> <tr> <td>S:</td> <td>R:</td> </tr> <tr> <td>L:☑</td> <td>W:☑</td> </tr> </table>	S:	R:	L:☑	W:☑	<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 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
S:	R:					
L:☑	W:☑					
TED Talk Intermediate 4/Tom Wujec demos the 13th-century astrolab	<table border="1"> <tr> <td>S:</td> <td>R:</td> </tr> <tr> <td>L:☑</td> <td>W:☑</td> </tr> </table>	S:	R:	L:☑	W:☑	<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 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
S:	R:					
L:☑	W:☑					
TED Talk Advanced 1 What Makes a Good Life? by Robert Waldinger	<table border="1"> <tr> <td>S:</td> <td>R:</td> </tr> <tr> <td>L:☑</td> <td>W:☑</td> </tr> </table>	S:	R:	L:☑	W:☑	<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 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
S:	R:					
L:☑	W:☑					
TED Talk Advanced 2 How to speak so that people want to listen   Julian Treasure	<table border="1"> <tr> <td>S:</td> <td>R:</td> </tr> <tr> <td>L:☑</td> <td>W:☑</td> </tr> </table>	S:	R:	L:☑	W:☑	<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 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
S:	R:					
L:☑	W:☑					
TED Talk Advanced 3 Your body language may shape who you are   Amy Cuddy	<table border="1"> <tr> <td>S:</td> <td>R:</td> </tr> <tr> <td>L:☑</td> <td>W:☑</td> </tr> </table>	S:	R:	L:☑	W:☑	<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 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
S:	R:					
L:☑	W:☑					
Activity # 2 President Reagan's Challenger Speech, 1986 and Discussion Questions	<table border="1"> <tr> <td>S:</td> <td>R:</td> </tr> <tr> <td>L:☑</td> <td>W:☑</td> </tr> </table>	S:	R:	L:☑	W:☑	<u>A. Collaborative</u> 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges  <u>C. Productive</u> 11. Justifying own arguments and evaluating others' arguments in writing
S:	R:					
L:☑	W:☑					
Activity #3 Informative, Persuasive, and Narrative Speech Topics, Selecting	<table border="1"> <tr> <td>S:☑</td> <td>R:</td> </tr> </table>	S:☑	R:	<u>A. Collaborative</u> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics		
S:☑	R:					

	L: <input checked="" type="checkbox"/>	W:	
Activity #4 Creating and Delivering Your Speech	S: <input checked="" type="checkbox"/>	R:	<u>A. Collaborative</u> 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
	L: <input checked="" type="checkbox"/>	W:	
Activity #5 Create an Outline, Write Your Speech	S:	R:	<u>A. Collaborative</u> 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
	L:	W: <input checked="" type="checkbox"/>	<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: <input checked="" type="checkbox"/>	R:	<u>A. Collaborative</u> 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)
	L: <input checked="" type="checkbox"/>	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
Activity 11: Speech Reflection			



Unit: How to Write Emails	ELPAC: Speaking, Listening, Reading Writing	ELD Standards 9-12th Grade				
<p>Unit: How to Write Emails</p> <p>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.</p>		<p><i>Standards for reference:</i></p> <p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>A. Collaborative</u></p> <ol style="list-style-type: none"> <li>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</li> <li>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</li> <li>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</li> <li>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</li> </ol> <p><u>B. Interpretive</u></p> <ol style="list-style-type: none"> <li>5. Listening actively to spoken English in a range of social and academic contexts</li> <li>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</li> <li>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</li> <li>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</li> </ol> <p><u>C. Productive</u></p> <ol style="list-style-type: none"> <li>9. Expressing information and ideas in formal oral presentations on academic topics</li> <li>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</li> <li>11. Justifying own arguments and evaluating others' arguments in writing</li> <li>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</li> </ol> <p><b>Part II: Learning About How English Works</b></p> <p><u>A. Structuring Cohesive Texts</u></p> <ol style="list-style-type: none"> <li>1. Understanding text structure</li> <li>2. Understanding cohesion</li> </ol> <p><u>B. Expanding and Enriching ideas</u></p> <ol style="list-style-type: none"> <li>3. Using verbs and verb phrases</li> <li>4. Using nouns and noun phrases</li> <li>5. Modifying to add details</li> </ol> <p><u>C. Connecting and Condensing Ideas</u></p> <ol style="list-style-type: none"> <li>6. Connecting Ideas</li> <li>7. Condensing Ideas.</li> </ol>				
Activity #1: Introduce Yourself	<table border="1" data-bbox="488 1339 683 1457"> <tr> <td>S:</td> <td>R:</td> </tr> <tr> <td>L:</td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R:	L:	W: <input checked="" type="checkbox"/>	<p><u>A. Collaborative</u></p> <ol style="list-style-type: none"> <li>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</li> <li>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</li> </ol>
S:	R:					
L:	W: <input checked="" type="checkbox"/>					
Activity #2: Proper Email Etiquette Video Response	<table border="1" data-bbox="488 1499 683 1617"> <tr> <td>S:</td> <td>R:</td> </tr> <tr> <td>L: <input checked="" type="checkbox"/></td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R:	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><u>B. Interpretive</u></p> <ol style="list-style-type: none"> <li>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</li> </ol>
S:	R:					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					
Activity #3 Ella's Email Discussion Questions	<table border="1" data-bbox="488 1659 683 1776"> <tr> <td>S: <input checked="" type="checkbox"/></td> <td>R: <input checked="" type="checkbox"/></td> </tr> <tr> <td>L: <input checked="" type="checkbox"/></td> <td>W:</td> </tr> </table>	S: <input checked="" type="checkbox"/>	R: <input checked="" type="checkbox"/>	L: <input checked="" type="checkbox"/>	W:	<p><u>B. Interpretive</u></p> <ol style="list-style-type: none"> <li>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</li> <li>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</li> </ol>
S: <input checked="" type="checkbox"/>	R: <input checked="" type="checkbox"/>					
L: <input checked="" type="checkbox"/>	W:					

Activity #4: Further Proper Email Etiquette Video Response	<table border="1"> <tr> <td>S:</td> <td>R:</td> </tr> <tr> <td>L: <input checked="" type="checkbox"/></td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R:	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<u>B. Interpretive</u> 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
S:	R:					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					
Activity #5a: Compare the Examples	<table border="1"> <tr> <td>S:</td> <td>R: <input checked="" type="checkbox"/></td> </tr> <tr> <td>L:</td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R: <input checked="" type="checkbox"/>	L:	W: <input checked="" type="checkbox"/>	<u>B. Interpretive</u> 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
S:	R: <input checked="" type="checkbox"/>					
L:	W: <input checked="" type="checkbox"/>					
Activity #5b: Compare the Examples Questions	<table border="1"> <tr> <td>S:</td> <td>R: <input checked="" type="checkbox"/></td> </tr> <tr> <td>L:</td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R: <input checked="" type="checkbox"/>	L:	W: <input checked="" type="checkbox"/>	
S:	R: <input checked="" type="checkbox"/>					
L:	W: <input checked="" type="checkbox"/>					
Activity #6a: Scenario Emails	<table border="1"> <tr> <td>S:</td> <td>R: <input checked="" type="checkbox"/></td> </tr> <tr> <td>L:</td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R: <input checked="" type="checkbox"/>	L:	W: <input checked="" type="checkbox"/>	<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)  <u>C. Productive</u> 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas <u>A. Structuring Cohesive Texts</u> 2. Understanding cohesion
S:	R: <input checked="" type="checkbox"/>					
L:	W: <input checked="" type="checkbox"/>					
Activity #6b: Scenario Emails Rubric	<table border="1"> <tr> <td>S:</td> <td>R: <input checked="" type="checkbox"/></td> </tr> <tr> <td>L:</td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R: <input checked="" type="checkbox"/>	L:	W: <input checked="" type="checkbox"/>	
S:	R: <input checked="" type="checkbox"/>					
L:	W: <input checked="" type="checkbox"/>					
Activity #7: Revisiting Your Email	<table border="1"> <tr> <td>S:</td> <td>R: <input checked="" type="checkbox"/></td> </tr> <tr> <td>L:</td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R: <input checked="" type="checkbox"/>	L:	W: <input checked="" type="checkbox"/>	<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) <u>C. Connecting and Condensing Ideas</u> 6. Connecting Ideas
S:	R: <input checked="" type="checkbox"/>					
L:	W: <input checked="" type="checkbox"/>					

Unit: Continuous Vocabulary	ELPAC: Speaking, Listening, Reading Writing	ELD Standards 9-12th Grade				
<p>Unit 1: Over the course of this unit students will organically identify words that they may be unfamiliar with or words that they choose to revisit and commit to memory. The student selection of words is meant to have students add new words to his or her vocabulary. This also allows students to take ownership in his or her learning.</p> <p>Student selected vocabulary is meant to be given twice a month or as needed.</p> <p>Students will select 10 words and write each 5 times. Students will also write out the definition and use each word in a sentence.</p> <p>Student will be advised to visit various news outlets to find words organically.</p>	<table border="1" data-bbox="488 289 675 401"> <tr> <td data-bbox="488 289 594 344">S:</td> <td data-bbox="594 289 675 344">R: <input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="488 344 594 401">L:</td> <td data-bbox="594 344 675 401">W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R: <input checked="" type="checkbox"/>	L:	W: <input checked="" type="checkbox"/>	<p><i>For reference:</i></p> <p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>B. Interpretive</u></p> <p>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</p> <p><u>C. Productive</u></p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p>
S:	R: <input checked="" type="checkbox"/>					
L:	W: <input checked="" type="checkbox"/>					

Unit: Role Models	ELPAC: Speaking, Listening, Reading Writing	ELD Standards 9-12th Grade
<p>Unit: Role Models</p> <p>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.</p> <p>The goal of this unit is to have students interact with language in a meaningful and productive manner.</p>		<p><i>Standards for reference:</i></p> <p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>A. Collaborative</u></p> <ol style="list-style-type: none"> <li>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</li> <li>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</li> <li>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</li> <li>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</li> </ol> <p><u>B. Interpretive</u></p> <ol style="list-style-type: none"> <li>5. Listening actively to spoken English in a range of social and academic contexts</li> <li>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</li> <li>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</li> </ol>

		<p>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</p> <p><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</p> <p><b>Part II: Learning About How English Works</b>  <u>A. Structuring Cohesive Texts</u>  1. Understanding text structure  2. Understanding cohesion</p> <p><u>B. Expanding and Enriching ideas</u>  3. Using verbs and verb phrases  4. Using nouns and noun phrases  5. Modifying to add details</p> <p><u>C. Connecting and Condensing Ideas</u>  6. Connecting Ideas  7. Condensing Ideas.</p>				
Activity #1 Aspect of Your Role Model	<table border="1"> <tr> <td>S:</td> <td>R:</td> </tr> <tr> <td>L: <input checked="" type="checkbox"/></td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R:	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><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  12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p>
S:	R:					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					
Activity #2: How to Write a Letter	<table border="1"> <tr> <td>S:</td> <td>R:</td> </tr> <tr> <td>L: <input checked="" type="checkbox"/></td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R:	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><u>B. Interpretive</u>  5. Listening actively to spoken English in a range of social and academic contexts</p>
S:	R:					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					
Activity #3: Examining a Letter	<table border="1"> <tr> <td>S: <input checked="" type="checkbox"/></td> <td>R: <input checked="" type="checkbox"/></td> </tr> <tr> <td>L:</td> <td>W:</td> </tr> </table>	S: <input checked="" type="checkbox"/>	R: <input checked="" type="checkbox"/>	L:	W:	<p><u>B. Interpretive</u>  6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>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</p>
S: <input checked="" type="checkbox"/>	R: <input checked="" type="checkbox"/>					
L:	W:					
Activity #4 Writing About and To Your Role Model Project	<table border="1"> <tr> <td>S:</td> <td>R:</td> </tr> <tr> <td>L:</td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R:	L:	W: <input checked="" type="checkbox"/>	<p><u>A. Collaborative</u>  4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p><u>C. Productive</u>  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</p> <p><u>B. Expanding and Enriching ideas</u>  5. Modifying to add details</p>
S:	R:					
L:	W: <input checked="" type="checkbox"/>					

Unit: Problem-Solution Unit	ELPAC: Speaking, Listening, Reading Writing	ELD Standards 9-12th Grade				
<p>Unit 1: Over the course of this unit students will identify a problem locally or globally. Students will then conduct informal research to better understand the effects and causes of the problem and ultimately offer a solution. Students will engage in multiple think-pair-share activities, as well as listen, speak, and write in their final presentation to the class.</p> <p>Each class will begin with a Mad Lib and end with a Daily Reflection.</p> <p>Each lesson is curtailed to Emerging, Expanding, and Bridging ELD bands.</p>		<p><i>For reference:</i></p> <p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>A. Collaborative</u></p> <ol style="list-style-type: none"> <li>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</li> <li>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</li> <li>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</li> <li>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</li> </ol> <p><u>B. Interpretive</u></p> <ol style="list-style-type: none"> <li>5. Listening actively to spoken English in a range of social and academic contexts</li> <li>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</li> <li>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</li> <li>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</li> </ol> <p><u>C. Productive</u></p> <ol style="list-style-type: none"> <li>9. Expressing information and ideas in formal oral presentations on academic topics</li> <li>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</li> <li>11. Justifying own arguments and evaluating others' arguments in writing</li> <li>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</li> </ol> <p><b>Part II: Learning About How English Works</b></p> <p><u>A. Structuring Cohesive Texts</u></p> <ol style="list-style-type: none"> <li>1. Understanding text structure</li> <li>2. Understanding cohesion</li> </ol> <p><u>B. Expanding and Enriching ideas</u></p> <ol style="list-style-type: none"> <li>3. Using verbs and verb phrases</li> <li>4. Using nouns and noun phrases</li> <li>5. Modifying to add details</li> </ol> <p><u>C. Connecting and Condensing Ideas</u></p> <ol style="list-style-type: none"> <li>6. Connecting Ideas</li> <li>7. Condensing Ideas.</li> </ol>				
Unit 1 Extra Materials: No.						
Activity #1: How to Annotate Text	<table border="1" data-bbox="488 1759 675 1873"> <tr> <td data-bbox="488 1759 586 1814">S:</td> <td data-bbox="586 1759 675 1814">R: <input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="488 1814 586 1873">L:</td> <td data-bbox="586 1814 675 1873">W:</td> </tr> </table>	S:	R: <input checked="" type="checkbox"/>	L:	W:	<p><b>Part II: Learning About How English Works</b></p> <p><u>A. Structuring Cohesive Texts</u></p> <ol style="list-style-type: none"> <li>1. Understanding text structure</li> </ol>
S:	R: <input checked="" type="checkbox"/>					
L:	W:					

Activity #2 Accessing Prior Knowledge	<table border="1"> <tr> <td data-bbox="488 285 591 338">S: <input checked="" type="checkbox"/></td> <td data-bbox="591 285 675 338">R:</td> </tr> <tr> <td data-bbox="488 338 591 390">L: <input checked="" type="checkbox"/></td> <td data-bbox="591 338 675 390">W: <input checked="" type="checkbox"/></td> </tr> </table>	S: <input checked="" type="checkbox"/>	R:	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>A. Collaborative</u> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p><u>B. Interpretive</u> 5. Listening actively to spoken English in a range of social and academic contexts</p> <p><u>C. Productive</u> 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p>
S: <input checked="" type="checkbox"/>	R:					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					
Activity #3: Word Chart	<table border="1"> <tr> <td data-bbox="488 632 591 684">S:</td> <td data-bbox="591 632 675 684">R: <input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="488 684 591 737">L:</td> <td data-bbox="591 684 675 737">W:</td> </tr> </table>	S:	R: <input checked="" type="checkbox"/>	L:	W:	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>B. Interpretive</u> 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p><u>C. Productive</u> 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p>
S:	R: <input checked="" type="checkbox"/>					
L:	W:					
Activity #4: Problem Proposal	<table border="1"> <tr> <td data-bbox="488 842 591 894">S: <input checked="" type="checkbox"/></td> <td data-bbox="591 842 675 894">R: <input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="488 894 591 947">L: <input checked="" type="checkbox"/></td> <td data-bbox="591 894 675 947">W: <input checked="" type="checkbox"/></td> </tr> </table>	S: <input checked="" type="checkbox"/>	R: <input checked="" type="checkbox"/>	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><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</p> <p><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</p> <p><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</p>
S: <input checked="" type="checkbox"/>	R: <input checked="" type="checkbox"/>					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					
Activity #5 Identifying Causes	<table border="1"> <tr> <td data-bbox="488 1335 591 1388">S: <input checked="" type="checkbox"/></td> <td data-bbox="591 1335 675 1388">R: <input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="488 1388 591 1440">L: <input checked="" type="checkbox"/></td> <td data-bbox="591 1388 675 1440">W: <input checked="" type="checkbox"/></td> </tr> </table>	S: <input checked="" type="checkbox"/>	R: <input checked="" type="checkbox"/>	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><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</p> <p><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</p> <p><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</p>
S: <input checked="" type="checkbox"/>	R: <input checked="" type="checkbox"/>					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					
Activity #6: Listening and Understanding	<table border="1"> <tr> <td data-bbox="488 1776 591 1829">S: <input checked="" type="checkbox"/></td> <td data-bbox="591 1776 675 1829">R:</td> </tr> <tr> <td data-bbox="488 1829 591 1881">L: <input checked="" type="checkbox"/></td> <td data-bbox="591 1829 675 1881">W: <input checked="" type="checkbox"/></td> </tr> </table>	S: <input checked="" type="checkbox"/>	R:	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><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 evidence depending on modality, text type, purpose, audience, topic, and content area</p>
S: <input checked="" type="checkbox"/>	R:					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					

Activity#8: What Is Deforestation? Cloze Reading	<table border="1"> <tr> <td>S:</td> <td>R: <input checked="" type="checkbox"/></td> </tr> <tr> <td>L: <input checked="" type="checkbox"/></td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R: <input checked="" type="checkbox"/>	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>A. Collaborative</u> 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p><b>Part II: Learning About How English Works</b></p> <p><u>A. Structuring Cohesive Texts</u> 1. Understanding text structure 2. Understanding cohesion</p> <p><u>B. Expanding and Enriching ideas</u> 3. Using verbs and verb phrases 4. Using nouns and noun phrases</p>
S:	R: <input checked="" type="checkbox"/>					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					
Activity #9 Identifying Effects	<table border="1"> <tr> <td>S: <input checked="" type="checkbox"/></td> <td>R: <input checked="" type="checkbox"/></td> </tr> <tr> <td>L: <input checked="" type="checkbox"/></td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S: <input checked="" type="checkbox"/>	R: <input checked="" type="checkbox"/>	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><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</p> <p><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</p> <p><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</p>
S: <input checked="" type="checkbox"/>	R: <input checked="" type="checkbox"/>					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					
Activity #10: Class Debate, Solutions	<table border="1"> <tr> <td>S: <input checked="" type="checkbox"/></td> <td>R:</td> </tr> <tr> <td>L: <input checked="" type="checkbox"/></td> <td>W:</td> </tr> </table>	S: <input checked="" type="checkbox"/>	R:	L: <input checked="" type="checkbox"/>	W:	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>A. Collaborative</u> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p><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 evidence depending on modality, text type, purpose, audience, topic, and content area</p>
S: <input checked="" type="checkbox"/>	R:					
L: <input checked="" type="checkbox"/>	W:					
Activity #11 Identifying Solutions	<table border="1"> <tr> <td>S: <input checked="" type="checkbox"/></td> <td>R: <input checked="" type="checkbox"/></td> </tr> <tr> <td>L: <input checked="" type="checkbox"/></td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S: <input checked="" type="checkbox"/>	R: <input checked="" type="checkbox"/>	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><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</p> <p><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</p> <p><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</p>
S: <input checked="" type="checkbox"/>	R: <input checked="" type="checkbox"/>					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					
Activity #12: Anagrams of Word Charts/Activity #12: Anagrams of Word Charts Answers	<table border="1"> <tr> <td>S:</td> <td>R: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R: <input checked="" type="checkbox"/>	<p><b>Part II: Learning About How English Works</b></p> <p><u>B. Expanding and Enriching ideas</u> 3. Using verbs and verb phrases 4. Using nouns and noun phrases</p>		
S:	R: <input checked="" type="checkbox"/>					

	L:	W:	
Activity 13# Communication Log	S: <input checked="" type="checkbox"/>	R:	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>A. Collaborative</u></p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p><u>C. Productive</u></p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p> <p><b>Part II: Learning About How English Works</b></p> <p><u>C. Connecting and Condensing Ideas</u></p> <p>6. Connecting Ideas</p> <p>7. Condensing Ideas.</p>
Activity 14# Problem Solution Interview	S: <input checked="" type="checkbox"/>	R: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>A. Collaborative</u></p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p><u>C. Productive</u></p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p> <p><b>Part II: Learning About How English Works</b></p> <p><u>C. Connecting and Condensing Ideas</u></p> <p>6. Connecting Ideas</p> <p>7. Condensing Ideas.</p>
Final Project: Problem Solution Presentation	S: <input checked="" type="checkbox"/>	R: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>A. Collaborative</u></p> <p>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p><u>B. Interpretive</u></p> <p>5. Listening actively to spoken English in a range of social and academic contexts</p> <p><u>C. Productive</u></p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p> <p>11. Justifying own arguments and evaluating others' arguments in writing</p> <p><b>Part II: Learning About How English Works</b></p> <p><u>C. Connecting and Condensing Ideas</u></p> <p>6. Connecting Ideas</p> <p>7. Condensing Ideas.</p>
Example Final Presentation			<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>C. Productive</u></p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p> <p>11. Justifying own arguments and evaluating others' arguments in writing</p> <p><b>Part II: Learning About How English Works</b></p> <p><u>C. Connecting and Condensing Ideas</u></p> <p>6. Connecting Ideas</p>



Unit: Literature, The Alchemist (As Example)	ELPAC: Speaking, Listening, Reading Writing	ELD Standards 9-12th Grade				
<p>Unit 1: <i>The Alchemist</i> has a Lexile score of 910, which places it within the bands of 9-12 grade. The simple prose, universal themes, and fairy tale-like quality of the story makes it an ideal work for an EL Course.</p> <p>This text and unit offers students many open ending writing opportunities and chances for reflection and analysis.</p> <p>The prose, which consists of predominantly declarative sentences, offers easy accessibility for applying basic literary terms.</p> <p>Students will listen to an audiobook of the text while also following along with the text.</p>		<p><i>For reference:</i></p> <p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>A. Collaborative</u></p> <ol style="list-style-type: none"> <li>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</li> <li>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</li> <li>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</li> <li>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</li> </ol> <p><u>B. Interpretive</u></p> <ol style="list-style-type: none"> <li>5. Listening actively to spoken English in a range of social and academic contexts</li> <li>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</li> <li>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</li> <li>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</li> </ol> <p><u>C. Productive</u></p> <ol style="list-style-type: none"> <li>9. Expressing information and ideas in formal oral presentations on academic topics</li> <li>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</li> <li>11. Justifying own arguments and evaluating others' arguments in writing</li> <li>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</li> </ol> <p><b>Part II: Learning About How English Works</b></p> <p><u>A. Structuring Cohesive Texts</u></p> <ol style="list-style-type: none"> <li>1. Understanding text structure</li> <li>2. Understanding cohesion</li> </ol> <p><u>B. Expanding and Enriching ideas</u></p> <ol style="list-style-type: none"> <li>3. Using verbs and verb phrases</li> <li>4. Using nouns and noun phrases</li> <li>5. Modifying to add details</li> </ol> <p><u>C. Connecting and Condensing Ideas</u></p> <ol style="list-style-type: none"> <li>6. Connecting Ideas</li> <li>7. Condensing Ideas.</li> </ol>				
Unit 1 Extra Materials: No.		PDF of text provided				
Activity #1: Pre Reading Guide and Part 1 Questions.docx	<table border="1" data-bbox="488 1759 675 1877"> <tr> <td data-bbox="488 1759 586 1814">S:</td> <td data-bbox="586 1759 675 1814">R: <input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="488 1814 586 1877">L: <input checked="" type="checkbox"/></td> <td data-bbox="586 1814 675 1877">W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R: <input checked="" type="checkbox"/>	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>A. Collaborative</u></p> <ol style="list-style-type: none"> <li>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</li> <li>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</li> </ol>
S:	R: <input checked="" type="checkbox"/>					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					

		<p><b>B. Interpretive</b></p> <p>5. Listening actively to spoken English in a range of social and academic contexts</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>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</p> <p>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</p> <p><b>Part II: Learning About How English Works</b></p> <p><b>A. Structuring Cohesive Texts</b></p> <p>1. Understanding text structure</p> <p>2. Understanding cohesion</p> <p><b>C. Connecting and Condensing Ideas</b></p> <p>6. Connecting Ideas</p> <p>7. Condensing Ideas.</p>				
Activity #2: Pre Reading Guide Part I Continued.docx	<table border="1" data-bbox="492 772 673 877"> <tr> <td data-bbox="492 772 592 825">S:</td> <td data-bbox="592 772 673 825">R: <input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="492 825 592 877">L: <input checked="" type="checkbox"/></td> <td data-bbox="592 825 673 877">W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R: <input checked="" type="checkbox"/>	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><b>A. Collaborative</b></p> <p>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p><b>B. Interpretive</b></p> <p>5. Listening actively to spoken English in a range of social and academic contexts</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>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</p> <p>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</p> <p><b>Part II: Learning About How English Works</b></p> <p><b>A. Structuring Cohesive Texts</b></p> <p>1. Understanding text structure</p> <p>2. Understanding cohesion</p> <p><b>C. Connecting and Condensing Ideas</b></p> <p>6. Connecting Ideas</p> <p>7. Condensing Ideas.</p>
S:	R: <input checked="" type="checkbox"/>					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					
Activity #3: Pre Reading Guide and Part II Questions (A).docx	<table border="1" data-bbox="492 1436 673 1541"> <tr> <td data-bbox="492 1436 592 1488">S:</td> <td data-bbox="592 1436 673 1488">R: <input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="492 1488 592 1541">L: <input checked="" type="checkbox"/></td> <td data-bbox="592 1488 673 1541">W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R: <input checked="" type="checkbox"/>	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><b>A. Collaborative</b></p> <p>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p><b>B. Interpretive</b></p> <p>5. Listening actively to spoken English in a range of social and academic contexts</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>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</p> <p>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</p> <p><b>Part II: Learning About How English Works</b></p>
S:	R: <input checked="" type="checkbox"/>					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					

		<p><u>A. Structuring Cohesive Texts</u></p> <ol style="list-style-type: none"> <li>1. Understanding text structure</li> <li>2. Understanding cohesion</li> </ol> <p><u>C. Connecting and Condensing Ideas</u></p> <ol style="list-style-type: none"> <li>6. Connecting Ideas</li> <li>7. Condensing Ideas.</li> </ol>				
Activity #4: Pre Reading Guide and Part II Questions (B).docx	<table border="1"> <tbody> <tr> <td>S:</td> <td>R: <input checked="" type="checkbox"/></td> </tr> <tr> <td>L: <input checked="" type="checkbox"/></td> <td>W: <input checked="" type="checkbox"/></td> </tr> </tbody> </table>	S:	R: <input checked="" type="checkbox"/>	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>A. Collaborative</u></p> <ol style="list-style-type: none"> <li>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</li> <li>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</li> </ol> <p><u>B. Interpretive</u></p> <ol style="list-style-type: none"> <li>5. Listening actively to spoken English in a range of social and academic contexts</li> <li>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</li> <li>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</li> <li>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</li> </ol> <p><b>Part II: Learning About How English Works</b></p> <p><u>A. Structuring Cohesive Texts</u></p> <ol style="list-style-type: none"> <li>1. Understanding text structure</li> <li>2. Understanding cohesion</li> </ol> <p><u>C. Connecting and Condensing Ideas</u></p> <ol style="list-style-type: none"> <li>6. Connecting Ideas</li> <li>7. Condensing Ideas.</li> </ol>
S:	R: <input checked="" type="checkbox"/>					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					
Activity #5: Pre Reading Questions and Part III Continued (C).docx	<table border="1"> <tbody> <tr> <td>S:</td> <td>R: <input checked="" type="checkbox"/></td> </tr> <tr> <td>L: <input checked="" type="checkbox"/></td> <td>W: <input checked="" type="checkbox"/></td> </tr> </tbody> </table>	S:	R: <input checked="" type="checkbox"/>	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>A. Collaborative</u></p> <ol style="list-style-type: none"> <li>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</li> <li>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</li> </ol> <p><u>B. Interpretive</u></p> <ol style="list-style-type: none"> <li>5. Listening actively to spoken English in a range of social and academic contexts</li> <li>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</li> <li>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</li> <li>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</li> </ol> <p><b>Part II: Learning About How English Works</b></p> <p><u>A. Structuring Cohesive Texts</u></p> <ol style="list-style-type: none"> <li>1. Understanding text structure</li> <li>2. Understanding cohesion</li> </ol> <p><u>C. Connecting and Condensing Ideas</u></p> <ol style="list-style-type: none"> <li>6. Connecting Ideas</li> <li>7. Condensing Ideas.</li> </ol>
S:	R: <input checked="" type="checkbox"/>					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					
Activity #6: Pre Reading Guide and Part II Questions (D).docx	<table border="1"> <tbody> <tr> <td>S:</td> <td>R: <input checked="" type="checkbox"/></td> </tr> <tr> <td>L: <input checked="" type="checkbox"/></td> <td>W: <input checked="" type="checkbox"/></td> </tr> </tbody> </table>	S:	R: <input checked="" type="checkbox"/>	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b></p> <p><u>A. Collaborative</u></p> <ol style="list-style-type: none"> <li>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</li> <li>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</li> </ol> <p><u>B. Interpretive</u></p> <ol style="list-style-type: none"> <li>5. Listening actively to spoken English in a range of social and academic contexts</li> </ol>
S:	R: <input checked="" type="checkbox"/>					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					

		<p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>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</p> <p>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</p> <p><b>Part II: Learning About How English Works</b>  <u>A. Structuring Cohesive Texts</u>  1. Understanding text structure  2. Understanding cohesion</p> <p><u>C. Connecting and Condensing Ideas</u>  6. Connecting Ideas  7. Condensing Ideas.</p>				
Pre Activity #7: Reading Guide and Part II Questions (E).docx.docx	<table border="1" data-bbox="488 657 677 768"> <tr> <td>S:</td> <td>R: <input checked="" type="checkbox"/></td> </tr> <tr> <td>L: <input checked="" type="checkbox"/></td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R: <input checked="" type="checkbox"/>	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b>  <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</p> <p><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</p> <p><b>Part II: Learning About How English Works</b>  <u>A. Structuring Cohesive Texts</u>  1. Understanding text structure  2. Understanding cohesion</p> <p><u>C. Connecting and Condensing Ideas</u>  6. Connecting Ideas  7. Condensing Ideas.</p>
S:	R: <input checked="" type="checkbox"/>					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					
Activity #8: The Alchemist Study Guide	<table border="1" data-bbox="488 1293 677 1404"> <tr> <td>S:</td> <td>R: <input checked="" type="checkbox"/></td> </tr> <tr> <td>L: <input checked="" type="checkbox"/></td> <td>W: <input checked="" type="checkbox"/></td> </tr> </table>	S:	R: <input checked="" type="checkbox"/>	L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>	<p><b>Part I: Interacting in Meaningful Ways</b>  <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</p> <p><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</p> <p><b>Part II: Learning About How English Works</b>  <u>A. Structuring Cohesive Texts</u>  1. Understanding text structure  2. Understanding cohesion</p> <p><u>C. Connecting and Condensing Ideas</u>  6. Connecting Ideas  7. Condensing Ideas.</p>
S:	R: <input checked="" type="checkbox"/>					
L: <input checked="" type="checkbox"/>	W: <input checked="" type="checkbox"/>					

UnitTestForTheAlchemist (Open Book)	<table border="1"><tr><td data-bbox="488 218 599 268">S:</td><td data-bbox="599 218 682 268">R: <input checked="" type="checkbox"/></td></tr><tr><td data-bbox="488 268 599 319">L:</td><td data-bbox="599 268 682 319">W: <input checked="" type="checkbox"/></td></tr></table>	S:	R: <input checked="" type="checkbox"/>	L:	W: <input checked="" type="checkbox"/>	
S:	R: <input checked="" type="checkbox"/>					
L:	W: <input checked="" type="checkbox"/>					