

## **SJSD English Language Development (ELD)**

### **ELA III (3) Addendum (Grades 9-12)**

English Learners on proficiency levels 1, 2, and 3 will demonstrate critical thinking skills in English Language Arts through 2020 WIDA ELD Standards within the four domains of Listening, Speaking, Reading and Writing. Teachers will apply the Key Use Goals (bulleted items) to support students in completing the WIDA standards and SJSD Learning Intentions (Missouri Learning Standards) to Narrate, Inform and Argue within cross-curricular content.

**Unit 1 - Approaching texts as a reader; WIDA ELA 9-12 Reading and Writing Narrative**

**Unit 2 - Approaching writing tasks as a writer and researcher; WIDA ELA 9-12 Reading and Writing Informational**

**Unit 3 - Approaching writing tasks as a reader; WIDA ELA 9-12 Reading and Writing Argue**

**Unit 4 - Approaching writing tasks as a writer; WIDA ELA 9-12 Review of Standards**

## **Unit 1: Approaching texts as a reader**

### **Missouri Learning Standard:**

**11-12.RL.1, 11-12.RI.1** Approach texts as a reader by comprehending and interpreting texts.

**11-12.SL.1** Collaborate

**\*English Learners need texts appropriate for their independent reading level and their instructional level. This may require students in the same class to have different reading materials. Teachers may instruct the whole or small group with a slightly more difficult text by scaffolding the instruction. However, students should be provided materials on their independent reading level for the purpose of assessing and ascertaining their understanding of the learning intentions and Missouri Learning Standard.**

**Level 1 - Expressive Language** *will manifest in single words, chunks of language or simple phrasal patterns; at times physical response may be the only measure of understanding*

**Foundational Skills to teach as needed:** Letter naming, Number Naming, High Frequency Tier one and School Words, Consonant Sounds, Consonant Digraphs, Short Vowels, Long Vowels, and Nouns and Verbs to create simple sentences

**Level 2 - Expressive Language** *will manifest in short phrases and beginning simple sentences. Reteach level one skills as needed, Homonyms: Homographs & Homophones, Synonyms and Antonyms, High Frequency Tier One Tier Two words appropriate to text and Adjectives and Adverbs*

**Level 3 - Expressive Language** *will manifest in more accurate simple sentences and initial complex sentences; generally comprehensible; comprehensibility may from time to time be impeded by errors when attempted to produce more complex expression. Reteach Foundational skills and level two skills as needed.*

## Unit 1: Approaching texts as a reader

WIDA ELD Standard 1 Social and Instructional Language & Standard 2 Language for Language Arts

**ELD-SI.4-12.Narrate**

**ELD-LA.9-12.Narrate**

<p><b><u>Level 1 - Appropriate Text Levels AA-G</u></b>  <b><u>Lexile Level Lower than 400</u></b></p> <ul style="list-style-type: none"> <li>• Phonetic readers per checklist.</li> <li>• Students may advance rapidly. If they advance beyond these levels in comprehension, increase them to the next level.</li> <li>• Tier 1 vocabulary with introduction of some content vocabulary.</li> <li>• UFLI beginning phonics</li> </ul>	<p><b><u>Level 2 - Appropriate Text Levels H-N</u></b>  <b><u>Lexile Level 400-600</u></b></p> <ul style="list-style-type: none"> <li>• Tasks in level one</li> <li>• Digraphs, blends, prefixes and suffixes</li> <li>• Tier 1 and 2 vocabulary with increasing amounts of content vocabulary - reduced to key content terms.</li> <li>• UFLI Phonics based on student needs</li> </ul>	<p><b><u>Level 3- Appropriate Text Levels O-T</u></b>  <b><u>Lexile Level 600-800 or above</u></b></p> <ul style="list-style-type: none"> <li>• Level 1 and 2 Tasks</li> <li>• Reinforce phonics instruction as needed</li> <li>• Develop increasing content vocabulary while reinforcing Tier 1 and Tier 2 vocabulary</li> <li>• UFLI phonics to fill in gaps as needed</li> </ul>
<p><b><u>Evidence/Inference</u></b>            Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.11-12.RL.1.A, 11-12.RI.1.A</p> <p><b><i>WIDA Social Standard:</i></b> Identify and raise questions about what might be unexplained, missing, or left unsaid.  <b><i>WIDA Standard 1:</i></b> Analyze how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)</p>	<p><b><u>Evidence/Inference</u></b>            Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.11-12.RL.1.A, 11-12.RI.1.A</p> <p><b><i>WIDA Social Standard:</i></b> Identify and raise questions about what might be unexplained, missing, or left unsaid.  <b><i>WIDA Standard 1:</i></b> Analyze how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)</p>	<p><b><u>Evidence/Inference</u></b>            Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.11-12.RL.1.A, 11-12.RI.1.A</p> <p><b><i>WIDA Social Standard:</i></b> Identify and raise questions about what might be unexplained, missing, or left unsaid.  <b><i>WIDA Standard 1:</i></b> Analyze how author choices about character attributes and actions relate to story elements (setting, event sequences, and context).</p>

<ul style="list-style-type: none"> <li>• Order events or stages of texts using visuals and/or sequential language (e.g., first, next, step 1)</li> <li>• Use visuals to infer the topic, main, character's feeling, relationship problem/solution, cause/effect, sequencing, etc to preview a text, discuss a text and to answer questions about a text</li> </ul>	<ul style="list-style-type: none"> <li>• Describe characters and their relationships over a progression of experiences or events by naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures)</li> <li>• Match oral descriptions of characters or main events in content related topics</li> <li>• Analyze how author choices about character attributes and actions relate to story elements (Setting, event sequences, and context) by sequencing narrative texts using linking and phrases</li> <li>• Identify and follow patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion)</li> <li>• Identify different types of connectors showing relationships between topics</li> </ul>	<ul style="list-style-type: none"> <li>• Describe connected text that shows how characters and ideas are changing and developing across the text.</li> <li>• Identify causes of particular events or level-appropriate text</li> <li>• Describe characters and their relationships over a progression of experiences or events by naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures)</li> <li>• Analyze how author choices about character attributes and actions relate to story elements (Setting, event sequences, and context) by sequencing narrative texts using linking and phrases</li> <li>• Develop and describe characters and their relationships over a progression of experiences or events</li> </ul>
<p><b><u>Word Meaning</u></b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. 11-12.RL.1.B, 11-12.RI.1.B</p> <p><b><i>WIDA Standard:</i></b> Evaluate the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view</p>	<p><b><u>Word Meaning</u></b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. 11-12.RL.1.B, 11-12.RI.1.B</p> <p><b><i>WIDA Standard:</i></b> Evaluate the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view</p>	<p><b><u>Word Meaning</u></b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. 11-12.RL.1.B, 11-12.RI.1.B</p> <p><b><i>WIDA Standard:</i></b> Evaluate the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view</p>

<ul style="list-style-type: none"> <li>• Name and briefly describe content topics using visual support (examples, posters, diagrams, pictures)</li> <li>• List content words and phrases that relate to the topic By selecting words and phrases to represent points of view</li> <li>• Utilize and develop Newcomer vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish language that identified facts and opinions</li> <li>• Differentiate and/or choosing between technical and everyday vocabulary that describe text features and literary elements</li> </ul>	<ul style="list-style-type: none"> <li>• Choose words and phrases to provide precise details, descriptions, comparisons, and ordered procedures</li> <li>• Identify how language provides clarity and precision in describing topics</li> </ul>
<p><b><u>Theme</u></b> Use appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to human nature and the world. 11-12.RL.1.D, 11-12.RI.1.D</p> <p><b><i>WIDA Social Standard:</i></b> Recount and restate ideas to sustain and move dialogue forward to identify the theme or main idea of the text <b><i>WIDA Standard 1:</i></b> Identify themes or central ideas that develop over the course of a text <b>2.</b> Develop story, advance the plot and themes with complications and resolutions, time, and event sequences</p> <ul style="list-style-type: none"> <li>• Match or locate everyday oral content related words and phrases to pictures, diagrams, or photographs</li> <li>• Connect stories with images and representations to analyze meaning and identify supporting evidence of the main idea</li> <li>• Match key content related terms and ideas to images</li> </ul>	<p><b><u>Theme</u></b> Use appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to human nature and the world. 11-12.RL.1.D, 11-12.RI.1.D</p> <p><b><i>WIDA Social Standard:</i></b> Recount and restate ideas to sustain and move dialogue forward to identify the theme or main idea of the text <b><i>WIDA Standard 1:</i></b> Identify themes or central ideas that develop over the course of a text <b>2.</b> Develop story, advance the plot and themes with complications and resolutions, time, and event sequences</p> <ul style="list-style-type: none"> <li>• Match or locate main ideas in a series of related sentences (visuals, words banks, sentence frames, reduced multiple choice with previously taught vocabulary)</li> <li>• Identify main ideas from short content related passages and discussions</li> <li>• Connect stories with images and representations to analyze meaning</li> </ul>	<p><b><u>Theme</u></b> Use appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to human nature and the world. 11-12.RL.1.D, 11-12.RI.1.D</p> <p><b><i>WIDA Social Standard:</i></b> Recount and restate ideas to sustain and move dialogue forward to identify the theme or main idea of the text <b><i>WIDA Standard 1:</i></b> Identify themes or central ideas that develop over the course of a text <b>2.</b> Develop story, advance the plot and themes with complications and resolutions, time, and event sequences</p> <ul style="list-style-type: none"> <li>• Identify and/or summarizing central ideas</li> <li>• Summarize information with diagrams, models, flow charts, or illustrations</li> <li>• Analyze connected texts that show how characters and ideas are labeled across the text</li> <li>• Include important information and related details</li> </ul>

<ul style="list-style-type: none"> <li>● Identify Title, Character, Setting, and Plot of various texts <ul style="list-style-type: none"> <li>○ Sequence illustrated texts of narratives using visuals with labels</li> </ul> </li> </ul>	<p>and identify supporting evidence of the main idea</p> <ul style="list-style-type: none"> <li>● Identify Title, Character, Setting, and Plot of various texts <ul style="list-style-type: none"> <li>○ Sequence narratives or informational text using visuals, linking words and phrases</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Connect causes to effects in a series of statements</li> <li>● Sequence processes, cycles, or procedures in short extended discourse</li> </ul>
<p><b><u>Questioning</u></b> Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance and evidence. 11-12.SL.1.B</p> <p><b><i>WIDA Social Standard:</i></b> Generate questions about different perspectives</p> <ul style="list-style-type: none"> <li>● Respond to select yes/no or multiple choice questions providing the options with visuals</li> <li>● Ask and answering questions by using repeated language <ul style="list-style-type: none"> <li>○ Who is the character?</li> <li>○ What is the setting?</li> <li>○ Who is your teacher?</li> <li>○ Other language as appropriate to texts</li> </ul> </li> <li>● Create a question from an answer to learn questioning techniques. Example: <ul style="list-style-type: none"> <li>○ Answer: Forest</li> <li>○ Question: What is the setting?</li> <li>○ Other questioning types as appropriate to the texts</li> </ul> </li> <li>● Use non-verbal signals to demonstrate</li> </ul>	<p><b><u>Questioning</u></b> Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance and evidence. 11-12.SL.1.B</p> <p><b><i>WIDA Social Standard:</i></b> Generate questions about different perspectives</p> <ul style="list-style-type: none"> <li>● Answer select yes/no or Wh-questions about text</li> <li>● Identify and raise questions about what might be unexplained, missing, or left unsaid by restating information using content-specific terms in the form of a question</li> <li>● Restate information using content specific terms in the form of question</li> <li>● Pose and respond to WH- Questions to relate to texts/passages (see level one supports as needed)</li> <li>● Create questions to communicate the need for clarity of messages and recognizing intonation used to achieve various purposes of communication</li> </ul>	<p><b><u>Questioning</u></b> Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance and evidence. 11-12.SL.1.B</p> <p><b><i>WIDA Social Standard:</i></b> Generate questions about different perspectives</p> <ul style="list-style-type: none"> <li>● Identify and raise questions about what might be unexplained, missing, or left unsaid by restating information using content-specific terms in the form of a question</li> <li>● Pose and respond to questions in small group discussions</li> <li>● Ask clarifying questions in a respectful manner</li> </ul>

<p>engagement in conversations</p> <ul style="list-style-type: none"> <li>Produce short responses to questions using word/phrase banks</li> </ul>		
<p><b><u>Viewpoint of Others</u></b> Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; determine what additional information or research is needed 9-10.SL.1.C</p> <p><b><i>WIDA Standard 1:</i></b> Orient audience to context and one or multiple points of view.</p> <p><b>2.</b> Engage and adjust for audience</p> <ul style="list-style-type: none"> <li>Match oral information to pictures, diagrams, or photographs that show points of view</li> <li>Distinguish words and phrases related to opinions or facts from oral statements</li> <li>Match media (e.g., posters, photos, banners) with point of view words and phrases</li> </ul>	<p><b><u>Viewpoint of Others</u></b> Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; determine what additional information or research is needed 9-10.SL.1.C</p> <p><b><i>WIDA Standard 1:</i></b> Orient audience to context and one or multiple points of view.</p> <p><b>2.</b> Engage and adjust for audience</p> <ul style="list-style-type: none"> <li>Identify different types of connectors that show relationships between topics</li> <li>Offer fact or opinion statements as appropriate to discussion</li> <li>Make connections between statements that make claims and those providing evidence</li> <li>List content related ideas that represent different points of view on issues using visual supports</li> </ul>	<p><b><u>Viewpoint of Others</u></b> Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; determine what additional information or research is needed 9-10.SL.1.C</p> <p><b><i>WIDA Standard 1:</i></b> Orient audience to context and one or multiple points of view.</p> <p><b>2.</b> Engage and adjust for audience</p> <ul style="list-style-type: none"> <li>State claims matched to evidence using a series of related sentences</li> <li>Suggest details or reasons to reinforce points of view</li> <li>Justify reasons or opinions with evidence</li> <li>Suggest creative ways to resolve communication issues</li> <li>Ask and clarify questions in a respectful manner</li> </ul>
<p><b><u>Unit 1 Grammar Elements (Ongoing throughout the year):</u></b> Best Teaching Practices for English Learners are to ensure that teachers only teach and reteach grammar elements instead of correcting students who many not have learned the grammar that is erroneous</p>		

<p><b>Level 1:</b> Phrases and Simple Sentences; emphasis in articles (a/an, the), pronouns (I, we, he/she, they, us, you), personal pronouns (my/mine, your/yours, her/hers, his/his, their/theirs, our/ours), simple nouns (naming) (singular/plural) and simple past/present regular (action) verbs (am/is/are, was/were); plurals, transition words (first, next, then and last); adjectives (basic numbers, color words); prepositional phrases (time and space), use question words in sentences</p> <p>Grammar and vocabulary Resource Tool:  <a href="https://www.eslteacherresources.com/job-boards-and-worksheets/bogglesworld-esl.com/">ESL Teacher Resources, Job Boards, and Worksheets (bogglesworld-esl.com)</a></p>	<p><b>Level 2:</b> Reinforce Level 1 Grammar Elements; simple compound sentences using conjunctions (and, so, but, nor, or); because; adjectives, adverbs (ly), produce simple, declarative, imperative, exclamatory, and interrogative sentences, use comparative, superlative, and demonstrative adjectives, and adverbs, use subject/verb agreement in a sentence, use the “be” helping verbs with “ing” verbs</p> <p>Irregular Verb Resource Tool:  <a href="https://englishworksheets.com/100%20most%20common%20esl%20irregular%20verbs%20list.pdf">https://englishworksheets.com/100%20most%20common%20esl%20irregular%20verbs%20list.pdf</a></p>	<p><b>Level 3:</b> Reinforce Level 1 and 2 Grammar Elements; compound subjects and compound predicates; commas in a series; produce a variety of complex sentences to form paragraphs, use subject/verb agreement in a sentence, use 1st, 2nd, and 3rd person pronouns and their antecedents,</p>
<p><b>Convention Skills (Ongoing throughout the year):</b> These skills should be taught through direct instruction, conferring, and/or by using literary text examples, student notebook of grammar and convention skills from lessons to refer back to as a reference. This way when a teacher identifies an item to correct, the student has a tool for clarity on how to correct it.</p>		
<p><b>Conventions of standard English and usage</b>  Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.  9-10.W.3.A.c</p> <p>Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts. 9-10.W.3.A.d</p>	<p><b>Conventions of standard English and usage</b>  Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.  9-10.W.3.A.c</p> <p>Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts. 9-10.W.3.A.d</p>	<p><b>Conventions of standard English and usage</b>  Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.  9-10.W.3.A.c</p> <p>Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts. 9-10.W.3.A.d</p> <p>Punctuate a dialogue between two or more characters,</p>



<p>Print in upper and lower case letters, recognize that a sentence ends with punctuation marks, capitalize first word in a sentence capitalize the pronouns, use inventive spelling with beginning, final, and medial sounds, write and name letters for consonant and vowel sounds, using correct spacing between words and sentences, use ending punctuation, use commas to separate single words in a series, spell words phonetically using phonemic awareness and spelling knowledge, and indenting paragraphs</p>	<p>Use apostrophes correctly for contractions and to form possessives; capitalize weeks, days, months, holidays; capitalize abbreviated titles of people; spell words using irregular spelling patterns; spell compound words, words with double consonants, plural words that change -y to -ies and use the plural of nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x; use nouns that change their spelling in plural form; demonstrate and use commas and quotation marks in dialogue; capitalize dialogue correctly; use commas for greeting and closing of a letter/email; capitalize names of places, titles of books, stories, and songs; consult reference materials to check and correct spellings (e.g. spell check and grammar check)</p>	<p>insert a comma before a coordinating conjunction in a compound sentence, capitalize proper adjectives, use correct capitalization, spell words with suffixes by dropping or leaving the final e, spell words ending in the long e sound, alphabetize reference sources, use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context, and citing page numbers of sources</p>
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## **Unit 2: Approaching texts as a writer and researcher**

### **Missouri Learning Standard:**

**11-12.RI.2, 11-12.RL.2** Approach texts as a writer by analyzing craft and structure.

**11-12.RI.3** Approach texts as a researcher by synthesizing/compared/contrasting ideas from multiple texts.

**\*English Learners need texts appropriate for their independent reading level and their instructional level. This may require students in the same class to have different reading materials. Teachers may instruct the whole or small group with a slightly more difficult text by scaffolding the instruction. However, students should be provided materials on their independent reading level for the purpose of assessing and ascertaining their understanding of the learning intentions and Missouri Learning Standard.**

**Level 1 - Expressive Language** *will manifest in single words, chunks of language or simple phrasal patterns; at times physical response may be the only measure of understanding*

**Foundational Skills to teach as needed:**Letter naming, Number Naming, High Frequency Tier one and School Words, Consonant Sounds, Consonant Digraphs,Short Vowels, Long Vowels, and Nouns and Verbs to create simple sentences

**Level 2 - Expressive Language** *will manifest in short phrases and beginning simple sentences.* Reteach level one skills as needed, Homonyms: Homographs & Homophones, Synonyms and Antonyms, High Frequency Tier One Tier Two words appropriate to text and Adjectives and Adverbs

**Level 3 - Expressive Language** *will manifest in more accurate simple sentences and initial complex sentences; generally comprehensible; comprehensibility may from time to time be impeded by errors when attempted to produce more complex expression. Reteach Foundational skills and level two skills as needed.*

## Unit 2: Approaching writing texts as a reader

WIDA ELD Standard 1 Social and Instructional Language & Standard 2 Language for Language Arts

### ELD-LA.9-12.Inform

<p><b><u>Level 1 - Appropriate Text Levels AA-G</u></b> <b><u>Lexile Level Lower than 400</u></b></p> <ul style="list-style-type: none"> <li>• Phonetic readers per checklist.</li> <li>• Students may advance rapidly. If they advance beyond these levels in comprehension, increase them to the next level.</li> <li>• Tier 1 vocabulary with introduction of some content vocabulary.</li> <li>• UFLI beginning phonics</li> </ul>	<p><b><u>Level 2 - Appropriate Text Levels H-N</u></b> <b><u>Lexile Level 400-600</u></b></p> <ul style="list-style-type: none"> <li>• Tasks in level one</li> <li>• Digraphs, blends, prefixes and suffixes</li> <li>• Tier 1 and 2 vocabulary with increasing amounts of content vocabulary - reduced to key content terms.</li> <li>• UFLI Phonics based on student needs</li> </ul>	<p><b><u>Level 3- Appropriate Text Levels O-T</u></b> <b><u>Lexile Level 600-800 or above</u></b></p> <ul style="list-style-type: none"> <li>• Level 1 and 2 Tasks</li> <li>• Reinforce phonics instruction as needed</li> <li>• Develop increasing content vocabulary while reinforcing Tier 1 and Tier 2 vocabulary</li> <li>• UFLI phonics to fill in gaps as needed</li> </ul>
<p><b><u>Point of View</u></b> Analyze a case in which recognizing point of view requires distinguishing what is directly stated in the text from what is implied. 11-12.RL.2.B <b><i>WIDA Social Standard:</i></b> Report on explicit and inferred characteristics, patterns, or behavior. <b><i>WIDA Standard 1:</i></b> Analyze descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships. <b>2.</b> Establish an objective or neutral stance</p>	<p><b><u>Point of View</u></b> Analyze a case in which recognizing point of view requires distinguishing what is directly stated in the text from what is implied. 11-12.RL.2.B <b><i>WIDA Social Standard:</i></b> Report on explicit and inferred characteristics, patterns, or behavior. <b><i>WIDA Standard 1:</i></b> Analyze descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships. <b>2.</b> Establish an objective or neutral stance <ul style="list-style-type: none"> <li>• Follow patterns specific to narrative or informational text (e.g. orientation,</li> </ul> </p>	<p><b><u>Point of View</u></b> Analyze a case in which recognizing point of view requires distinguishing what is directly stated in the text from what is implied. 11-12.RL.2.B <b><i>WIDA Social Standard:</i></b> Report on explicit and inferred characteristics, patterns, or behavior. <b><i>WIDA Standard 1:</i></b> Analyze descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships. <b>2.</b> Establish an objective or neutral stance <ul style="list-style-type: none"> <li>• Summarize content related material</li> </ul> </p>

<ul style="list-style-type: none"> <li>• Connect characters/historical figures with positions or stances on various issues</li> <li>• Match media (poster photos banners) words and phrases within a discussion</li> <li>• Find similarities and difference in level-appropriate texts</li> <li>• Match oral information to pictures, diagrams or photographs that show point of view</li> </ul>	<p>presentation of events, or conclusion)</p> <ul style="list-style-type: none"> <li>• Compare information, symbols, or icons on charts or tables in text or orally</li> <li>• Make connection between statements that make claims and those providing evidence (Teach language for: problem/solution, cause/effect, time order sequence, and character analysis)</li> <li>• List content related ideas that represent different points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main idea from short content related texts or oral presentation</li> <li>• Include important information and related details</li> <li>• Recognize relationships in a series of connected text or oral statements</li> <li>• Identify causes for particular events in short texts or oral presentations</li> </ul>
<p><b><u>Craft and Meaning</u></b> Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone. 11-12.RL.2.C, 11-12.RI.2.C</p> <p><b><i>WIDA Standard: 1.</i></b> Introduce and define topic and/or entity for audience  <b><i>2.</i></b> Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships  <b><i>3.</i></b> Develop coherence and cohesion throughout text</p> <ul style="list-style-type: none"> <li>• Select resources, places, products, or figures from oral statements and labeled visual supports.</li> <li>• Sequence labeled (sticky notes) illustrated text of narrative or informational events to create sentences and paragraphs in pairs,</li> </ul>	<p><b><u>Craft and Meaning</u></b> Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone. 11-12.RL.2.C, 11-12.RI.2.C</p> <p><b><i>WIDA Standard: 1.</i></b> Introduce and define topic and/or entity for audience  <b><i>2.</i></b> Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships  <b><i>3.</i></b> Develop coherence and cohesion throughout text</p> <ul style="list-style-type: none"> <li>• Sequence narrative or informational text using linking words and phrases</li> <li>• Sequence steps in processes or procedures described</li> <li>• Use transitions and connectors to show causal relationships or procedures</li> </ul>	<p><b><u>Craft and Meaning</u></b> Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone. 11-12.RL.2.C, 11-12.RI.2.C</p> <p><b><i>WIDA Standard: 1.</i></b> Introduce and define topic and/or entity for audience  <b><i>2.</i></b> Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships  <b><i>3.</i></b> Develop coherence and cohesion throughout text</p> <ul style="list-style-type: none"> <li>• Identify detailed descriptions, procedures and information in paragraphs</li> <li>• Sequence processes, cycles, or procedures in connected text or oral discourse</li> </ul>

<p>small group or other assistance as needed</p> <ul style="list-style-type: none"> <li>• List content words or phrases that related to a topic</li> <li>• Include images, diagrams, and chart to add details to a topic</li> <li>• Use words and phrases to identify visually supported level-appropriate text</li> <li>• Order events or stages of text or oral representations with sequential language (e.g. first, next, step one)</li> </ul>	<ul style="list-style-type: none"> <li>• Choose everyday or technical language</li> <li>• Identify pattern specific to narrative or informational text (e.g., orientation presentation of events, conclusion)</li> </ul>	<ul style="list-style-type: none"> <li>• Choose words and phrases to provide precise details, descriptions, comparisons, and ordered procedures</li> <li>• Integrate headings, introductory statements, and other features to organize text</li> <li>• Identify their purpose and audiences</li> </ul>
<p><b><u>Interaction and Meaning</u></b> Evaluate the impact of the author's choices regarding how to develop and relate elements of a text. 11-12.RL2.D</p> <p><b><i>WIDA Standard:</i></b> Evaluate cumulative impacts and refinement of author's key word choices over the course of text</p> <ul style="list-style-type: none"> <li>• Answer select yes/no or WH-questions</li> <li>• Identify words and phrases related to sequence</li> <li>• Identify key words and phrases that describe the topic, or level-appropriate text</li> </ul>	<p><b><u>Interaction and Meaning</u></b> Evaluate the impact of the author's choices regarding how to develop and relate elements of a text. 11-12.RL2.D</p> <p><b><i>WIDA Standard:</i></b> Evaluating cumulative impacts and refinement of author's key word choices over the course of text</p> <ul style="list-style-type: none"> <li>• Pose and respond to Wh-questions</li> <li>• Identify different types of connectors that show relationships in language</li> <li>• Differentiate between technical and every day vocabulary that describe (adjectives)</li> <li>• Distinguish language that identifies facts and opinions</li> </ul>	<p><b><u>Interaction and Meaning</u></b> Evaluate the impact of the author's choices regarding how to develop and relate elements of a text. 11-12.RL2.D</p> <p><b><i>WIDA Standard:</i></b> Evaluate cumulative impacts and refinement of author's key word choices over the course of text</p> <ul style="list-style-type: none"> <li>• Ask clarifying questions in a respectful manner</li> <li>• Recognize connected text that show how character's and ideas are labeled across the text</li> <li>• Identify how language provides clarity and precision in describing topics</li> <li>• Organize information related to different perspectives presented in text or orally</li> <li>• Clarify one's own ideas using a variety of strategies</li> </ul>

<p><b><u>Argument and Evidence</u></b> Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of evidence. 11-12.RI.2.D</p> <p><b><i>WIDA Standard:</i></b> Establish an objective or neutral stance</p> <ul style="list-style-type: none"> <li>• Produce short responses to questions using word phrase banks</li> <li>• Distinguish words and phrases related to opinions or facts from oral statements</li> <li>• Relate points of view from a discussion with visual supports (e.g. posters and photographs)</li> <li>• State pros and cons listed visually on a topic</li> <li>• Select words and phrases to represent points of view</li> <li>• List pros and cons of issues</li> <li>• Represent one's idea using various media</li> <li>• Respond to yes and no questions posed by the group</li> <li>• Use nonverbal signals to demonstrate engagement in conversation</li> </ul>	<p><b><u>Argument and Evidence</u></b> Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of evidence. 11-12.RI.2.D</p> <p><b><i>WIDA Standard:</i></b> Establish an objective or neutral stance</p> <ul style="list-style-type: none"> <li>• Ask and answering questions</li> <li>• Identify claims in oral statements</li> <li>• Respond to oral or written claims</li> <li>• Offer facts or opinion statements as appropriate to discussion</li> <li>• Communicate need of clarity of messages</li> <li>• Recognize the intonation used to achieve various purposes of communication</li> </ul>	<p><b><u>Argument and Evidence</u></b> Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of evidence. 11-12.RI.2.D</p> <p><b><i>WIDA Standard:</i></b> Establish an objective or neutral stance</p> <ul style="list-style-type: none"> <li>• Pose and respond to questions in small group discussions.</li> <li>• Connect cause and effect in a series of statements</li> <li>• Identify language choices that represent specific points of view from a series of connected text or oral statements</li> <li>• State claims matched to evidence using a series of related sentences</li> <li>• Suggest details or reason to reinforce points of view</li> <li>• Suggest creative ways to solve communication issues</li> </ul>
<b><u>Relationships in Texts</u></b>	<b><u>Relationships in Texts</u></b>	<b><u>Relationships in Texts</u></b>

<p>Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue. 11-12.RI.3.B</p> <p><b>WIDA Standard:</b> Analyze descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</p> <ul style="list-style-type: none"> <li>• Connect characters/historical figures with positions or stances on various issues</li> <li>• Match media (poster photos banners) words and phrases within a discussion Find similarities and differences in level-appropriate texts</li> <li>• Find similarities and difference in level-appropriate texts</li> </ul>	<p>Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue. 11-12.RI.3.B</p> <p><b>WIDA Standard:</b> Analyze descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</p> <ul style="list-style-type: none"> <li>• Follow patterns specific to narrative or informational text (e.g. orientation, presentation of events, or conclusion)</li> <li>• Compare information, symbols, or icons on charts or tables in text or orally</li> <li>• Make connections between statements that make claims and those providing evidence (Teach language for: problem/solution, cause/effect, time order sequence, and character analysis)</li> </ul>	<p>Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue. 11-12.RI.3.B</p> <p><b>WIDA Standard:</b> Analyze descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</p> <ul style="list-style-type: none"> <li>• Identify main idea from short content related texts or oral presentation</li> <li>• Include important information and related details</li> <li>• Recognize relationships in a series of connected text or oral statements</li> </ul>
<p><b>Unit 1 Grammar Elements (Ongoing throughout the year):</b> Best Teaching Practices for English Learners are to ensure that teachers only teach and reteach grammar elements instead of correcting students who many not have learned the grammar that is erroneous</p>		
<p><b>Level 1:</b> Phrases and Simple Sentences; emphasis in articles (a/an, the), pronouns (I, we, he/she, they, us, you), personal pronouns (my/mine, your/yours, her/hers, his/his, their/theirs, our/ours), simple nouns (naming) (singular/plural) and simple past/present regular (action) verbs (am/is/are, was/were);</p>	<p><b>Level 2:</b> Reinforce Level 1 Grammar Elements; simple compound sentences using conjunctions (and, so, but, nor, or); because; adjectives, adverbs (ly), produce simple, declarative, imperative, exclamatory, and interrogative sentences, use comparative, superlative, and demonstrative</p>	<p><b>Level 3:</b> Reinforce Level 1 and 2 Grammar Elements; compound subjects and compound predicates; commas in a series; produce a variety of complex sentences to form paragraphs, use subject/verb agreement in a sentence, use 1st, 2nd, and 3rd person pronouns and their antecedents,</p>

<p>plurals, transition words (first, next, then and last); adjectives (basic numbers, color words); prepositional phrases (time and space), use question words in sentences</p> <p>Grammar and vocabulary Resource Tool:  <a href="http://ESL_Teacher_Resources.Job_Boards_and_Worksheets(bogglesworldesl.com)">ESL Teacher Resources, Job Boards, and Worksheets (bogglesworldesl.com)</a></p>	<p>adjectives, and adverbs, use subject/verb agreement in a sentence, use the “be” helping verbs with “ing” verbs</p> <p>Irregular Verb Resource Tool:  <a href="https://englishworksheets.com/100%20most%20common%20esl%20irregular%20verbs%20list.pdf">https://englishworksheets.com/100%20most%20common%20esl%20irregular%20verbs%20list.pdf</a></p>	
<p><b>Convention Skills (Ongoing throughout the year):</b> These skills should be taught through direct instruction, conferring, and/or by using literary text examples, student notebook of grammar and convention skills from lessons to refer back to as a reference. This way when a teacher identifies an item to correct, the student has a tool for clarity on how to correct it.</p>		
<p><b><u>Conventions of standard English and usage</u></b></p> <p>Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. 9-10.W.3.A.c</p> <p>Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts. 9-10.W.3.A.d</p> <p>Print in upper and lower case letters, recognize that a sentence ends with punctuation marks, capitalize first word in a sentence capitalize the pronouns, use inventive spelling with beginning, final, and medial sounds, write and name letters for consonant and vowel sounds, using correct spacing between words and sentences, use ending punctuation, use commas to separate single words in a series, spell words phonetically using phonemic awareness and spelling knowledge, and indenting paragraphs</p>	<p><b><u>Conventions of standard English and usage</u></b></p> <p>Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. 9-10.W.3.A.c</p> <p>Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts. 9-10.W.3.A.d</p> <p>Use apostrophes correctly for contractions and to form possessives; capitalize weeks, days, months, holidays; capitalize abbreviated titles of people; spell words using irregular spelling patterns; spell compound words, words with double consonants, plural words that change -y to -ies and use the plural of nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x; use nouns that change their spelling in plural form; demonstrate and use commas and quotation marks in dialogue; capitalize dialogue correctly; use commas for greeting and closing</p>	<p><b><u>Conventions of standard English and usage</u></b></p> <p>Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. 9-10.W.3.A.c</p> <p>Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts. 9-10.W.3.A.d</p> <p>Punctuate a dialogue between two or more characters, insert a comma before a coordinating conjunction in a compound sentence, capitalize proper adjectives, use correct capitalization, spell words with suffixes by dropping or leaving the final e, spell words ending in the long e sound, alphabetize reference sources, use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context, and citing page numbers of sources</p>



	of a letter/email; capitalize names of places, titles of books, stories, and songs; consult reference materials to check and correct spellings (e.g. spell check and grammar check)	
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## **Unit 3: Approaching writing texts as a reader**

### **Missouri Learning Standard:**

11-12.W.3 Approach the writing task as a reader.

Review, revise, and edit writing with consideration for the task, purpose, and audience.

11-12.W.1 Approach the writing task as a researcher.

\*English Learners need texts appropriate for their independent reading level and their instructional level. This may require students in the same class to have different reading materials. Teachers may instruct the whole or small group with a slightly more difficult text by scaffolding the instruction. However, students should be provided materials on their independent reading level for the purpose of assessing and ascertaining their understanding of the learning intentions and Missouri Learning Standard.

**Level 1 - Expressive Language** *will manifest in single words, chunks of language or simple phrasal patterns; at times physical response may be the only measure of understanding*

**Foundational Skills to teach as needed:** Letter naming, Number Naming, High Frequency Tier one and School Words, Consonant Sounds, Consonant Digraphs, Short Vowels, Long Vowels, and Nouns and Verbs to create simple sentences

**Level 2 - Expressive Language** *will manifest in short phrases and beginning simple sentences. Reteach level one skills as needed, Homonyms: Homographs & Homophones, Synonyms and Antonyms, High Frequency Tier One Tier Two words appropriate to text and Adjectives and Adverbs*

**Level 3 - Expressive Language** *will manifest in more accurate simple sentences and initial complex sentences; generally comprehensible; comprehensibility may from time to time be impeded by errors when attempted to produce more complex expression. Reteach Foundational skills and level two skills as needed.*

## Unit 3: Approaching the writing task as a reader (Unit 3)

WIDA ELD Standard 1 Social and Instructional Language & Standard 3 Language for Language Arts

### ELD-LA.9-12.Argue

<p><b><u>Level 1 - Appropriate Text Levels AA-G</u></b> <b><u>Lexile Level Lower than 400</u></b></p> <ul style="list-style-type: none"> <li>• Phonetic readers per checklist.</li> <li>• Students may advance rapidly. If they advance beyond these levels in comprehension, increase them to the next level.</li> <li>• Tier 1 vocabulary with introduction of some content vocabulary.</li> <li>• UFLI beginning phonics</li> </ul>	<p><b><u>Level 2 - Appropriate Text Levels H-N</u></b> <b><u>Lexile Level 400-600</u></b></p> <ul style="list-style-type: none"> <li>• Tasks in level one</li> <li>• Digraphs, blends, prefixes and suffixes</li> <li>• Tier 1 and 2 vocabulary with increasing amounts of content vocabulary - reduced to key content terms.</li> <li>• UFLI Phonics based on student needs</li> </ul>	<p><b><u>Level 3- Appropriate Text Levels O-T</u></b> <b><u>Lexile Level 600-800 or above</u></b></p> <ul style="list-style-type: none"> <li>• Level 1 and 2 Tasks</li> <li>• Reinforce phonics instruction as needed</li> <li>• Develop increasing content vocabulary while reinforcing Tier 1 and Tier 2 vocabulary</li> <li>• UFLI phonics to fill in gaps as needed</li> </ul>
<p><b><u>Organization and content</u></b> Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content. 11-12.W.3.A.a</p> <p><b><i>WIDA Standard 1:</i></b> Analyzing use of rhetoric and details to advance point of view or purpose.</p>	<p><b><u>Organization and content</u></b> Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content. 11-12.W.3.A.a</p> <p><b><i>WIDA Standard 1:</i></b> Analyzing use of rhetoric and details to advance point of view or purpose.</p>	<p><b><u>Organization and content</u></b> Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content. 11-12.W.3.A.a</p> <p><b><i>WIDA Standard 1:</i></b> Analyze use of rhetoric and details to advance point of view or purpose.</p>

<p>2. Logically organize claims, counterclaims, reasons, and evidence, offer a conclusion with recommendations.</p> <ul style="list-style-type: none"> <li>• Relate points of view with visual support (e.g. posters, photographs)</li> <li>• State pros and cons listed visually on a topic</li> <li>• Select words and phrases to represent points of view</li> </ul>	<p>2. Logically organize claims, counterclaims, reasons, and evidence, offer a conclusion with recommendations.</p> <ul style="list-style-type: none"> <li>• Respond to oral or written claims</li> <li>• Recognize the pros and cons of issues from short oral statements</li> <li>• Express claims with evidence (e.g. "Socialism is a good government system because...")</li> </ul>	<p>2. Logically organize claims, counterclaims, reasons, and evidence, offer a conclusion with recommendations.</p> <ul style="list-style-type: none"> <li>• State claims matched to evidence using a series of related sentences</li> <li>• Suggest details or reasons to reinforce points of view</li> <li>• Justify reasons or opinions with evidence</li> </ul>
<p><b><u>Word choice, syntax, and style</u></b> Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text. 11-12.W.3.A.b <b>WIDA Standard:</b> Establish and maintain a formal style and objective tone</p> <ul style="list-style-type: none"> <li>• Answer select yes/no or WH-questions</li> <li>• Identify words and phrases related to sequence</li> <li>• Identify key words and phrases that describe the topic, or level-appropriate text</li> </ul>	<p><b><u>Word choice, syntax, and style</u></b> Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text. 11-12.W.3.A.b <b>WIDA Standard:</b> Establish and maintain a formal style and objective tone</p> <ul style="list-style-type: none"> <li>• Pose and respond to Wh-questions</li> <li>• Identify different types of connectors that show relationships in language</li> <li>• Differentiate between technical and every day vocabulary that describe (adjectives)</li> <li>• Distinguish language that identifies facts and opinions</li> </ul>	<p><b><u>Word choice, syntax, and style</u></b> Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text. 11-12.W.3.A.b <b>WIDA Standard:</b> Establish and maintain a formal style and objective tone</p> <ul style="list-style-type: none"> <li>• Ask clarifying questions in a respectful manner</li> <li>• Recognize connected text that show how character's and ideas are labeled across the text</li> <li>• Identify how language provides clarity and precision in describing topics</li> <li>• Organize information related to different perspectives presented in text or orally</li> <li>• Clarify one's own ideas using a variety of strategies</li> </ul>

<p><b><u>Research</u></b>  Conduct research to answer a question or solve a problem; narrow or broaden the inquiry when appropriate. 11-12.W.1.A.a  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source. 11-12.W.1.A.b</p> <p><b><i>WIDA Standard:</i></b> Identify and summarize central ideas of primary or secondary sources</p> <ul style="list-style-type: none"> <li>• Order events or stages from labeled visual representations, level-appropriate text, or oral statements</li> <li>• Recognize sequence statements and illustrations that describe level-appropriate text</li> <li>• Label charts, graphs, timelines, or cycles to describe level appropriate-text</li> </ul>	<p><b><u>Research</u></b>  Conduct research to answer a question or solve a problem; narrow or broaden the inquiry when appropriate. 11-12.W.1.A.a  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source. 11-12.W.1.A.b</p> <p><b><i>WIDA Standard:</i></b> Identify and summarize central ideas of primary or secondary sources</p> <ul style="list-style-type: none"> <li>• Restate information using content specific terms</li> <li>• Provide examples of content related information previously studied</li> <li>• Sequence narrative or informational text using linking words and phrases</li> <li>• Use transitions and connectors to show causal relationships or procedures</li> <li>• Choose everyday or technical language</li> </ul>	<p><b><u>Research</u></b>  Conduct research to answer a question or solve a problem; narrow or broaden the inquiry when appropriate. 11-12.W.1.A.a  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source. 11-12.W.1.A.b</p> <p><b><i>WIDA Standard:</i></b> Identify and summarize central ideas of primary or secondary sources</p> <ul style="list-style-type: none"> <li>• Identify main idea from short content related texts or oral presentation</li> <li>• Include important information and related details</li> <li>• Integrate headings, introductory statements, and other features to organize text</li> <li>• Identify their purpose and audiences</li> </ul>
<p><b><u>Conventions of standard English and usage</u></b></p>	<p><b><u>Conventions of standard English and usage</u></b></p>	<p><b><u>Conventions of standard English and usage</u></b></p>

<p>Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. 11-12.W.3.A.c</p> <p>Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts. 11-12.W.3.A.d</p>	<p>Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. 11-12.W.3.A.c</p> <p>Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts. 11-12.W.3.A.d</p>	<p>Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. 11-12.W.3.A.c</p> <p>Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts. 11-12.W.3.A.d</p>
<p><b>Unit 1 Grammar Elements (Ongoing throughout the year):</b> Best Teaching Practices for English Learners are to ensure that teachers only teach and reteach grammar elements instead of correcting students who many not have learned the grammar that is erroneous</p>		
<p><b>Level 1:</b> Phrases and Simple Sentences; emphasis in articles (a/an, the), pronouns (I, we, he/she, they, us, you), personal pronouns (my/mine, your/yours, her/hers, his/his, their/theirs, our/ours), simple nouns (naming) (singular/plural) and simple past/present regular (action) verbs (am/is/are, was/were); plurals, transition words (first, next, then and last); adjectives (basic numbers, color words); prepositional phrases (time and space), use question words in sentences</p> <p>Grammar and vocabulary Resource Tool:  <a href="https://www.bogglesworldesl.com/">ESL Teacher Resources, Job Boards, and Worksheets (bogglesworldesl.com)</a></p>	<p><b>Level 2:</b> Reinforce Level 1 Grammar Elements; simple compound sentences using conjunctions (and, so, but, nor, or); because; adjectives, adverbs (ly), produce simple, declarative, imperative, exclamatory, and interrogative sentences, use comparative, superlative, and demonstrative adjectives, and adverbs, use subject/verb agreement in a sentence, use the “be” helping verbs with “ing” verbs</p> <p>Irregular Verb Resource Tool:  <a href="https://englishworksheets.com/100%20most%20common%20esl%20irregular%20verbs%20list.pdf">https://englishworksheets.com/100%20most%20common%20esl%20irregular%20verbs%20list.pdf</a></p>	<p><b>Level 3:</b> Reinforce Level 1 and 2 Grammar Elements; compound subjects and compound predicates; commas in a series; produce a variety of complex sentences to form paragraphs, use subject/verb agreement in a sentence, use 1st, 2nd, and 3rd person pronouns and their antecedents,</p>
<p><b>Convention Skills (Ongoing throughout the year):</b> These skills should be taught through direct instruction, conferring, and/or by using literary text examples, student notebook of grammar and convention skills from lessons to refer back to as a reference. This way when a teacher identifies an item to correct, the student has a tool for clarity on how to correct it.</p>		

<p><b><u>Conventions of standard English and usage</u></b>  Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.  9-10.W.3.A.c</p> <p>Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts. 9-10.W.3.A.d</p> <p>Print in upper and lower case letters, recognize that a sentence ends with punctuation marks, capitalize first word in a sentence capitalize the pronouns, use inventive spelling with beginning, final, and medial sounds, write and name letters for consonant and vowel sounds, using correct spacing between words and sentences, use ending punctuation, use commas to separate single words in a series, spell words phonetically using phonemic awareness and spelling knowledge, and indenting paragraphs</p>	<p><b><u>Conventions of standard English and usage</u></b>  Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.  9-10.W.3.A.c</p> <p>Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts. 9-10.W.3.A.d</p> <p>Use apostrophes correctly for contractions and to form possessives; capitalize weeks, days, months, holidays; capitalize abbreviated titles of people; spell words using irregular spelling patterns; spell compound words, words with double consonants, plural words that change -y to -ies and use the plural of nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x; use nouns that change their spelling in plural form; demonstrate and use commas and quotation marks in dialogue; capitalize dialogue correctly; use commas for greeting and closing of a letter/email; capitalize names of places, titles of books, stories, and songs; consult reference materials to check and correct spellings (e.g. spell check and grammar check)</p>	<p><b><u>Conventions of standard English and usage</u></b>  Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.  9-10.W.3.A.c</p> <p>Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts. 9-10.W.3.A.d</p> <p>Punctuate a dialogue between two or more characters, insert a comma before a coordinating conjunction in a compound sentence, capitalize proper adjectives, use correct capitalization, spell words with suffixes by dropping or leaving the final e, spell words ending in the long e sound, alphabetize reference sources, use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context, and citing page numbers of sources</p>
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## **Unit 4: Approaching writing texts as a reader**

### **Missouri Learning Standard:**

**11-12.W.2** Approach the writing task as a writer.

\*English Learners need texts appropriate for their independent reading level and their instructional level. This may require students in the same class to have different reading materials. Teachers may instruct the whole or small group with a slightly more difficult text by scaffolding the instruction. However, students should be provided materials on their independent reading level for the purpose of assessing and ascertaining their understanding of the learning intentions and Missouri Learning Standard.

**Level 1 - Expressive Language** *will manifest in single words, chunks of language or simple phrasal patterns; at times physical response may be the only measure of understanding*

**Foundational Skills to teach as needed:**Letter naming, Number Naming, High Frequency Tier one and School Words, Consonant Sounds, Consonant Digraphs,Short Vowels, Long Vowels, and Nouns and Verbs to create simple sentences

**Level 2 - Expressive Language** *will manifest in short phrases and beginning simple sentences.* Reteach level one skills as needed, Homonyms: Homographs & Homophones, Synonyms and Antonyms, High Frequency Tier One Tier Two words appropriate to text and Adjectives and Adverbs

**Level 3 - Expressive Language** *will manifest in more accurate simple sentences and initial complex sentences; generally comprehensible; comprehensibility may from time to time be impeded by errors when attempted to produce more complex expression. Reteach Foundational skills and level two skills as needed.*



## Unit 4: Approaching the writing task as a writer (Unit 4)

WIDA ELD Standard 1 Social and Instructional Language & Standard 4 Language for Language Arts

<b><u>Level 1 - Appropriate Text Levels AA-G</u></b> <b><u>Lexile Level Lower than 400</u></b> <ul style="list-style-type: none"><li>• Phonetic readers per checklist.</li><li>• Students may advance rapidly. If they advance beyond these levels in comprehension, increase them to the next level.</li><li>• Tier 1 vocabulary with introduction of some content vocabulary.</li><li>• UFLI beginning phonics</li></ul>	<b><u>Level 2 - Appropriate Text Levels H-N</u></b> <b><u>Lexile Level 400-600</u></b> <ul style="list-style-type: none"><li>• Tasks in level one</li><li>• Digraphs, blends, prefixes and suffixes</li><li>• Tier 1 and 2 vocabulary with increasing amounts of content vocabulary - reduced to key content terms.</li><li>• UFLI Phonics based on student needs</li></ul>	<b><u>Level 3- Appropriate Text Levels O-T</u></b> <b><u>Lexile Level 600-800 or above</u></b> <ul style="list-style-type: none"><li>• Level 1 and 2 Tasks</li><li>• Reinforce phonics instruction as needed</li><li>• Develop increasing content vocabulary while reinforcing Tier 1 and Tier 2 vocabulary</li><li>• UFLI phonics to fill in gaps as needed</li></ul>
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<p><b><u>Development</u></b> Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. 11-12.W.2.A</p> <p><b>Writing Process:</b> Discussion of the topic/text Research (if applies) Prewrite using graphic organizer and supports Rough draft Edit and revise (Peer-review) Conferencing (Edit for previously taught grammar and syntax lessons only) Revise and repeat above steps as needed Final Draft Publish and/or present when appropriate</p>	<p><b><u>Development</u></b> Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. 11-12.W.2.A</p> <p><b>Writing Process:</b> Discussion of the topic/text Research (if applies) Prewrite using graphic organizer and supports Rough draft Edit and revise (Peer-review) Conferencing (Edit for previously taught grammar and syntax lessons only) Revise and repeat above steps as needed Final Draft Publish and/or present when appropriate</p>	<p><b><u>Development</u></b> Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. 11-12.W.2.A</p> <p><b>Writing Process:</b> Discussion of the topic/text Research (if applies) Prewrite using graphic organizer and supports Rough draft Edit and revise (Peer-review) Conferencing (Edit for previously taught grammar and syntax lessons only) Revise and repeat above steps as needed Final Draft Publish and/or present when appropriate</p>
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