

## ESOL II/Sheltered Reading II (ESOL I/Sheltered Reading I) Scope and Sequence 2024-2025

TEKS	Dist	ribu	tior	n An	non	g Ur	nits																																											
	1A	1B	1C	1D	1E	1F	16	2A	3A	ac	3 <b>c</b>	) C	UE JC	3,	3F	4A	A5	A9	6B	29	6D	39	49	<b>9</b> 9	Н9	19	7A	7B	7C	7D	7E	7F	7G	7H	71	LZ	7K	<b>A8</b>	8B	38	8D	9A	9B	90	9 <u>Di</u>	9.Di	9Diii	9Ei	9Ei	9Ëi
Unit 1	Х	Х	Х	Х	Χ	Х	X	Х	Х		x >	x 2	X 2	X	Х	Χ :	Х	Х	Х		Х	Х	Х			Х	Х	х	Х	Х	Х	Х		х	Х		Χ													
Unit 2		х	Х		Χ	Χ	Х	х				7	X 2	X	Х	Χ :	Х	Х		х	Х	х	Χ	Х	Х	Х			Х	Х			Х	х	Х	Х	Χ		Х	Х	Х									
Unit 3		х	х		Χ	Х	Х	х				7	X 2	X	Х	Χ :	Х	Х		х	Х		Χ	Х	Х	Χ			Х	х					Χ		Χ	х	Х	х	х									
Unit 4	Х	х	Х	Х	Χ	Х	Х	х				7	X 2	X	Х	Χ :	Х	Х	Χ	Х		Х				Χ	Х	Х	Χ				Х		Χ		Χ					Х	Х	х						
Unit 5	Χ	Х	Χ		Χ	Χ		Х	Х	)	x >	<b>X</b>	X 2	X	Х	X	Χ	Χ	Χ	Х			Χ	Χ	Χ	Χ		Х	Х	Х		Х	Х		Χ	Х	Χ								Х	Х	Х	х	Χ	
Unit 6		Х	Χ		Χ	Х		Х					7	Х		X	X	Χ						Х	Х	Χ		х		Х					Χ	Х	Χ											Х	Х	X
Unit 7																																																		
Unit 8	Х	Х														X Z	Х	Х								Х									Х															

	10A	10B	10C	10D	10E	10F	10G	10H	11A	11Bi	11Biii	11C	11Di	11Dii	11Diii	11Div	11Dv	11Dvi	11Dvii	11Dviii	11Dix	11E	11F	11G	12A	12B	12C	12D	13A	13B	13C	13D	13E	13F	13Gi	13Gii	13H	131	13J
Unit 1	х								Х																														
Unit 2	Х								Х	Х	Х																												
Unit 3	х	Х		Х		Х						Х	Х	Х	Х				Х		Х	Х	Χ	Х	Х														
Unit 4	Х		Χ	Χ	Χ	Χ																							Χ					Х					
Unit 5	Х	Χ	Χ						Χ	Х	Χ	Х	Х	Х	Х	Χ	Х	Χ	Χ	Х	Х	Х	Χ	Х		Χ			Х		Х	Х	х	Χ					X
Unit 6	Х	Х	Х			X	Х	Х		Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х			Х		Х			Х			Х	Х			Х
Unit 7																																							
Unit 8									Х																			Х	Х	Х	Х	Х	Х	Х			Х	Х	X

<sup>\*</sup>The highlights indicate TEKS that are new to the grade-level. They do not exist in the grade-level prior.



### Unit 1

## **Building a Literacy Community**- Who Are We as Readers, Writers and Communicators?

Estimated Date Range: August 8th -30th Estimated Time Frame: 17 Days \*District Language Assessment Window

Concepts	TEKS	Grammar Focus
Concept 1: Purposeful Conversation - How Will We Engage in Conversation about Literacy as a Community? Estimated 5 day	Priority Standards:  ESOL I/II.(1)A engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes	Prerequisite grammar concepts: Feminine/Masculine Pronouns Singular/Plural Pronouns What Makes a sentence?
Concept 2: Getting to Know You Estimated 5 days	Priority Standards:  ESOL I/II.(11)A plan a piece of writing appropriate to various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing	- Part A - Subject - Verb - Sense of completeness (Simple sentences) Part B
*Concept 3: Close Reading Routine— Author's Purpose and Theme Estimated 7 days  *District Language Assessment #1 Window Opens	Priority Standards:  ESOL I.(7)C use text evidence and original commentary to support a comprehensive response  ESOL II.(7)C use text evidence and original interpretive to support a comprehensive response  ESOL I.(10)A identify and analyze the author's purpose and message within a text ESOL II.(10)A analyze the author's purpose and message within a text	<ul> <li>Period</li> <li>Capital Letter and beginning of sentence</li> </ul>



ESOL I/II.(6)F Make inferences and use evidence to support understanding	

## Unit 2

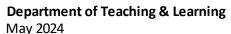
## **Author's Craft: Literary Structures**

Estimated Date Range: September 3 – October 9th

Estimated Time Frame: 46 Days

\*ESL District Learning Assessment Window (More information coming soon..)

Concepts	TEKS	Grammar Focus
Concept 1: Analyzing Character	Priority Standards:	ESOL I/II.11.D.vii Correct
and Theme as a Reader and Writer	ESOL I.(8)A identify and analyze how themes are developed through characterization and	Capitalization
Estimated 11 days	<del>plot</del> in a variety of literary texts	
	ESOL II.(8)A analyze how themes are developed through characterization and plot,	
Sub-Genre: Narrative	including comparing similar themes in a variety of literary texts representing different	
	<u>cultures</u>	
	ESOL I.(8)B identify and analyze how authors develop complex yet believable characters	
	in works of fiction through a range of literary devices, including character foils	
	ESOL II.(8)B analyze how authors develop complex yet believable characters, including	
	archetypes, through historical and cultural settings	
	ESOL I/II.(6)F Make inferences and use evidence to support understanding	
	ESOL I/II.(11)A plan a [narrative] piece of writing appropriate for various purposes and	
	audiences by generating ideas through a range of strategies such as brainstorming,	
	journaling, reading, or discussing	

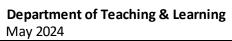




TEACHING & LEARNING	May 2024	
Concept 2: Analyzing the Interactions of Setting, Plot, and	Priority Standards:	ELA I/II.11.D.iii pronoun- antecedent agreement
Theme	ESOL I.(8)C identify and analyze non-linear plot developments such as flashbacks,	
Estimated 14 days	foreshadowing, subplots, and parallel plot structures and compare it to linear plot	
	development	
	ESOL II.(8)C analyze isolated scenes and their contribution to the success of the	
Sub-Genres: Narrative and Drama	plot as a whole	
	ESOL I.(8)D Identify and analyze how the setting influences the theme	
	ESOL I.(8)D analyze how historical and cultural settings influence characterization,	
	plot, and theme across texts	
Concept 3: Analyzing Language as a	Priority Standards:	ELA I/II.11.D.ii consistent
Reader and Writer		and appropriate use of verb
Estimated 21 days	ESOL I.(10)D identify and analyze how the author's use of language achieves specific purpose;	tenses and active and passive voice
Sub-Genres:	ESOL II.(10)D analyze how the author's use of language informs and shapes the	
Narrative, Drama, and Poetry	perception of the readers	ESOL I/II.11.Diii Subject- verb Agreement
	ESOL I.(10)E identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes	Introduce: ESOL I/II.11.D.vi
	ESOL II.(10)E analyze the use of literary devices such as irony, sarcasm, and motif	Accurate use of homonyms
	to achieve specific purposes	
	ESOL I/II.(10)F identify and analyze how the author's diction and syntax	
	contributed to the mood, voice, and tone of a text	
	Unit 3	

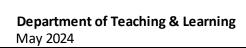
## **Synthesizing Across Genres**

Estimated Date Range: November 18th – December 20th
Estimated Time Frame: 20 Days





	District Language Proficiency Assessment (DELPA) Window #2*	
	Link to Integrated TEKS	
Concepts	TEKS	Grammar Focus
Concept 1: Paraphrasing and Summarizing  Sub-Genre: Informational	ESOL I/II.(6)B answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information  ESOL I.(6)G Actively participate in discussions to identify, understand, and evaluate details read to determine key ideas  ESOL II.(6)G evaluate details read to determine key ideas  ESOL II.(7)D Paraphrase and summarize texts in ways that maintain meaning and logical order	(Not at grade-level standard): Correct spelling, including commonly confused terms such as its/it's, affect/effect, there, their, they're, and to/two/too  ESOL I/II.11.D.ix Correct Spelling, including
Concept 2: Understanding Cross-genre Connections* District English Language Proficiency Assessment (DELPA) #2 Window Opens  Sub-genres: Informational, Literary	Priority Standards  ESOL I/II.(10)A Identify and analyze the author's purpose, audience, and message within a text  ESOL I.(6)H Synthesize information from two texts to create new understanding ESOL II.(6)H Synthesize information from multiple texts to create new understanding	Review Simple Sentences (not at grade level standard)  ESOL I.11.D.viii punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons and parentheses  ESOL II.11.D.viii punctuation, including commas, semicolons, colons and dashes to set



as appropriate

off phrases and clauses



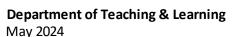
## NEW Unit 4 (OLD Unit 5)

## **Author's Craft: Informational Text and Inquiry**

Estimated Date Range: January 4th – February 7th
Estimated Time Frame: 21 Days

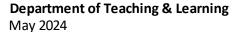
\*ESL District Learning Assessment Window (coming soon...)

Concepts	TEKS	Grammar Focus
Concept 1- Analyzing	Priority Standards:	Sentence Combining
Thesis Statements and	ESOL I.(9)D identify and analyze the characteristics and structures of informational text	ESOL I.11.E use sentence
Author's Purpose as a	such as:	combining techniques to
Researcher and Writer	(i). controlling idea and clear thesis, relevant supporting evidence, pertinent	create a variety of sentence structures and lengths
Estimated 7 days	examples and conclusion	structures and lengths
	ESOL II.(9)D identify and analyze the characteristics and structures of informational text such as:  (i). clear thesis, relevant supporting evidence, pertinent examples and conclusion (ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain or use information and gain understanding of text	ESOL II.11.E use sentence combining techniques to create an increasingly complex variety of sentence structures and lengths
	ESOL I/II.(12)B Compose informational text such as explanatory essays, reports, and personal essays using genre characteristics and craft;  ESOL I.(13)A develop questions for formal and informal inquiry  ESOL I.(13)C develop and revise a plan	





TEACHING & LEARNING	May 2024	
	ESOL I.(10)A identify and analyze the author's purpose, audience, and message within a text	
Concept 2- Analyzing how	Priority Standards:	Not at grade level
Author's connect Thesis	ESOL I.(9)D identify and analyze characteristics and structural elements of informational	standard)
and Evidence as a	texts such as:	Subordinating and
Researcher and Writer Estimated 7 days	(i) controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion	correlative conjunctions, such as either/or, neither/nor
	ESOL II.(9)D identify and analyze the characteristics and structures of informational text such as:	
	(i). <u>clear thesis</u> , relevant supporting evidence, pertinent examples and conclusion	
	ESOL I/II.(11)B develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	
	(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	
	ESOL I.(12)B compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	
	ESOL I.(13)D modify the major research question necessary to refocus the research plan;	
	ESOL I.(13)E locate relevant sources;	
	ESOL I.(13)F synthesize information from a variety of sources	





### Concept 3- Analyzing Structure as a Researcher and Writer

Estimated 5 days

#### **Priority Standards:**

ESOL I.(10)B identify and analyze use of text structure to achieve the author's purpose ESOL II.(10)B analyze use of text structure to achieve the author's purpose

## ESOL I.(9)D identify and analyze characteristics and structural elements of informational texts such as:

- (i) controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion;
- (ii) <u>multiple organizational patterns</u> within a text to develop a thesis ESOL II.(9)D identify and analyze characteristics and structural elements of informational texts such as:
  - (i) controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion;
  - (ii) multiple organizational patterns within a text to develop a thesis
  - (iii) organizational patterns such as description, temporal sequence, cause and effect, compare and contrast, and problem solution

ESOL I.(6)H synthesize information from two texts to create new understanding ESOL II.(6)H synthesize information from multiple texts to create new understanding

ESOL I/II.(11)B develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

(i) using an organizing structure appropriate to purpose, audience, topic, and context;

ESOL I/II.(12)B compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft

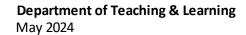
## Unit 5 (Old Unit 6)

**Author's Craft: Argumentative Text and Inquiry** 

Sentence Combining
ESOL I.11.E use sentence
combining techniques to
create a variety of sentence
structures and lengths

ESOL II.11.E use sentence combining techniques to create an increasingly complex variety of sentence structures and lengths

(Not at grade level standard)
Subordinating and correlative conjunctions, such as either/or, neither/nor



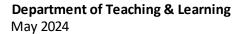


Estimated Date Range: February 10th – March 21st
Estimated Time Frame: 21 Days
TELPAS Window TBD

	TELPAS Window TBD	
	Link to Integrated TEKS	
Concepts	TEKS	Grammar Focus
Concept 1- Analyzing	Priority Standards:	(Not a grade level
Claims and author's	ESOL I.9(E) identify and analyze characteristics and structures of argumentative text by:	standard)
purpose as a researcher and writer	(i) <u>clear arguable claim</u> , appeals, and convincing conclusion; (iii) identifiable audience or reader;	Conjunctive Adverbs
Estimated 6 days	(iii) identifiable addience of reader;	
,	ESOL II.9(E) identify and analyze characteristics and structures of argumentative text by:	
	(i)Controlling idea and clear arguable claim, appeals, and convincing conclusion;	
	(iii) identifiable audience or reader;	
	ESOL I.10(A) identify and analyze the author's purpose, audience, and message within a	
	text;	
	ESOL II.10(A) analyze the author's purpose, audience, and message within a text;	
	ESOL I/II.13(A) develop questions for formal and informal inquiry	
	ESOL I/II.13(D) Modify the major research question as necessary to refocus the research plan;	
Concept 2- Analyzing how	Priority Standards:	(Not a grade level
authors connect claim and	ESOL I/II.9(E) identify and analyze characteristics and structures of argumentative text by:	standard)
evidence as a researcher	(i)Controlling idea and clear arguable claim, appeals, and convincing conclusion;	Conjunctive Adverbs
and writer	(ii) various types of evidence and treatment of counterarguments, including	Conjunctive Adverss
Estimated 6 days	concessions and rebuttals;	Use data to determine
estimated o days	(iii) identifiable audience or reader;	focus areas for review
	(iii) lacitaliable addictice of reduct)	rocus areas for review
	ESOL I.13(G) examine sources for	
	(i) credibility and bias, including omission;	
	(ii) faulty reasoning such as ad hominem, loaded language, and slippery slope	



TEACHING & LEARNING	May 2024	
	ESOL II.13(G) examine sources for (i) credibility and bias, including omission; (ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or	
	ESOL I.10(G) identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions;	
	ESOL I.10(H) identify and explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments  ESOL II.10(H) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	
	ESOL I/II.11(B) develop drafts into a focused, structured, and coherent piece of writing in times and open-ended situations by;  (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	
Concept 3- Analyzing Organizational patterns as a researcher and writer Estimated 5 days	Priority Standards: ESOL I/II.10(B) identify and analyze use of text structure to achieve the author's purpose  ESOL I/II.9(E) identify and analyze characteristics and structures of argumentative text by:  (i) Controlling idea and clear arguable claim, appeals, and convincing conclusion;  (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals;  (iii) identifiable audience or reader;	Use data to determine focus areas for review
	ESOL I/II.11(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by;	





	(i) using an organizing structure appropriate to purpose, audience, topic, and context;  (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;	
Concept 4: Synthesizing	Priority Standards:	
Sources and Making an	ESOL I.6(H) synthesize information from two texts to create new understanding;	
Argument	ESOL I.7(C) use text evidence and original commentary to support a comprehensive	
Estimated 5 days	response;	
	ESOL I.12(C)compose argumentative text using genre characteristics and craft; ESOL I.13(J) use appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results	
	ESOL I.9 (11) C revise drafts to improve clarity, development, organization, style, diction,	
	and sentence effectiveness, including use of parallel constructions and placement of	
	phrases and dependent clauses;	
	Unit 6 (Old Unit 7)	

## Unit 6 (Old Unit 7)

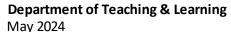
## **Synthesizing Multiple Genres**

Estimated Date Range: March 24-April 17

\*\*STAAR Window (TBD)

Estimated Time Frame: 18 Days

	Concept	TEKS	Grammar Focus
Concept 1- Synthesizing		Priority Standards	ESOL I/II.11.D.v
	Ideas WITHIN Genres	ESOL I.(6)E make connections to <del>personal experiences,</del> ideas in other texts <del>, and society</del>	Apostrophes to show
	Estimated 6 days	ESOL I.(6)H synthesize information from two texts to create new understanding	possession
		ESOL II.(6)H synthesize information from multiple texts to create new understanding	
	Louinated o days	• • •	possession





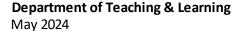
	ESOL I/II.(7)B write responses that demonstrate understanding of texts, including comparing sources			
	within <del>and across</del> genres			
	ESOL I/II.(7)C use text evidence and original commentary to support a comprehensive response			
Concept 2- Synthesizing	cept 2- Synthesizing Priority Standards			
ACROSS Genres	ESOL I.(6)E make connections to <del>personal experiences,</del> ideas in other texts <del>, and society</del>			
Estimated 12 days	ESOL I.(6)H synthesize information from two texts to create new understanding			
Litimated 12 days	ESOL II.(6)H synthesize information from multiple texts to create new understanding			
	ESOL I/II.(7)B write responses that demonstrate understanding of texts, including comparing sources within and across genres			
	ESOL I/II.(7)C use text evidence and original commentary to support a comprehensive response			

## Unit 7 (Old Unit 8)

## Inquiry

Estimated Date Range: April 22nd – May 29th
Estimated Time Frame: 28 Days
\*DELPA 3 Window Opens
Link to Integrated TEKS

Concepts		TEKS	<b>Grammar Focus</b>
Concept 1: Generate Questions and Plan	ESOL I/II.13A ESOL I/II.13C	Develop questions for formal and informal inquiry; Develop and revise a plan;	<b>ESOL I/II.11.D.vi</b> Accurate use of <b>homonyms</b>
Inquiry*	ESOL I/II.13D	•	,
Estimated 8 days *District English Language	plan;		(Not at grade level standard)
Proficiency Assessment			Prepositional Phrases
(DELPA) #3 Window			and their influence on subject-verb agreement
Opens			Janjeet vers agreement





# Concept 2: Gather and Evaluate Information-Inquiry

Estimated 12 days

\*These concepts

may run

concurrently

#### **Priority TEKS:**

**ESOL I/II.1A** Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;

ESOL I/II.13E Locate relevant sources;

**ESOL I/II.13F Synthesize information from a variety of sources** (differentiate between paraphrasing and plagiarism when using source materials)

ESOL I/II.13B Critique the research process at each step to implement changes as needs occur and are identified.

**ESOL I/II.13H** Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism;

## Concept 3- Create and Present Findings

Estimated 7 days

\*These concepts

may run

concurrently

#### **Priority TEKS:**

**ESOL I.11A** Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;

**ESOL I/II.13J** Use an appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results.

ELPS 3(I) Adapt spoken language appropriately for formal and informal purposes; and

**ELA I/II.9.D.i** The student is expected to edits drafts using standard English conventions, including:

A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments

#### The following TEKS are integrated throughout the Units and Concepts:

#### Unit 1- Building a Literacy Community- Who Are We as Readers, Writers and Communicators?

ESOL I 7.C use text evidence and original commentary to support a comprehensive response

ESOL I 7.D paraphrase and summarize texts in ways that maintain meaning and logical order

ESOL I I.E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making

ESOL I 4.A adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose

ESOL I 5.A self-select text and read independently for a sustained period of time

ESOL I 6.A establish purpose for reading assigned and self-selected text



## **Department of Teaching & Learning** May 2024

ESOL I 3.A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary

ESOL I 3.C determine the meaning of foreign words or phrases used frequently such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo

ESOL I.2 (3) E Identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly

ESOL I 6.(7) E interact with sources in meaningful ways, such as labeling, notetaking, annotating, freewriting, or illustrating

ESOL I 7.H respond orally or in writing with appropriate register, vocabulary, tone, and voice

ESOL I (7) F respond using newly acquired content and academic vocabulary as appropriate

ESOL I (7) I reflect on and adjust responses when valid evidence warrant

ESOL I 7.A describe personal connections to a variety of sources, including self-selected texts

ESOL I 6.E make connections to personal experiences, ideas in other texts, and society

ESOL I 6.B answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information

ESOL I 6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, and annotating when understanding breaks down

ESOL I.1B Share prior knowledge with peers and others to facilitate communications

ESOL I.1C follow, restate and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes

ESOL I.2A Acquire, demonstrate and apply phonetic knowledge

ESOL I.1 F Develop social communication and produce oral language in contextualized and purposeful ways

ESOL I. 1 D Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively

ESOL I.3 D Identify and use words that name actions, directions, positions, sequences, and locations

ESOL I.3 F Investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies

ESOL I. 8 (7) K Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions

ESOL I.1 G Conduct an interview, including social and informative

ELDA 1 (B) recognize print directionality of the English Language, such as reading left to right or top to bottom;

ESOL I 1.A engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes

ESOLII.E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making

ESOL I 7.D paraphrase and summarize texts in ways that maintain meaning and logical order

ESOL I 3.B Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases

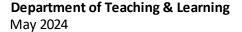
ESOL I 6.B answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information

ESOL I 6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, and annotating when understanding breaks down

ESOL I 7.B write responses that demonstrate understanding of texts, including comparing texts within and across genres

#### **Unit 2- Author's Craft: Literary Structures**

ESOL I.3 (4) A Adjust fluency when reading grade-level and language proficiency-level text based on the reading purposes

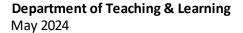




- ESOL I.4 (5) A Self-selected text and read independently for a sustained period of time.
- ESOL I.5 (6) A Establish purpose for reading assigned and self-selected texts;
- ESOL I.5 (6) C Make and correct, or confirm predictions using text features, characteristics of genre, and structures;
- ESOL I.5 (6) D Create mental images to deepen understanding;
- ESOL I.5 (6) E Make connections to personal experiences, ideas in other texts, and society
- ESOL I.5 (6) G Actively participate in discussions to identify, understand, and evaluate details read to determine key ideas
- ESOL I.6 (7) C Use text evidence to support an appropriate response
- ESOL I.6 (7)G Discuss and write about the explicit or implicit meaning of a text
- ESOL I.6 (7) I Reflect on and adjust responses when valid evidence warrants
- ESOL I.3 D Identify and use words that name actions, directions, positions, sequences, and locations
- ESOL I.3 E Identify and use multiple meaning words, homographs, homophones, and commonly confused terms correctly
- ESOL I.3 F Investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies
- ESOL.2A Demonstrate and apply phonetic knowledge
- ESOL.1 E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
- ESOL I.1 F Develop social communication and produce oral language in contextualized and purposeful ways
- ESOL I.1 G Conduct an interview, including social and informative
- ESOL I.6 (7) H Respond orally or in writing with appropriate register, vocabulary, tone, and voice
- ESOL I.8(7)J Defend or challenge the author's claims using relevant text evidence
- ESOL I. 8 (7) K Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions
- ESOL I.1B Share prior knowledge with peers and others to facilitate communication
- ESOL I. 1 C follow, restate, and give complex oral instructions to perform specific tasks, answers questions, or solve problems and complex process ESOL I 10.A identify and analyze the author's purpose, audience, and message within a text

#### Unit 3- TBD

- ESOL I 6.F make inferences and use evidence to support understanding;
- ESOL I 6.H synthesize information from two texts to create new understanding
- ESOL I 7.C use text evidence and original commentary to support a comprehensive response
- ESOL I 7.D paraphrase and summarize texts in ways that maintain meaning and logical order
- ESOL I.2A Acquire, demonstrate and apply phonetic knowledge
- ESOL I 6.D create mental images to deepen understanding

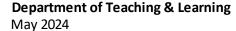




- ESOL I (6) C make, correct or confirm predictions using text features, characteristics of genre, and structures
- ESOL I (6) G actively participate in discussions to identify, understand, and evaluate details read to determine key ideas
- ESOL I (7) I reflect on and adjust responses when valid evidence warrants
- ESOL I I.E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making
- ESOL I.1 F Develop social communication and produce oral language in contextualized and purposeful ways
- ESOL I.1B Share prior knowledge with peers and others to facilitate communications
- ESOL I.1C follow, restate and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes
- ESOL I.1 G Conduct an interview, including social and informative
- ESOL I.3 D Identify and use words that name actions, directions, positions, sequences, and locations
- ESOL I.3 F Investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies
- ESOL I.2 (3) E Identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly
- ESOL I 8.B Identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils
- ESOL I 7 (8).C Identify and analyze non-linear plot developments such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development
- ESOL I 8.D Identify and analyze how the setting influences the theme
- ESOL I 11.F develop voice
- ESOL I 11.E Use Sentence combining techniques to create a variety of sentence structures and lengths
- ESOL I 10.A Identify and analyze the author's purpose, audience, and message within a text

#### **Unit 4- Author's Craft: Informational Text and Inquiry**

- ESOL I 4.A adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose
- ESOL I 5.A self-select text and read independently for a sustained period of time
- ESOL I 6.A establish purpose for reading assigned and self-selected text
- ESOLI 3.A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary
- ESOL I 3.C determine the meaning of foreign words or phrases used frequently such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo
- ESOL I.2 (3) E Identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly
- ESOL I (7) F respond using newly acquired content and academic vocabulary as appropriate
- ESOL I (7) I reflect on and adjust responses when valid evidence warrants





ESOL I 6.B answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information ESOL I 6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, and annotating when understanding breaks down

ESOL I.1B Share prior knowledge with peers and others to facilitate communications

ESOL I.1C follow, restate and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes

ESOL I.2A Acquire, demonstrate and apply phonetic knowledge

ESOL I.1 F Develop social communication and produce oral language in contextualized and purposeful ways

ESOL I.3 D Identify and use words that name actions, directions, positions, sequences, and locations

ESOL I.3 F Investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies

ESOL I. 8 (7) K Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions

ESOL I I.E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making

ESOL I.5 (6) C Make and correct, or confirm predictions using text features, characteristics of genre, and structures;

ESOL I.5 (6) G Actively participate in discussions to identify, understand, and evaluate details read to determine key ideas

ESOL I.6 (7) C Use text evidence to support an appropriate response

ESOL I.6 (7)G Discuss and write about the explicit or implicit meaning of a text

ESOL I.8(7)J Defend or challenge the author's claims using relevant text evidence

ESOL I 3.B Discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases

ESOL I.5 (6) F Make inferences and use evidence to support understanding

ESOL I.5 (6) H synthesize information to create new understanding

ESOL I 7.C use text evidence and original commentary to support a comprehensive response

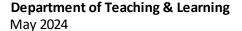
ESOL I 7.B write responses that demonstrate understanding of texts, including comparing texts within and across genres

ESOL I 11.A plan a piece of writing appropriate to various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing

ESOLI.11 (13)F synthesize information from a variety of sources

ESOLI.10 (11)(D) edit drafts using standard English conventions, including:

- (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
- (ii) consistent, appropriate use of verb tense and active and passive voice;
- (iii) subject-verb agreement;
- (iv) pronoun-antecedent agreement;
- (v) apostrophes to show possession;
- (vi) accurate usage of homonyms;





(vii) correct capitalization;

(viii) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and

(ix) correct spelling, including abbreviations

ESOLI.10 (11)(E)use sentence-combining techniques to create a variety of sentence structures and lengths

ESOLI.10 (11)(G) publish written work for appropriate audiences

ESOLI.10 (11)(F) develop voice

ESOL I. 9 (10) A identify and analyze the author's purpose, audience and message within a text

ESOL I .9(10) B identify and analyze the use of text structure to achieve the author's purpose (How does language contribute to this?)

#### **Unit 5- Author's Craft: Argumentative Text and Inquiry**

ESOL I.8 (9)F Identify and analyze the characteristics of multimodal and digital texts

ESOL I.9(10)C) identify and evaluate the author's use of print and graphic features to achieve specific purposes;

ESOL I.9(10)G identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions; and

ESOL I 10 F Identify and analyze how the author's diction and syntax contributed to the mood, voice, and tone of a text

ESOL I 4.A adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose

ESOL I 5.A self-select text and read independently for a sustained period of time

ESOL I 6.A establish purpose for reading assigned and self-selected text

ESOL I(6)I monitor comprehension and make adjustments such as re-reading, using background knowledge, and annotating when understanding breaks down

ESOL I (7) I reflect on and adjust responses when valid evidence warrants

ESOL I.1 B Share prior knowledge with peers and others to facilitate communication

ESOL I.1C follow, restate, and give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems;

ESOL I. 1 D Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively

ESOL I.13 J Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

ESOL I.1 F Develop social communication and produce oral language in contextualized and purposeful ways

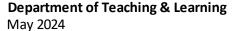
ESOL I.8(7)J Defend or challenge the author's claims using relevant text evidence

ESOL I I.E Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making

ESOL I.2 (3) E Identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly

ESOL I.2A Acquire, demonstrate and apply phonetic knowledge

ESOLI.10 (11)(G) publish written work for appropriate audiences





ESOLI.10 (11)(H) identify and explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.

ESOLI.10 (11)(F) develop voice

ESOLI.11 (13)(G) examine a source for

- (i) credibility and bias, including omission; and
- (ii) faulty reasoning such as ad hominem, loaded language, and slippery slope;

#### **Unit 6- Synthesizing With and Across Multiple Genres**

ESOL I.7D paraphrase and summarize texts in ways that maintain meaning and logical order

ESOL 1.7G discuss and write about the explicit or implicit meanings of text

ESOL I.10A analyze the author's purpose, message, and audience within a text;

ESOL I.10B analyze use of text structure to achieve the author's purpose

ESOL I.10C evaluate the author's use of print and graphic features to achieve specific purposes;

ESOL I.10D analyze how the author's use of language achieves specific purposes;

ESOL I.10E analyze the use of literary devices such as irony and oxymoron to achieve specific purposes

ESOL I.10F analyze how the author's diction and syntax contributes to mood, voice, and tone of a text;

#### **Unit 7- Inquiry**

ESOL I 4.A adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose

ESOL I 5.A self-select text and read independently for a sustained period of time

ESOL I 6.A establish purpose for reading assigned and self-selected text

ESOL I(6)I monitor comprehension and make adjustments such as re-reading, using background knowledge, and annotating when understanding breaks down

ESOL I (7) I reflect on and adjust responses when valid evidence warrants

ESOL I.1 B Share prior knowledge with peers and others to facilitate communication

ESOL I. 13 I Use an appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results.

ESOL I. 12 D Compose correspondence in a professional or friendly structure.