

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

[Link to Integrated TEKS](#)

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

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..)*

[Link to Integrated TEKS](#)

Concepts	TEKS	Grammar Focus
<p>Concept 1: Analyzing Character and Theme as a Reader and Writer <i>Estimated 11 days</i></p> <p>Sub-Genre: Narrative</p>	<p>Priority Standards: ESOL I.(8)A identify and analyze how themes are developed through characterization and plot in a variety of literary texts ESOL II.(8)A analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures</p> <p>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</p> <p>ESOL I/II.(6)F Make inferences and use evidence to support understanding</p> <p>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</p>	<p>ESOL I/II.11.D.vii Correct Capitalization</p>

<p>Concept 2: Analyzing the Interactions of Setting, Plot, and Theme <i>Estimated 14 days</i></p> <p><i>Sub-Genres: Narrative and Drama</i></p>	<p>Priority Standards:</p> <p>ESOL I.(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 <u>ESOL II.(8)C analyze isolated scenes and their contribution to the success of the plot as a whole</u></p> <p>ESOL I.(8)D Identify and analyze how the setting influences the theme <u>ESOL I.(8)D analyze how historical and cultural settings influence characterization, plot, and theme across texts</u></p>	<p>ELA I/II.11.D.iii pronoun-antecedent agreement</p>
<p>Concept 3: Analyzing Language as a Reader and Writer <i>Estimated 21 days</i></p> <p><i>Sub-Genres: Narrative, Drama, and Poetry</i></p>	<p>Priority Standards:</p> <p>ESOL I.(10)D identify and analyze how the author's use of language achieves specific purpose; <u>ESOL II.(10)D analyze how the author's use of language informs and shapes the perception of the readers</u></p> <p>ESOL I.(10)E identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes <u>ESOL II.(10)E analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes</u></p> <p>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</p>	<p>ELA I/II.11.D.ii consistent and appropriate use of verb tenses and active and passive voice</p> <p>ESOL I/II.11.D.iii Subject-verb Agreement</p> <p><i>Introduce:</i> ESOL I/II.11.D.vi Accurate use of homonyms</p>

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

off phrases and clauses
as appropriate

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...)*

[Link to Integrated TEKS](#)

Concepts	TEKS	Grammar Focus
<p>Concept 1- Analyzing Thesis Statements and Author's Purpose as a Researcher and Writer <i>Estimated 7 days</i></p>	<p><u>Priority Standards:</u> ESOL I.(9)D identify and analyze the characteristics and structures of informational text such as: (i). controlling idea and clear thesis, relevant supporting evidence, pertinent examples and conclusion</p> <p>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</p> <p>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</p>	<p><u>Sentence Combining</u> ESOL I.11.E use sentence combining techniques to create a variety of sentence structures and lengths</p> <p>ESOL II.11.E use sentence combining techniques to create an increasingly complex variety of sentence structures and lengths</p>

	<p>ESOL I.(10)A identify and analyze the author's purpose, audience, and message within a text</p>	
<p>Concept 2- Analyzing how Author's connect Thesis and Evidence as a Researcher and Writer <i>Estimated 7 days</i></p>	<p>Priority Standards: ESOL I.(9)D identify and analyze characteristics and structural elements of informational texts such as: (i) controlling idea and clear thesis, <u>relevant supporting evidence, pertinent examples, and conclusion</u></p> <p>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</p> <p>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;</p> <p>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</p>	<p>Not at grade level standard) Subordinating and correlative conjunctions, such as either/or, neither/nor</p>

<p>Concept 3- Analyzing Structure as a Researcher and Writer <i>Estimated 5 days</i></p>	<p>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</p> <p>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) multiple organizational patterns within a text to develop a thesis</p> <p>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</p> <p>ESOL I.(6)H synthesize information from two texts to create new understanding ESOL II.(6)H synthesize information from <u>multiple</u> texts to create new understanding</p> <p>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;</p> <p>ESOL I/II.(12)B compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft</p>	<p>Sentence Combining ESOL I.11.E use sentence combining techniques to create a variety of sentence structures and lengths</p> <p>ESOL II.11.E use sentence combining techniques to create an increasingly complex variety of sentence structures and lengths</p> <p>(Not at grade level standard) Subordinating and correlative conjunctions, such as either/or, neither/nor</p>
---	---	--

Unit 5 (Old Unit 6)

Author's Craft: Argumentative Text and Inquiry

Estimated Date Range: February 10th – March 21st
Estimated Time Frame: 21 Days
TELPAS Window TBD
[Link to Integrated TEKS](#)

Concepts	TEKS	Grammar Focus
<p>Concept 1- Analyzing Claims and author’s purpose as a researcher and writer <i>Estimated 6 days</i></p>	<p>Priority Standards: ESOL I.9(E) identify and analyze characteristics and structures of argumentative text by: (i) clear arguable claim, appeals, and convincing conclusion; (iii) identifiable audience or reader;</p> <p>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;</p> <p>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;</p> <p>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;</p>	<p><i>(Not a grade level standard)</i> Conjunctive Adverbs</p>
<p>Concept 2- Analyzing how authors connect claim and evidence as a researcher and writer <i>Estimated 6 days</i></p>	<p>Priority Standards: 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;</p> <p>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</p>	<p><i>(Not a grade level standard)</i> Conjunctive Adverbs</p> <p>Use data to determine focus areas for review</p>

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

	<p>(i) using an organizing structure appropriate to purpose, audience, topic, and context;</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</p>	
<p>Concept 4: Synthesizing Sources and Making an Argument <i>Estimated 5 days</i></p>	<p><u>Priority Standards:</u> 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;</p> <p>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</p> <p>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;</p>	
<p>Unit 6 (Old Unit 7)</p>		
<p>Synthesizing Multiple Genres Estimated Date Range: March 24-April 17 **STAAR Window (TBD) Estimated Time Frame: 18 Days Link to Integrated TEKS</p>		
<p>Concept</p>	<p>TEKS</p>	<p>Grammar Focus</p>
<p>Concept 1- Synthesizing Ideas WITHIN Genres <i>Estimated 6 days</i></p>	<p><u>Priority Standards</u> ESOL I.(6)E make connections to personal experiences, ideas in other texts, and society 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</p>	<p>ESOL I/II.11.D.v Apostrophes to show possession</p>

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

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	Grammar Focus
<p>Concept 1: Generate Questions and Plan Inquiry* <i>Estimated 8 days</i> <i>*District English Language Proficiency Assessment (DELPA) #3 Window Opens</i></p>	<p>ESOL I/II.13A Develop questions for formal and informal inquiry;</p> <p>ESOL I/II.13C Develop and revise a plan;</p> <p>ESOL I/II.13D Modify the major research question as necessary to refocus the research plan;</p>	<p>ESOL I/II.11.D.vi Accurate use of homonyms</p> <p>(Not at grade level standard)</p> <p>Prepositional Phrases and their influence on subject-verb agreement</p>

<p>Concept 2: Gather and Evaluate Information-Inquiry <i>Estimated 12 days</i> <i>*These concepts may run concurrently</i></p>	<p>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 (<i>differentiate between paraphrasing and plagiarism when using source materials</i>) 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;</p>	
<p>Concept 3- Create and Present Findings <i>Estimated 7 days</i> <i>*These concepts may run concurrently</i></p>	<p>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</p>	<p>ELA I/II.9.D.i The student is expected to edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments</p>

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

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

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 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

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 (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

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

ESOL I.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 I.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.