## Jefferson City Public Schools—High School Curriculum

**SUBJECT:** Grade 9-12  
**COURSE:** ESOL  
**STRAND:**

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| **(A)** Apply decoding strategies to “problem-solve” unknown words when reading when needed  
Performance: 1.6  
Knowledge: (CA) 2, 3  
CACLE: R.1.C (Eng. I-IV) | • Recognize and pronounce letter sounds, blends, and word chunks to unfamiliar words in unfamiliar leveled texts  
• Teacher scores a running record of decoding skills  
Mastery 80% | Read aloud, separate and pronounce words using phonics, affixes and word families in leveled texts |
| **(B)** Read grade-level instructional text:  
a. with fluency, accuracy, comprehension and appropriate expression  
b. adjusting reading rate to difficulty and type of text  
Performance: 1.5  
Knowledge: (CA) 2, 3  
CACLE: R.1.Da,b (Eng. I-IV) | Pre- and post- record an oral reading for the teacher to score  
Mastery 80% | Read aloud, with a small group, a practiced paragraph as indicated by punctuation using appropriate:  
• fluency  
• accuracy  
• expression |
| **(C)** Develop vocabulary through text, using:  
a. roots and affixes  
b. context clues  
c. glossary, dictionary and thesaurus  
Performance: 1.5, 1.6  
Knowledge: (CA) 2, 3  
CACLE: R.1.Ea-c (Eng. I-IV) | Define new vocabulary through context clues from a matching exercise  
Mastery 80% | After teacher modeling, identify word meanings in sentences and related content material given a choice between two oral and/or visual definitions with a partner |
| **(D)** Apply pre-reading strategies to aid comprehension:  
a. access prior knowledge  
c. predict with text support or rationale  
Performance: 1.5  
Knowledge: (CA) 2, 3  
CACLE: R.1.Fa,c (Eng. I-IV) | Complete a graphic organizer, within a small group, on a text-related topic  
Mastery 80% | • Complete a K-W-L chart with a small group after brainstorming words/phrases associated with a text related topic  
• List three predictions with a partner about the text based on a picture preview of the text |
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| **E** During reading, utilize strategies to:  
  d. infer  
  
  **Performance:** 1.5, 1.6  
  **Knowledge:** (CA) 2, 3  
  **CACLE:** R.1.Gd (Eng. I-IV)  
  
  Make inferences from teacher-generated questions for modified text with peer support  
  Mastery 80%  
  
  Respond in complete sentences to teacher-generated questions to infer and comprehend a modified text with peer support |
| **F** Apply post-reading skills to comprehend, interpret, analyze, and evaluate text:  
  a. question to clarify  
  b. summarize  
  c. summarize  
  
  **Performance:** 1.6, 3.5  
  **Knowledge:** (CA) 2, 3  
  **CACLE:** R.1.Ha,c (Eng. I-IV)  
  
  Ask or write questions and restate major events of leveled text or story according to scoring guide  
  Mastery 80%  
  
  • Write or ask 5 why- questions about a modified text after reading the text independently  
  • Write, in pairs, a 40-word summary of modified text after highlighting key information to be included |
| **G** Compare, contrast, analyze and evaluate connections:  
  b. text to self (text ideas and own experiences)  
  c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)  
  
  **Performance:** 1.5, 1.6, 1.9  
  **Knowledge:** (CA) 2, 3, 7  
  **CACLE:** R.1.Ib,c (Eng. I-IV)  
  
  Relate personal experiences to leveled text through comparing and contrasting, using a Venn diagram  
  Mastery 80%  
  
  • Analyze events and characters from modified texts with personal experiences with a partner and teacher support  
  • With a partner, list events from a timeline on an organizer by date to compare and contrast the differences of:  
    • two time periods  
    • two cultures  
    • two current events |
| **H** Locate:  
  a. interpret and apply information in title, table of contents and glossary  
  
  **Performance:** 1.5, 1.6  
  **Knowledge:** (CA) 2, 3  
  **CACLE:** R.2.Aa (5)  
  
  Label examples of text features (title, pictures, table of contents, glossary)  
  Mastery 80%  
  
  With minimal teacher support, categorize samples of text features below:  
  • title of book  
  • table of contents  
  • illustrations/pictures  
  • glossaries |
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<td><strong>(I)</strong> Use details from text(s) to</td>
<td>Fill out plot or character diagram using a checklist and/or graphic organizer with teacher modeling</td>
<td>• Use a character map/outline to identify 3 character traits and details for supporting evidence&lt;br&gt;• Use a graphic organizer or outline to identify theme and include support from text to justify reasoning</td>
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<td>a. analyze character, plot, setting, point of view&lt;br&gt;b. analyze the development of a theme across genres</td>
<td>Mastery 80%</td>
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<td><strong>Performance:</strong> 1.6, 2.4, 3.5</td>
<td><strong>Knowledge:</strong> (CA) 2&lt;br&gt;CACLE: R.2.Ca,b (Eng. I-IV)</td>
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<td><strong>(J)</strong> Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas</td>
<td>Analyze text features and respond to questions connecting to key concepts</td>
<td>• Categorize text features on a chart in a small group activity. Refer to teacher-provided sampler&lt;br&gt;• Create text features to enhance understanding of a modified text that is free of text features in a small group activity</td>
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<td><strong>Performance:</strong> 1.6, 2.4</td>
<td><strong>Knowledge:</strong> (CA) 3&lt;br&gt;CACLE: R.3.A (5)&lt;br&gt;NETS: (Gr. 9-12) 8</td>
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<td><strong>(K)</strong> Use details from text to:</td>
<td>Complete a graphic organizer</td>
<td>• Sequence and label with transitional words self-selected details/events using key words/phrases in a modified text with a partner&lt;br&gt;• Write if-then sentences, with a partner, from a completed cause and effect graphic organizer based on events from a modified, nonfiction text&lt;br&gt;• Explain a completed graphic organizer in a comparison-contrast paragraph with teacher assistance and/or a stem paragraph</td>
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<td>b. identify and sequence events&lt;br&gt;c. identify and explain cause and effect&lt;br&gt;d. compare and contrast</td>
<td>Mastery 80%</td>
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<td><strong>Performance:</strong> 1.6, 1.7, 2.4</td>
<td><strong>Knowledge:</strong> (CA) 3&lt;br&gt;CACLE: R.3.Cb-d (5)</td>
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<td><strong>(L)</strong> Use details from text to:</td>
<td>• Use a graphic organizer to write short sentences about predictions and/or author’s ideas&lt;br&gt;• Scoring guide</td>
<td>• Review text for vocabulary words and subject headings to make predictions about topics/concepts in the text&lt;br&gt;• Paraphrase author’s ideas with a partner using an ESL or simplified thesaurus or dictionary</td>
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<td>c. make predictions&lt;br&gt;h. identify and interpret author's ideas and purpose</td>
<td>Mastery 80%</td>
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<td><strong>Performance:</strong> 1.6, 1.7, 2.4</td>
<td><strong>Knowledge:</strong> (CA) 3</td>
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<td><strong>CACLE:</strong> R.3.Ce,h (5)</td>
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| (M) Read and apply multi-step directions to perform complex procedures and/or tasks | • Follow directions in a multi-step task  
• Checklist  
Mastery 80% | • Prepare a food item by following a recipe or complete a process in tech manual with a partner  
• Unscramble steps with a partner when given scrambled steps to a simple technical manual |
| Performance: 1.5, 1.6  
Knowledge: (CA) 3  
CACLE: R.3.D (Eng. I-IV)  
NETS: (Gr. 9-12) 5, 1 | | |
| (N) Follow a writing process to:  
a. appropriate prewriting strategies as needed  
b. generate a draft  
c. revise in response to feedback (peer and/or teacher)  
d. edit for conventions (W2E)  
e. publish writing | • Write a five-paragraph essay over a selection of literature or a topic covered in class by using the 5 step writing process  
• Scoring guide  
Mastery 80% | • Complete a concept web (or other pre-writing organizer) using the class generated brainstorm list  
• As defined on a teacher generated scoring guide, write a paragraph using a pre-writing graphic organizer or outline; then, peer edit as partners correcting:  
• a simple sentence  
• spelling  
• capitalization  
• punctuation errors |
| Performance: 1.8, 2.1, 2.2  
Knowledge: (CA) 1, 4  
CACLE: W.1.Aa-e (EI) | | |
| (O) Compose text:  
a. showing awareness of audience  
b. choosing a form and point of view appropriate to purpose and audience | Following format guidelines, complete a:  
• form  
• application  
• resume  
Mastery 80% | • Complete a simple job application with peer editing after teacher modeling  
• Complete a simple resume with peer editing after teacher modeling  
• Complete a post-secondary application with peer editing and minimal teacher assistance  
• Write a letter, with a partner as a witness to a fight, to a principal or teacher; then write a letter as one of the fighters, changing the point of view |
| Performance: 1.8, 2.1, 2.6  
Knowledge: (CA) 4  
CACLE: W.2.Aa,b (EI-IV)  
NETS: (Gr. 9-12) 5 | | |
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| (P) Compose text with:  
  b. relevant specific details  
  **Performance:** 1.8, 2.1, 4.1  
  **Knowledge:** (CA) 2-4  
  **CACLE:** W.2.Bb (Eng. I-IV) | • Complete (3) body paragraphs containing 2 pieces of evidence in each paragraph  
  • Scoring guide  
  Mastery 80% | • Complete cloze persuasive paragraphs with a partner, choosing best supporting details from a list  
  • Compose a 3-paragraph persuasive essay with a partner from a completed paragraph outline or organizer listing main ideas and supporting details |
| (Q) Compose text with:  
  a. effective beginning, middle, and end  
  b. a logical order  
  c. effective paragraphing  
  **Performance:** 1.6, 2.1, 2.2  
  **Knowledge:** (CA) 1  
  **CACLE:** W.2.Ca-c (Eng. I-IV) | Label parts of a paragraph and/or write an introductory paragraph  
  Mastery 80% | • Unscramble and label the parts of a paragraph (hook, background, thesis) based on a previously read text with a partner; then, match teacher-provided missing theses statements to appropriate paragraphs  
  • After teacher modeling, compose a persuasive essay with a partner that includes:  
  • a topic  
  • examples  
  • an explanation  
  • transitions |
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| **(R)** Compose text with:  
  d. cohesive devices  
  e. varied sentence structure  
  g. active voice  
  **Performance:** 1.6, 2.1, 2.2  
  **Knowledge:** (CA) 1  
  CACLE: W.2.Cd,e,g (Eng. I-IV)  
| *Write a paragraph using parallelism and apply active voice in writing*  
*Scoring guide*  
Mastery 80%  
| *Write a paragraph using transitions and parallelism in a pair activity; then, peer edit with another pair before revising*  
*Construct compound and complex sentences using manipulatives in a teacher led activity (Example: tape nouns, verbs and conjunctions on students. Students order themselves according to prompt)*  
*Combine simple sentences on sentence strips to create compound sentences; add appropriate conjunction*  
*Change passive voice sentences into active voice sentences in a pair activity*  
| **(S)** Compose text using:  
  a. precise and vivid language  
  b. writing techniques, such as imagery, humor, voice, and figurative language  
  **Performance:** 1.8, 2.1, 4.1  
  **Knowledge:** (CA) 2-4  
  CACLE: W.2.Da,b (Eng. I-IV)  
| *Write 3 body paragraphs using a completed pre-writing organizer*  
*Scoring guide*  
Mastery 80%  
| *Revise an essay by changing verbs, adding descriptors (i.e., adjectives/adverbs) with a partner using a thesaurus*  
*Revise a persuasive essay adding convincing elaboration through specific and relevant details from a student generated outline or organizer; peer edit and revise before submission*  
| **(T)** In written text apply:  
  a. conventions of capitalization  
  b. conventions of punctuation  
  c. standard usage  
  **Performance:** 1.6, 2.2  
  **Knowledge:** (CA) 1  
  CACLE: W.2.Ea-c (Eng. I-IV)  
| *Identify errors in capitalization in a paragraph*  
*Apply formatting rules to citations*  
*Apply parts of speech to writing*  
Mastery 80%  
| *Correct a simplified paragraph while applying capitalization rules in a pair activity*  
*Add correct formatting to teacher generated unformatted citations with a partner*  
*Compose a paragraph, with a partner, using parts of speech in the correct placement within the sentence*  

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| **(U)** In written text:  
  d. use dictionary, spell-check and other resources to edit for correct spelling | Locate and edit spelling mistakes  
Mastery 80% | Correct simple misspelled words, using the computer spell check on a teacher-generated document, in a paired activity |
| **(V)** Compose a variety of texts,  
a. using narrative, descriptive, expository, and/or persuasive features  
c. including summary  
e. including reflective writing |  
- Write multiple persuasive paragraphs containing supporting evidence with graphic and peer support  
- Restate main ideas of text by summarizing with peer support  
- Write a reflective journal entry  
- Scoring guide  
Mastery 80% |  
- Compose 3 persuasive body paragraphs, with a partner, containing 2 pieces of evidence in each from a completed pre-writing organizer  
- Complete an outline or graphic organizer of a modified text, in a small group, that summarizes the main events/topic and details  
- Write a journal entry about a character in a story, movie or modified text |
| **(W)** Listen:  
  • for information  
  • for directions |  
- Recognize key words and phrases  
- Follow directions for completing a simple assignment  
- Checklist  
- Observation  
Mastery 80% |  
- Listen to morning announcements for specific information using a teacher provided checklist in a small group activity  
- Complete a simple task from oral cueing with a partner |
| **(X)** Listen:  
  • critically to summarize and evaluate communications that inform, persuade and entertain  
  • to evaluate own and others’ effectiveness in presentations and group discussions, using provided criteria |  
- Evaluate advertisement claims with teacher and peer support  
- Assess peer’s presentation delivery  
- Graphic organizer  
- Scoring guide  
Mastery 80% |  
- Listen to a radio/taped advertisement and evaluate purpose and bias (propaganda/slant) in a teacher-led, whole-class discussion  
- Evaluate a peer’s presentation for voice, eye contact, and body language |
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| **(Y)** Listen:  
- to evaluate the validity and reliability of speaker's message |  
- Rank validity and reliability of information  
- Likert scale (1-5)  
Mastery 80% |  
- Rank speaker’s logic and knowledge base on a Likert scale (1-5) in a small group  
- Role-play informal dialogue and misunderstandings and brainstorm solutions in a whole class activity |
| Performance: 1.5, 1.6, 1.10  
Knowledge: (CA) 5, 6  
CAGLE: LS.1.A (Gr. 9-12) |  
- Present information on a topic of interest with visuals and any needed technical support  
- Oral and media scoring guide  
Mastery 80% | Create poster and/or PowerPoint with bullets for main points on a topic to present to the class |
| **(01)** In discussions and presentations:  
- create concise presentations on a variety of topics  
- incorporate appropriate media or technology |  
- Provide meaningful feedback in complete sentences to peers  
- Present a position and explain the position with a peer  
- Scoring guide  
Mastery 80% |  
- Respond, in complete sentences, to a series of clarifying questions regarding a piece of student work when questioned by members of a small group  
- State a position, with a partner, on a controversial topic:  
  - include 2 pieces of evidence supporting the position  
  - defend position to the whole class |
| Performance: 2.1, 2.3, 4.6  
Knowledge: (CA) 1, 6  
CAGLE: LS.2.A (Gr. 9-12)  
NETS: (Gr. 9-12) 7, 10 |  
- Give the steps of a complex procedure to peers  
- Observation checklist  
Mastery 80% | Teach a group of peers or younger students a(an):  
- unfamiliar physical game  
- card game  
- board game |
| **(02)** In discussions and presentations:  
- respond to feedback  
- defend ideas |  
- Give clear and concise multi-step oral directions to perform complex procedures and/or tasks |