

Jefferson City Public Schools–High School Curriculum

SUBJECT: Grade 9-12

COURSE: ESOL

STRAND:

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A) Apply decoding strategies to “problem-solve” unknown words when reading when needed</p> <p>Performance: 1.6 Knowledge: (CA) 2, 3 CACLE: R.1.C (Eng. I-IV)</p>	<ul style="list-style-type: none"> Recognize and pronounce letter sounds, blends, and word chunks to unfamiliar words in unfamiliar leveled texts Teacher scores a running record of decoding skills <p>Mastery 80%</p>	<p>Read aloud, separate and pronounce words using phonics, affixes and word families in leveled texts</p>
<p>(B) Read grade-level instructional text:</p> <ol style="list-style-type: none"> with fluency, accuracy, comprehension and appropriate expression adjusting reading rate to difficulty and type of text <p>Performance: 1.5 Knowledge: (CA) 2, 3 CACLE: R.1.Da,b (Eng. I-IV)</p>	<p>Pre- and post- record an oral reading for the teacher to score</p> <p>Mastery 80%</p>	<p>Read aloud, with a small group, a practiced paragraph as indicated by punctuation using appropriate:</p> <ul style="list-style-type: none"> fluency accuracy expression
<p>(C) Develop vocabulary through text, using:</p> <ol style="list-style-type: none"> roots and affixes context clues glossary, dictionary and thesaurus <p>Performance: 1.5, 1.6 Knowledge: (CA) 2, 3 CACLE: R.1.Ea-c (Eng. I-IV)</p>	<p>Define new vocabulary through context clues from a matching exercise</p> <p>Mastery 80%</p>	<p>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</p>
<p>(D) Apply pre-reading strategies to aid comprehension:</p> <ol style="list-style-type: none"> access prior knowledge predict with text support or rationale <p>Performance: 1.5 Knowledge: (CA) 2, 3 CACLE: R.1.Fa,c (Eng. I-IV)</p>	<p>Complete a graphic organizer, within a small group, on a text-related topic</p> <p>Mastery 80%</p>	<ul style="list-style-type: none"> 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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<p>(E) During reading, utilize strategies to:</p> <p>d. infer</p> <p>Performance: 1.5, 1.6 Knowledge: (CA) 2, 3 CACLE: R.1.Gd (Eng. I-IV)</p>	<p>Make inferences from teacher-generated questions for modified text with peer support</p> <p>Mastery 80%</p>	<p>Respond in complete sentences to teacher-generated questions to infer and comprehend a modified text with peer support</p>
<p>(F) Apply post-reading skills to comprehend, interpret, analyze, and evaluate text:</p> <p>a. question to clarify</p> <p>c. summarize</p> <p>Performance: 1.6, 3.5 Knowledge: (CA) 2, 3 CACLE: R.1.Ha,c (Eng. I-IV)</p>	<p>Ask or write questions and restate major events of leveled text or story according to scoring guide</p> <p>Mastery 80%</p>	<ul style="list-style-type: none"> • Write or ask 5 <i>wh</i>- 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
<p>(G) Compare, contrast, analyze and evaluate connections:</p> <p>b. text to self (text ideas and own experiences)</p> <p>c. text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture)</p> <p>Performance: 1.5, 1.6, 1.9 Knowledge: (CA) 2, 3, 7 CACLE: R.1.Ib,c (Eng. I-IV)</p>	<p>Relate personal experiences to leveled text through comparing and contrasting, using a Venn diagram</p> <p>Mastery 80%</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • two time periods • two cultures • two current events
<p>(H) Locate:</p> <p>a. interpret and apply information in title, table of contents and glossary</p> <p>Performance: 1.5, 1.6 Knowledge: (CA) 2, 3 CACLE: R.2.Aa (5)</p>	<p>Label examples of text features (title, pictures, table of contents, glossary)</p> <p>Mastery 80%</p>	<p>With minimal teacher support, categorize samples of text features below:</p> <ul style="list-style-type: none"> • title of book • table of contents • illustrations/pictures • glossaries

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<p>(I) Use details from text(s) to</p> <ol style="list-style-type: none"> analyze character, plot, setting, point of view analyze the development of a theme across genres <p>Performance: 1.6, 2.4, 3.5 Knowledge: (CA) 2 CACLE: R.2.Ca,b (Eng. I-IV)</p>	<p>Fill out plot or character diagram using a checklist and/or graphic organizer with teacher modeling</p> <p>Mastery 80%</p>	<ul style="list-style-type: none"> Use a character map/outline to identify 3 character traits and details for supporting evidence Use a graphic organizer or outline to identify theme and include support from text to justify reasoning
<p>(J) Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas</p> <p>Performance: 1.6, 2.4 Knowledge: (CA) 3 CACLE: R.3.A (5) NETS: (Gr. 9-12) 8</p>	<p>Analyze text features and respond to questions connecting to key concepts</p> <p>Mastery 80%</p>	<ul style="list-style-type: none"> Categorize text features on a chart in a small group activity. Refer to teacher-provided sampler Create text features to enhance understanding of a modified text that is free of text features in a small group activity
<p>(K) Use details from text to:</p> <ol style="list-style-type: none"> identify and sequence events identify and explain cause and effect compare and contrast <p>Performance: 1.6, 1.7, 2.4 Knowledge: (CA) 3 CACLE: R.3.Cb-d (5)</p>	<p>Complete a graphic organizer</p> <p>Mastery 80%</p>	<ul style="list-style-type: none"> Sequence and label with transitional words self-selected details/events using key words/phrases in a modified text with a partner Write if-then sentences, with a partner, from a completed cause and effect graphic organizer based on events from a modified, nonfiction text Explain a completed graphic organizer in a comparison-contrast paragraph with teacher assistance and/or a stem paragraph
<p>(L) Use details from text to:</p> <ol style="list-style-type: none"> make predictions identify and interpret author's ideas and purpose <p>Performance: 1.6, 1.7, 2.4 Knowledge: (CA) 3 CACLE: R.3.Ce,h (5)</p>	<ul style="list-style-type: none"> Use a graphic organizer to write short sentences about predictions and/or author's ideas Scoring guide <p>Mastery 80%</p>	<ul style="list-style-type: none"> Review text for vocabulary words and subject headings to make predictions about topics/concepts in the text Paraphrase author's ideas with a partner using an ESL or simplified thesaurus or dictionary

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<p>(M) Read and apply multi-step directions to perform complex procedures and/or tasks</p> <p>Performance: 1.5, 1.6 Knowledge: (CA) 3 CACLE: R.3.D (Eng. I-IV) NETS: (Gr. 9-12) 5, 1</p>	<ul style="list-style-type: none"> Follow directions in a multi-step task Checklist <p>Mastery 80%</p>	<ul style="list-style-type: none"> 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
<p>(N) Follow a writing process to:</p> <ol style="list-style-type: none"> appropriate prewriting strategies as needed generate a draft revise in response to feedback (peer and/or teacher) edit for conventions (W2E) publish writing <p>Performance: 1.8, 2.1, 2.2 Knowledge: (CA) 1, 4 CACLE: W.1.Aa-c (EI)</p>	<ul style="list-style-type: none"> 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 <p>Mastery 80%</p>	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a simple sentence spelling capitalization punctuation errors
<p>(O) Compose text:</p> <ol style="list-style-type: none"> showing awareness of audience choosing a form and point of view appropriate to purpose and audience <p>Performance: 1.8, 2.1, 2.6 Knowledge: (CA) 4 CACLE: W.2.Aa,b (EI-IV) NETS: (Gr. 9-12) 5</p>	<p>Following format guidelines, complete a:</p> <ul style="list-style-type: none"> form application resume <p>Mastery 80%</p>	<ul style="list-style-type: none"> 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

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<p>(P) Compose text with:</p> <p>b. relevant specific details</p> <p>Performance: 1.8, 2.1, 4.1 Knowledge: (CA) 2-4 CACLE: W.2.Bb (Eng. I-IV)</p>	<ul style="list-style-type: none"> Complete (3) body paragraphs containing 2 pieces of evidence in each paragraph Scoring guide <p>Mastery 80%</p>	<ul style="list-style-type: none"> 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
<p>(Q) Compose text with:</p> <p>a. effective beginning, middle, and end</p> <p>b. a logical order</p> <p>c. effective paragraphing</p> <p>Performance: 1.6, 2.1, 2.2 Knowledge: (CA) 1 CACLE: W.2.Ca-c (Eng. I-IV)</p>	<p>Label parts of a paragraph and/or write an introductory paragraph</p> <p>Mastery 80%</p>	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a topic examples an explanation transitions

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<p>(R) Compose text with:</p> <ul style="list-style-type: none"> d. cohesive devices e. varied sentence structure g. active voice <p>Performance: 1.6, 2.1, 2.2 Knowledge: (CA) 1 CACLE: W.2.Cd,e,g (Eng. I-IV)</p>	<ul style="list-style-type: none"> • Write a paragraph using parallelism and apply active voice in writing • Scoring guide <p>Mastery 80%</p>	<ul style="list-style-type: none"> • 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
<p>(S) Compose text using:</p> <ul style="list-style-type: none"> a. precise and vivid language b. writing techniques, such as imagery, humor, voice, and figurative language <p>Performance: 1.8, 2.1, 4.1 Knowledge: (CA) 2-4 CACLE: W.2.Da,b (Eng. I-IV)</p>	<ul style="list-style-type: none"> • Write 3 body paragraphs using a completed pre-writing organizer • Scoring guide <p>Mastery 80%</p>	<ul style="list-style-type: none"> • 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
<p>(T) In written text apply:</p> <ul style="list-style-type: none"> a. conventions of capitalization b. conventions of punctuation c. standard usage <p>Performance: 1.6, 2.2 Knowledge: (CA) 1 CACLE: W.2.Ea-c (Eng. I-IV)</p>	<ul style="list-style-type: none"> • Identify errors in capitalization in a paragraph • Apply formatting rules to citations • Apply parts of speech to writing <p>Mastery 80%</p>	<ul style="list-style-type: none"> • 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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<p>(U) In written text:</p> <ul style="list-style-type: none"> d. use dictionary, spell-check and other resources to edit for correct spelling <p>Performance: 1.6, 2.1, 2.2 Knowledge: (CA) 1 CACLE: W.2.Ed (8)</p>	<p>Locate and edit spelling mistakes</p> <p>Mastery 80%</p>	<p>Correct simple misspelled words, using the computer spell check on a teacher-generated document, in a paired activity</p>
<p>(V) Compose a variety of texts,</p> <ul style="list-style-type: none"> a. using narrative, descriptive, expository, and/or persuasive features c. including summary e. including reflective writing <p>Performance: 1.2, 2.1, 3.5 Knowledge: (CA) 2-4 CACLE: W.3.Aa,c,e (Eng. I-IV)</p>	<ul style="list-style-type: none"> • 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 <p>Mastery 80%</p>	<ul style="list-style-type: none"> • 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
<p>(W) Listen:</p> <ul style="list-style-type: none"> • for information • for directions <p>Performance: 1.5, 1.6, 1.10 Knowledge: (CA) 5, 6 CAGLE: LS.1.A (Gr. 9-12)</p>	<ul style="list-style-type: none"> • Recognize key words and phrases • Follow directions for completing a simple assignment • Checklist • Observation <p>Mastery 80%</p>	<ul style="list-style-type: none"> • 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
<p>(X) Listen:</p> <ul style="list-style-type: none"> • 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 <p>Performance: 1.5, 1.6, 1.10 Knowledge: (CA) 5, 6 CAGLE: LS.1.A (Gr. 9-12)</p>	<ul style="list-style-type: none"> • Evaluate advertisement claims with teacher and peer support • Assess peer's presentation delivery • Graphic organizer • Scoring guide <p>Mastery 80%</p>	<ul style="list-style-type: none"> • 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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<p>(Y) Listen:</p> <ul style="list-style-type: none"> to evaluate the validity and reliability of speaker's message <p>Performance: 1.5, 1.6, 1.10 Knowledge: (CA) 5, 6 CAGLE: LS.1.A (Gr. 9-12)</p>	<ul style="list-style-type: none"> Rank validity and reliability of information Likert scale (1-5) <p>Mastery 80%</p>	<ul style="list-style-type: none"> 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
<p>(01) In discussions and presentations:</p> <ul style="list-style-type: none"> create concise presentations on a variety of topics incorporate appropriate media or technology <p>Performance: 2.1, 2.3, 4.6 Knowledge: (CA) 1, 6 CAGLE: LS.2.A (Gr. 9-12) NETS: (Gr. 9-12) 7, 10</p>	<ul style="list-style-type: none"> Present information on a topic of interest with visuals and any needed technical support Oral and media scoring guide <p>Mastery 80%</p>	<p>Create poster and/or PowerPoint with bullets for main points on a topic to present to the class</p>
<p>(02) In discussions and presentations:</p> <ul style="list-style-type: none"> respond to feedback defend ideas <p>Performance: 2.1, 2.3, 4.6 Knowledge: (CA) 1, 6 CAGLE: LS.2.A (Gr. 9-12)</p>	<ul style="list-style-type: none"> Provide meaningful feedback in complete sentences to peers Present a position and explain the position with a peer Scoring guide <p>Mastery 80%</p>	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> include 2 pieces of evidence supporting the position defend position to the whole class
<p>(03) Give clear and concise multi-step oral directions to perform complex procedures and/or tasks</p> <p>Performance: 2.1, 2.3 Knowledge: (CA) 1, 6 CAGLE: LS.2.B (Gr. 9-12)</p>	<ul style="list-style-type: none"> Give the steps of a complex procedure to peers Observation checklist <p>Mastery 80%</p>	<p>Teach a group of peers or younger students a(an):</p> <ul style="list-style-type: none"> unfamiliar physical game card game board game