

ENGLISH AS A SECOND LANGUAGE DEPARTMENT

INTERMEDIATE ESL

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## *ESL Curriculum Guide*

### **ESL Course Description**

In this course students will improve their English language proficiency levels through reading, writing and discussing literature, informational texts, and poetry. Students will also improve their English comprehension skills by working fifteen minutes a day on various individualized reading, speaking, writing, and listening assignments.

### **Course Goals**

During this course, students will...

- Process, understand, read and evaluate language in a variety of situations.
- Engage in oral communication in a variety of situations for a variety of purposes and audiences.
- Process, read and evaluate written language, symbols, and text with understanding fluency.
- Engage in written communication in a variety of forms for a variety of purposes and audiences.

### **At the end of this course, students will be able to...**

- Understand and use targeted grammatical structures in written and oral English with at least 70% accuracy.
- Write original, well organized paragraphs and essays with topic sentences, supporting details, transition words and conclusions with correct spelling and punctuation.
- Interpret, comprehend, analyze and evaluate a variety of texts using the strategies of a good reader.
- Know themselves as learners and use strategies to reach goals.

### **Big Ideas**

At the conclusion of the course, students will understand that...

- Writers of English use a variety of genres, organizational structure, vocabulary and literary strategies to write for different purposes and audiences.
- Speakers of English use a variety of language devices to make meaning in different situations.

### **EVALUATIVE ACTIVITIES:**

Homework: 25%

Summative/(Test and essays): 35%

Formative(quizzes): 25%

Class participation: 15%

## **Intermediate ESL**

**Unit 1:** What makes me unique?

**Essential Question:** What makes a person unique and how can those attributes have a positive impact on the world?

**Summative Assessment:** Students will create a well-constructed essay answering; What makes a person unique and how can those attributes have a positive impact on the world using the Step-Up-to-writing process.

### **Objectives:**

- Students will be able to identify simple and complete subjects and predicates in a sentence by creating a paragraph with complete sentences with 85% accuracy measured by a rubric.
- Students will be able to identify and differentiate various verb phrases and compound verbs in a sentence and answer at least 8 out of 10 questions correctly.
- Students will be able to determine the difference between common and proper nouns and identify the five types of pronouns (personal, reflexive, indefinite, demonstrative, and interrogative) on graphic organizer with at least 75% accuracy.
- Students will be able to determine the difference between common and proper nouns with at least 30 out of 40 questions answered correctly on an exit slip.
- Students will be able to identify linking, action, transitive, and intransitive verbs in a sentence and create their own sentences utilizing each type of verb with at least 80% accuracy on a rubric.
- Students will be able to identify adverbs and adjectives and create individual sentence strips that focus on a subject assigned to each student with at least 8 out of 10 correct.
- Students will be able to identify transitions in a text and formulate sentences by placing the correct transitions in sentences with at least 7 out of 10 correct on an exit slip.
- Students will be able to identify the difference between linking, action and transitive verbs in a sentence and create their own sentences using each type of verb with at least 6 out of 10 correct on an exit slip.
- Students will be able to identify and differentiate adverbs and adjectives in a sentence and create their own sentences incorporating both adverbs and adjectives with at least 8 out of 10 correct on an exit slip.

- Students will be able to identify the various types of transitions in a text and formulate sentences by placing the correct transitions in sentences with at least 6 out of 10 correct on an exit slip.
- Students will examine and understand the Step-Up-To-Writing model and use the writing process to create an outline for various texts with 90% accuracy on an activity sheet.
- Students will be able to identify transitions that are appropriate for specific paragraphs through utilizing the step up to writing process with at least 90% accuracy on an exit slip.
- Students will complete an assessment on the step-up to writing process that demonstrates their understanding of the process and how to utilize it when writing an essay with at least 85% of the class answering 15 out of 20 questions correctly.
- Students will be able to determine character traits of specific characters and explain how they influence the characters decisions and the outcome of the text with at least 80% accuracy on an exit slip.
- Students will be able to develop a topic sentence for their summative assessments and include transitions and details in an outline with at least 90% on a rubric.
- Students will be able to identify the correct subject-verb agreement and identify the rules that apply and score at least 9 out of 10 correct on an exit slip
- Students will be able to revise and edit peers step-up-to-writing paragraphs focusing on the use of correct verb tenses, punctuation, descriptive vocabulary, and spelling with at least 80% accuracy on an exit slip.

### **Standards:**

Speaking and Listening: SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing: W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Reading: .R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R4. Interpret words and phrases as they are used in a text, including determining

technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Language: .L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

## **Intermediate ESL**

### **Unit 2: Sequence and transitional essays**

**Essential Questions:** How are Growth and Change Related?

**Summative Assessment:** A transitional essay that utilizes transitions to show change and growth in a character/characters

### **Objectives:**

- Students will be able to communicate the effects of current social issues and describe the impact these issues have on their personal lives with 85% accuracy on an exit slip.
- Students will be able to identify and interpret the meaning of various words using roots, prefixes, suffixes and context clues with 85% of students accurately answering 9 out of 10 questions correct on a worksheet.
- Students will be able to identify the main characters, setting and conflict in, *The Haunted Mask* with 85% of students accurately completing a graphic organizer.
- Students will be able to develop and interpret inferences using textual evidence with 85% of students accurately completing a graphic organizer.
- Students will be able to determine what conflict is and the various types of conflict by citing what a character says or does with 7 out of 10 questions answered correctly on an exit slip
- Students will be able to determine conflict through the application of textual evidence with 85% of students accurately completing a worksheet
- Students will be able to determine the exposition and rising action of the text through the application of textual evidence with 80% of students accurately completing a graphic organizer.
- Students will be able to develop a plot diagram through the application of textual evidence with 85% of students accurately completing a graphic organizer.
- Students will be able to determine the central idea of the text by analyzing theme, characters, setting, and conflict and accurately answering 80% of a worksheet correctly.
- Students will be able to create a transitive and descriptive essay by applying descriptive vocabulary, transitional words and details from the text and implementing the step-up-to-writing process with at least 80% accuracy as determined by a rubric.
- Students will be able to identify transitions in a text and formulate sentences by placing the correct transitions in sentences with at least 8 out of 10 correct on an exit slip.

- Students will be able to complete a formative test that assess student's knowledge on transitive vocabulary and student's understanding and use of transitive words with at least 80% accuracy on a quiz.
- Students will be able to create a transitive and descriptive essay by applying descriptive vocabulary, transitional words and details from the text and implementing the step-up-to-writing process with at least 80% accuracy as determined by a rubric.
- Students will be able to revise and edit peers step-up-to-writing paragraphs focusing on the use of correct verb tenses, punctuation, descriptive vocabulary, and spelling with at least 80% accuracy on an exit slip.

### **Standards:**

Speaking and Listening: NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Writing: NJSLA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Reading: .NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Language: .L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

### **Intermediate ESL**

**Unit 3:** Poetry and Figurative Language

**Essential Question:** How can one utilize life experiences as a foundation for creative and expressive thinking?

**Summative Assessment:** Compare and Contrast Essay using various poems by Nikki Giovanni

### **Objectives:**

- Students will be able to demonstrate their understanding of general and domain-specific vocabulary used in poetry with at least 90% accuracy on a worksheet.

- Students will be able to create their own poems writing a couplet, triplet, and quatrain about their favorite hobby with at least 2 out of 3 poems showing cohesiveness on an exit slip.
- Students will be able to demonstrate their understanding of figurative language and literature elements by scoring at least 85% accuracy on an activity sheet.
- Students will be able to determine the meaning of words and phrases, literary devices, and figures of speech as they are used in poetry on an activity sheet with at least 15 out of 20 questions answered correctly.
- Students will be able to communicate using figurative language by creating a poem that depicts how they feel about school with at least 4 coherent rhymes and incorporating 2 poetic devices on an exit slip.
- Students will be able to demonstrate their understanding of both mood and tone and generate an example of both in a poem with at least 50% correctness.
- Students will be able to demonstrate their understanding of words and poems by creating poetry using general and domain-specific vocabulary used in poetry with at least 90% accuracy on a worksheet.
- Students will be able to participate in a review game that assess their knowledge on mood, tone, poetic devices, and figurative language in poetry with at least 25 out of 30 correctly answered during the review game.
- Students will be able to complete a formative assessment that assess their knowledge on mood, tone, poetic devices, and figurative language in poetry with at least 28 out of 30 correctly answered.
- Students will be able to analyze what is directly stated in the text from what it really means by interpreting symbols, common phrases, and various literary devices with at least 80% accuracy on an exit slip.
- Students will be able to determine the meaning of words and phrases, literary devices, and figures of speech as they are used in poetry with at least 70% accuracy on a worksheet.
- Students will be able to determine the theme and central message of a poem through depicting various forms of figurative language and poetic devices with at least 10 out of 13 questions answered correctly.
- Students will be able to utilize textual evidence and context clues to determine the connotation and denotation of various words in order to analyze what the text says both inferentially and explicitly with at least 8 out of 10 questions answered correctly on an activity sheet.
- Students will be able to analyze how an author's choices concerning how to structure a text and order events within it affect the meaning, mood, and tone of the poem with at least 5 out of 7 questions answered correctly on an exit slip.
- Students will be able to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of

specific word choices on meaning and tone and answer at least 5 out of 7 questions answered correctly on an exit slip.

- Students will be able to analyze the poem, "Tell-Tale Heart" and determine how the characters develop over the course of the text and interact with other characters to advance the plot with at least 10 out of 12 questions answered correctly.
- Students will be able to analyze the poem, "Tell-Tale Heart" in both modern and original context and describe what is emphasized or absent in each work with at least 17 out of 20 questions answered correctly on an exit slip.
- Students will be able to review for a formative assessment in which they will determine the meaning of words and phrases as they are used in the text, including figurative language and various types of poetry with at least 75% accuracy on a review game.
- Students will be able to complete a formative assessment in which they will determine the meaning of words and phrases as they are used in the text, including figurative language and various types of poetry with at least 75% accuracy on a review game.
- Students will be able to define iambic pattern and the various types used in poetry and analyze the cumulative impact of specific word choices with at least 6 out of 10 questions answered correctly on an exit slip.
- Students will be able to use the media to create a poster that depicts their understanding of various types of figurative language, poetry being used in the media and pop culture, and literary devices used by artists and writers from before 1800, with at least 80% accuracy on a rubric.
- Students will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience and in which students can demonstrate their understanding of poetic devices, forms, and figurative language with at least an 80% as determined by a teacher generated rubric.
- Students will be able to present information, and findings, clearly, concisely, and logically with at least 75% presentation accuracy as determined by a teacher generated rubric.
- Students will be able to demonstrate their understanding of words, word phrases, figurative language, and poetic devices with 15 out of 20 questions answered correctly on a review game.
- Students will be able to demonstrate their understanding of words, word phrases, figurative language, and poetic devices with at least 85% accuracy on an assessment.
- Students will be able to create an analytical essay in which they will decode various messages in a poem using their understanding of figurative language with at least 85% accuracy determined by a teacher generated rubric.
- Students will be able to develop and strengthen writing as needed by planning, revising, editing, and rewriting their essays with at least 10 corrections made throughout the process.
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## **Standards:**

**Speaking and Listening:** English Language Arts (2016) SL.10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**Reading:** English Language Arts (2016) RL.10.4.: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). English Language Arts (2016) RL.10.5.: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).**English Language Arts (2016)** RL.10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**English Language Arts (2016)** RL.10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.**English Language Arts (2016)** RL.10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **English Language Arts (2016)** RL.10.3.: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Writing:** English Language Arts (2016) W.10.4.: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **English Language Arts (2016)** W.10.6.: Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**English Language Arts (2016)** W.10.9.a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").**English Language Arts (2016)** W.10.5. . Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**Language:** English Language Arts (2016) L.10.6.: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**English Language Arts (2016) L.10.5.a.** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

## **Intermediate ESL**

### **Unit 4: Holes**

**Essential Question:** Does our past affect our future?

**Summative Assessment:** Students will organize 6 events from the story in sequential order and identify a cause and effect for each event in an essay.

#### **Objectives:**

- I will be able to convey specific meanings by identifying the correct irregular verb/s and signal words in the text during a group activity with at least 15 out of 18 correct.
- I will be able to convey specific meanings and add variety and interest to writing by identifying the correct irregular verb/s and signal words in a review game with at least 25 out of 30 correct.
- I will be able to convey specific meanings and add variety and interest to writing by identifying the correct irregular verb/s and signal words on a summative with at least 25 out of 30 correct.
- Students will be able to interpret the following question, "Does our past affect our future" and utilize multiple sources of information and create a claim and counter argument with at least 75% accuracy as determined by a teacher generated rubric.
- I will be able to identify the setting and central idea of a text referencing a blurb that suggest what will happen in the text with at least 3 out of the 5 components accurate.
- Students will be able to determine characteristics of a desert by using claims from an informational text to support their arguments and establish validity with at least 15 facts depicted with accuracy on an exit slip.
- I will be able to make inferences about the book *Holes*, by analyzing how the author introduces and develops characters, and makes connections that are drawn between them with at least 3 out of 5 correct on an exit slip.
- Students will be able to complete a character analysis by identifying how the character's speech, appearance, effect on others, and actions determine specific attributes about them and provide textual evidence in a Venn Diagram with at least 15 out of 18 statements correctly identified.

- I will be able to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric by determining the author's purpose with at least 5 out of 8 questions answered correctly on an exit slip.
- Students will be able to define and interpret the meaning of allusions and symbolism in a text and demonstrate how they support the author's purpose with at least 8 out of 10 questions answered correctly on an exit slip
- I will be able to demonstrate my understanding of cause and effect by placing events of a story in a graphic organizer and depict the advancement of the plot with at least 8 out of 10 correctly identified.

### **Standards:**

**Language: English Language Arts (2016) L.10.1.b.** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **English Language Arts (2016) L.10.5.a.** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

**Writing: English Language Arts (2016) W.10.9.b.:** Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

**Reading: English Language Arts (2016) RL.10.2.:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **English Language Arts (2016) RI.10.3.** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **English Language Arts (2016) RI.10.1.:** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. **English Language Arts (2016) RL.10.3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Speaking and Listening: English Language Arts (2016) SL.10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.