



Course Components	Standards	Objectives	Student Performance Indicators
	<p>LA.910.2.1 LA.1112.2.1</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Use personal experiences to connect with the text in informal discussions and in writing</li> </ul>	<p>To demonstrate the achievement of the standard, the student will:</p> <ul style="list-style-type: none"> <li>In a small group, list and discuss the conflicts in a short story, including giving opinions about how the conflicts are resolved</li> <li>Write a letter to a character in a literary selection detailing how to resolve the conflict (1-2 paragraphs)</li> </ul>
<p><b>Writing</b></p> 	<p>LA.910.3.1.1 LA.910.3.1.2 LA.1112.3.1.1 LA.1112.3.1.2</p>	<ul style="list-style-type: none"> <li>Use a pre-writing strategy suitable to the task (e.g., brainstorming, graphic organizers)</li> <li>Use/reflect upon experiences to generate ideas for writing</li> </ul>	<ul style="list-style-type: none"> <li>In a group, plan the organization of ideas through a written outline</li> <li>Use/connect experiences with ideas and reflect in writing</li> <li>Quickwrite/freewrite for one minute on a given topic</li> <li>Use a graphic organizer to organize ideas for writing</li> </ul>
	<p>LA.910.3.2.1 LA.1112.3.2.1 LA.910.3.2.2 LA.1112.3.2.2 LA.910.3.3 LA.1112.3.3 LA.910.3.3.1 LA.1112.3.3.1 LA.910.3.4 LA.1112.3.3.4</p>	<ul style="list-style-type: none"> <li>Expand a sentence using details and precise words</li> <li>Use a variety of sentence structures sentences in descriptive paragraphs</li> <li>Identify the difference between persuasive and expository prompts</li> <li>Generate details that support a topic or theme</li> <li>Write a short, focused and controlled paragraph expressing ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>Connect and contrast ideas with transition words</li> <li>Provide orally, or in a sentence, one or more supporting details for a topic or theme</li> <li>Write a personal narrative (following a model) that illustrates that sentences contain a separate idea and that all sentences in the narrative are arranged in a specific order</li> </ul>
	<p>LA.910.3.4 LA.1112.3.4 LA.910.3.4.1 LA.1112.3.4.1 LA.910.3.4.2 LA.1112.3.4.2 LA.910.3.4.3 LA.1112.3.4.3 LA.910.3.4.4 LA.1112.3.4.4 LA.910.3.5 LA.1112.3.5</p>	<ul style="list-style-type: none"> <li>Recognize and use common conventions in writing such as grammar, spelling, punctuation, and capitalization</li> <li>Identify transitional devices used in different styles of writing</li> </ul>	<ul style="list-style-type: none"> <li>Use an editing checklist to proofread a paragraph for spelling, punctuation and sentence fluency; ask partners to review the checklist and follow the steps</li> <li>Combine simple sentences into compound sentences</li> <li>Use chronological words when writing a narrative</li> <li>Correct errors of subject/verb agreement in a written passage</li> </ul>
<p><b>Vocabulary/ Structure</b></p> 	<p>LA.910.1.2 LA.1112.1.2</p>	<ul style="list-style-type: none"> <li>Use a standard dictionary to find the meanings of words</li> <li>Identify an academic language used in literary and informational texts</li> <li>Apply context clue strategies in listening and reading</li> <li>Use vocabulary strategies to understand vocabulary/key terms in oral and written communication</li> <li>Use structural analysis to identify the meanings of new words</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a personal vocabulary notebook</li> <li>Recognize/Highlight surrounding context clues for a given vocabulary term</li> <li>Demonstrate comprehension of vocabulary by using simple sentence responses (paraphrasing definition)</li> <li>Identify homonyms, antonyms, synonyms, and homophones in a text</li> <li>Apply vocabulary strategies to activities such as VIS (Vocabulary Improvement Strategy), Frayer Model, word webs, Venn Diagram, semantic feature analysis, etc.</li> <li>Using key words, take turns composing sentences with other students</li> <li>Compose a variety of cloze phrases and sentences using the simile format: "_____ as _____"</li> </ul>






# High School Instructional Framework

## Developmental Language Arts through ESOL

### 2nd Nine Weeks

# 2<sup>nd</sup> Nine Weeks

Course Components	Standards	Objectives	Student Performance Indicators
<b>Listening/Viewing</b> 	<b>LA.910.5.2.1</b> <b>LA.1112.5.2.1</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>Follow multi-step oral directions</li> <li>Participate in formal and informal oral communication activities</li> <li>Recognize verbal and nonverbal cues and respond appropriately</li> </ul>	<b>To demonstrate the achievement of the standard, the student will:</b> <ul style="list-style-type: none"> <li>Use guided questions to interview and introduce classmates and briefly tell what was learned about them</li> </ul>
	<b>LA.910.1.6.2</b> <b>LA.1112.1.6.2</b>	<ul style="list-style-type: none"> <li>Listen to fiction, drama, nonfiction and informational presentations based on personal preferences</li> <li>Expand and enhance personal interest through listening</li> </ul>	<ul style="list-style-type: none"> <li>Participate in a group discussion about his favorite characters from a story/narrative</li> </ul>
	<b>LA.910.5.2</b> <b>LA.1112.5.2</b>	<ul style="list-style-type: none"> <li>Use responsive speaking and listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification</li> </ul>	<ul style="list-style-type: none"> <li>Ask the teacher to clarify or elaborate on a point made during a lecture</li> </ul>
	<b>LA.910.5.2.2</b> <b>LA.1112.5.2.2</b>	<ul style="list-style-type: none"> <li>Identify the main idea and details in an oral/media presentation</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and list key ideas from a group presentation about important qualities in a friend</li> <li>Confirm with a classmate the meaning of a listening selection</li> </ul>
<b>Speaking</b> 	<b>LA.910.5.2.3</b> <b>LA.1112.1.1</b>	<ul style="list-style-type: none"> <li>Participate in teacher-facilitated discussions with simple responses</li> <li>Use appropriate intonation and stress patterns in English, including the pronunciation of short, long, medial vowel sounds, and initial and final consonants</li> </ul>	<ul style="list-style-type: none"> <li>Present an impromptu speech to the class using volume, stress, pacing, enunciation, eye contact, and gestures effectively</li> <li>Present short, simple rules or instructions for systematically performing a task, such as going to the cafeteria, washing the dishes, or sorting laundry</li> </ul>
	<b>LA.910.5.2.2</b> <b>LA.1112.5.2.5</b>	<ul style="list-style-type: none"> <li>Select and use a variety of speaking strategies to clarify meaning and to reflect understanding</li> <li>Make appropriate and meaningful comments</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions in a conversation that express interests in another student's story</li> <li>Read words or phrases with varying intonations, stress or rhythms to change the meaning</li> </ul>
	<b>LA.1112.5.2.2</b> <b>LA.1112.5.2.3</b>	<ul style="list-style-type: none"> <li>Participate in group activities such as group presentations and role-playing</li> </ul>	<ul style="list-style-type: none"> <li>Organize and present a group presentation about important qualities in a friend</li> <li>Using notes, ask and answer questions using simple sentences during a simulated job interview</li> </ul>
<b>Reading/Literature</b> 	<b>LA.910.1.3</b> <b>LA.1112.1.3</b>	<ul style="list-style-type: none"> <li>Activate and build background knowledge through pre-reading activities</li> <li>Scan for basic text features, such as the title, table of contents, illustrations, and chapter headings to predict content</li> <li>Make connections with text based on personal experiences, educational experience, and knowledge</li> <li>Establish a purpose for reading by previewing text, generating questions, and participating in discussions</li> </ul>	<ul style="list-style-type: none"> <li>Generate a list of 1-2 questions about a topic and discuss with a partner</li> <li>Complete an ABC List to activate background knowledge on a topic (e.g., the Olympics)</li> <li>Make predictions about the content of an unfamiliar text to be read, using a teacher-generated word list based on text</li> </ul>
	<b>LA.910.1.2</b> <b>LA.1112.1.2</b>	<ul style="list-style-type: none"> <li>Apply strategies to use while reading</li> <li>Read selected passages accurately, fluently, and with proper expression</li> </ul>	<ul style="list-style-type: none"> <li>Self-monitor comprehension by asking questions either orally or in writing</li> <li>Highlight key words that denote the key ideas in a text</li> <li>Use sticky notes to write questions and participate in group discussions</li> </ul>
	<b>LA.910.1.7.8</b> <b>LA.1112.1.7.8</b>	<ul style="list-style-type: none"> <li>React to and interpret a reading selection</li> <li>Identify specific details from expository and narrative text</li> <li>Organize information in a variety of formats to comprehend key ideas (e.g., summaries, notes, charts, outlines)</li> <li>Connect the text to his personal experience</li> </ul>	<ul style="list-style-type: none"> <li>Compose a list of details to include in a summary</li> <li>Share questions, reactions, and/or notes from reading journal with a partner</li> </ul>
	<b>LA.910.2.1.6</b> <b>LA.1112.2.1.6</b>	<ul style="list-style-type: none"> <li>Use a graphic organizer to identify the similarities and differences between two objects/persons/topics from a reading selection</li> </ul>	<ul style="list-style-type: none"> <li>Complete a Venn Diagram or a T-Chart showing similarities and differences between a character in a reading and self</li> </ul>
	<b>LA.910.2.2.2</b> <b>LA.1112.2.2.2</b>	<ul style="list-style-type: none"> <li>Identify the stated main idea and supporting details of a short selection (2-3 paragraphs)</li> </ul>	<ul style="list-style-type: none"> <li>Write a one-sentence summary (using a frame) to state the main idea</li> <li>Create a two-column chart separating details from main ideas</li> </ul>
	<b>LA.910.1.7.2</b> <b>LA.1112.7.2</b>	<ul style="list-style-type: none"> <li>Understand that there are various purposes for writing (i.e., to inform, persuade, describe, entertain)</li> </ul>	<ul style="list-style-type: none"> <li>Determine the author's purpose through activities such as free form mapping and identifying signal words</li> </ul>
	<b>LA.910.6.2.2</b> <b>LA.1112.6.2.2</b>	<ul style="list-style-type: none"> <li>Locate, gather, analyze, and evaluate written information for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>After reading a selection, discuss with classmates how he might go about investigating whether certain points made in the text are true</li> </ul>
	<b>LA.910.6.2.2</b> <b>LA.1112.6.2.2</b>	<ul style="list-style-type: none"> <li>Select appropriate study and research skills and technological resources to locate information</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of search resources, including books, magazines and Internet and document sources on note cards</li> <li>In a group, create a plan to research a topic</li> </ul>
	<b>LA.910.2.1</b> <b>LA.1112.2.1</b>	<ul style="list-style-type: none"> <li>Analyze the validity and reliability of primary source information</li> </ul>	<ul style="list-style-type: none"> <li>Select materials from school resource collections to complete a project</li> </ul>
	<b>LA.910.6.2.2</b> <b>LA.1112.6.2.2</b>	<ul style="list-style-type: none"> <li>Identify a variety of primary and secondary sources that can be used to address a topic</li> <li>Use a variety of sources to gain information about a topic</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between primary and secondary sources, when given a list of sources</li> <li>Scan several sources to determine the appropriateness to the topic of study</li> </ul>
	<b>LA.910.2.1</b>   <b>LA.1112.2.1</b> <b>LA.910.2.1.1</b>   <b>LA.1112.2.1.1</b> <b>LA.910.2.1.3</b>   <b>LA.1112.2.1.3</b>	<ul style="list-style-type: none"> <li>Read short poems and identify their characteristics (e.g., rhythm, rhyme, alliteration)</li> <li>Identify the following literary genres: poetry and short story</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a poem and identify rhyming words and patterns</li> <li>Create a timeline for a literary selection (e.g., short story)</li> </ul>
	<b>LA.910.1.7.6</b> <b>LA.1112.1.7.6</b>	<ul style="list-style-type: none"> <li>Recognize and describe themes stated and inferred in a text</li> </ul>	<ul style="list-style-type: none"> <li>Write key words/phrases that relate to the theme of a text</li> <li>Draw pictures/visuals that represent the theme(s) in a text</li> </ul>
	<b>LA.910.2.1.5</b> <b>LA.1112.2.1.2</b>	<ul style="list-style-type: none"> <li>Recognize cause and effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama].</li> </ul>	<ul style="list-style-type: none"> <li>List the causes and effects from a literary or expository text on a two-column chart</li> </ul>
<b>LA.910.2.1.5</b> <b>LA.1112.2.1.2</b>	<ul style="list-style-type: none"> <li>Read a literary selection and identify main events of the plot</li> <li>Identify different characters and settings from a simplified literary selection</li> </ul>	<ul style="list-style-type: none"> <li>In pairs or small groups, complete a character map/sketch from a simplified literary selection</li> <li>Retell the main events of a simplified literary selection using pictures and/or phrases and sentences</li> </ul>	



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