

Holyoke Public Schools

Sheltered English Language Arts

English Language Development

Genre Study of Standardized Testing Curriculum Map

and

MEPA Preview

Grades 4-8

2008-2009

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Overview of Curriculum Maps

Goals:

1. To ensure that English Language Learners students are exposed and engage in a rigorous English Language Arts curriculum in every school and every grade.
2. To provide consistent instruction and assessment district wide
3. To prepare students for the MCAS and MEPA tests
4. To provide teachers curriculum guidelines and appropriate ELL instruction for the English Language Development courses.

Expectations:

The district's expectation is for students to successfully meet the *Massachusetts English Language Arts Standards* and the *Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners*. In order to help facilitate this, teachers are required to follow curriculum maps. The successful implementation of these maps requires the teachers to read the literature outlined in the map and complete the written assignments prior to planning their lessons. Reading the literature and completing the written assignments is an essential part of lesson planning. A binder has been provided to help teachers keep track of the ELD work.

Year-Long Curriculum Map Literacy Instruction English Language Development Class	
September 4 weeks	Rituals and Routines Using the America's Choice curriculum materials for Middle School, establish the rituals and routines of the Literacy Workshop
October- November 7 weeks	Narrative Account – Personal Narrative – We Have A Story to Tell Using the established curriculum map and suggested materials, complete a language-level appropriate genre study on narrative accounts
December-February 8 weeks	Report of Information – “What Do I Know a Lot About” Using the established curriculum map and suggested materials complete a language-level appropriate genre study on report.
February- March 2 weeks February 23- March 6	MEPA Preview/Testing Genre - Using the established curriculum map and suggested materials complete a language-level mini unit on testing that will familiarize the students with test taking strategies, structure and format.
March 16-31 2 weeks	Biography - Using the established curriculum map and suggested materials, complete a language-level mini unit study on biography.
April 1-17 2 weeks	Poetry - Using the established curriculum map and suggested materials, complete a language-level mini unit study on poetry.
April-June 8 weeks April 27-June 18	Response to Literature/Fairy Tale Using the established curriculum map and suggested materials complete a language-level appropriate genre study on Response to Literature/Fairy Tale unit.

MEPA R/W Assessment Schedule: October 20-29, 2008 &/or March 9-17, 2009

MCAS:	ELA	Writing: March 31, Gr. 7	Math	Science & Tech	History
		Reading: April 1-10, Gr. 6, 7, 8	May 11-28 Gr. 6, 7, 8	May 11-28 Gr. 8	May 11-28 Gr. 7
First-Year Students	Optional		Required	Required	Optional
All Other Students	Required		Required	Required	Required

Report Card Schedule: November 20-21, February 5, April 16-17, and June 18 (Closing date: November 5, January 27, and April 7)

Progress Report: October 9, December 17, March 13, and May 22 (Closing date: October 2, December 10, March 6, and May 15)

Winter & Spring Vacation: February 16-20, April 20-24, 2009

Overview of the Literacy Workshop: ELD

Map Components: Middle School

ELD Workshop 65 minutes
Skills Development 35 minutes

MSL I 90 minutes/35 skills
ESL Content 100 minutes

Read Aloud Talk Aloud (RATA):

Teacher: Picture or limited text model
Students: Listen, Define strategy in L1 or English

Independent Reading:

Teacher: Supports students
Students: Partner (Sep-Feb) Read independently (Mar-Jun)

Mini Lesson:

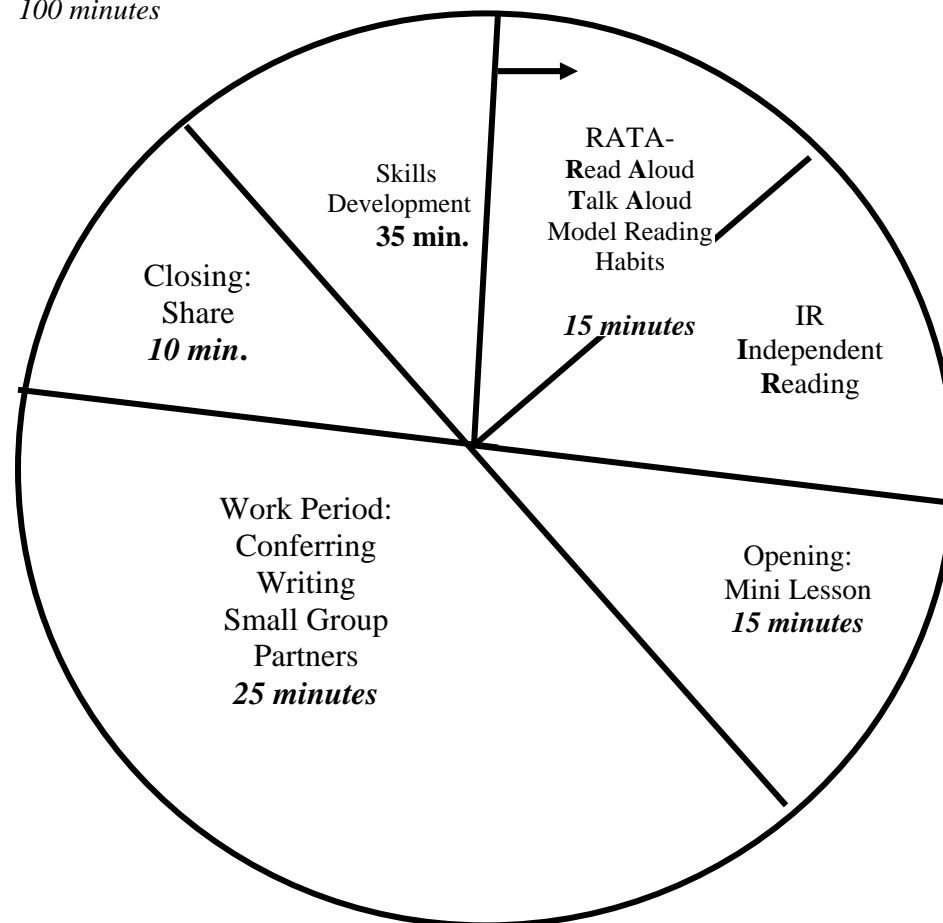
Teacher: Model
Students: Turn & Talk w/ prompt

Work Period:

Teacher: Conference/grade
Students: Write brief response in picture or words (2-3 times/week)

Closing:

Students: Listen, share, report



Workshop Model

The workshop model for the ELD class is designed to integrate reading and writing around a genre within a predictable structure that will allow beginners and early intermediate students to advance linguistically and academically. The structure is set up to allow students maximum independent work time, time for talk, as well as scaffold times for learning new strategies. The following is a breakdown of each part of the workshop:

Read-Aloud-Think-Aloud (RATA) and Independent Reading (IR): *15 minutes*

Read-Aloud-Think-Aloud (RATA):

The teacher uses this time to SHOW students a reading strategy previously taught. This is a review and application time for students

- You will use read aloud materials to model a reading strategy that students will be working on.
- **NOTE: Pay close attention to the materials you choose!** Make sure that you use either a picture book or a piece of text on an overhead. It is essential that your students see what you are reading while you read it. Make sure that you do not try to just read aloud the whole book. Choose a piece of a passage or a few pages of a read aloud and use this text to model.
- After you model the strategy using the read aloud text, you will ask students to turn and talk about what they saw you do. This is an essential step for your ELLs because it allows them to solidify the skill you taught them before they have to apply it to their own reading.
- **NOTE: This is NOT a time to teach a new strategy!** This is a time for students to see you applying a strategy you already taught in your own reading! Be careful not to confuse this time with the mini-lesson. The mini-lesson is the time to introduce new reading strategies.

Independent Reading (IR):

Students read their own independent reading books or participate in partner reading and practice using the strategy the teacher just modeled.

- This is a chance for students to immediately apply the strategy the teacher modeled. Students read books at their reading level and practice the strategy.
- After about 10 minutes of reading, the students should turn and talk and share how they applied the strategy the teacher modeled in the RATA. This will allow ELLs to solidify and define what they have learned, therefore creating a more stable memory of the strategy taught.

Mini-Lesson (ML): 15 minutes

The teacher will gather the students to learn a new reading or writing strategy. At this point the teacher will build classroom charts, provide an opportunity for practice and turn and talk to solidify their learning.

- The teacher will begin the lesson by telling students what they will be learning today. The teacher will then use a reading text or modeled writing to teach a new strategy.
- The teacher will develop classroom charts in many of these lessons. Develop these charts with the students! Prepare for the lesson by writing the title of the chart and developing the chart “bones”. For example, if you are making a t-chart, draw the “t” and label each side, but add in the information with the students while you are teaching.
- Students will use language stems to turn and talk during the mini-lesson. After you have taught the strategy, share with students the language stem and ask them to turn and talk using the language stem.

Work Time (WT): 25 Minutes

This time will vary on a daily basis depending on what was taught, but in general, this is a chance for students to work alone or in groups on the strategy taught in the mini-lesson.

- Reading Focus Mini-Lesson: Students will read their independent books and practice the new strategy that you taught in the mini-lesson, and then talk about it with a table partner, and then write about their learning in their notebooks. During this time the teacher will circulate to support students, conference with individual students, and run guided reading groups.
- Writing Focus Mini-Lesson: Students will work on their writing and drafts independently. Students will try to apply the writing strategy taught, work with partners to revise their writing, or be involved in a step of the writing process. The teacher will circulate and support students, conference with individual students, or run guided writing groups.

Closing: 10 Minutes

This is an important part of the workshop that should be mined for opportunities to talk for ELLs. Students share what they have learned and solidify their experience that day as readers and writers.

- Provide time for the class to come together as a group and reflect on their learning that day. Allow a few students to share and provide opportunity for feedback from their peers. Or allow partner sharing so that all students can share and talk during the closing.

Skills Block: *35 minutes daily*

This daily skills time is a goldmine of opportunity for teachers and students. This is a time of direct instruction on the reading or writing skills students are struggling with.

- During this time, you will deliver a lesson that is a more classic “stand and deliver” lesson. You will teach a skill, practice with students, give them a chance for independent practice, and close the lesson.
- **NOTE:** Since this is a short time, your lesson focus must be “laser-like”. Choose a skill that you can teach in the allotted time and know that this short time can be incredibly effective for ELLs. They will not be overwhelmed by language rules or information and will be able to own and control what you teach them on a daily basis if you plan accordingly.

Reading Skill Lessons:

- You will choose a reading focus for the skill lessons that is about the universal reading skills all readers need. This means you will teach:
 - Phonetic Principles
 - Reading Fluency and Accuracy
 - Vocabulary
- For example, you might choose to teach the difference between the sounds “SH” and “CH” using a sorting game. You would NOT choose to teach “making connections” or other comprehension strategies during this time

Writing Skill Lessons:

- You will choose a writing focus for the skill lessons that is about the universal writing skills all writers need. This means you will teach:
 - Spelling
 - Grammar
 - Style and Syntax
 - Word Choice
- For example, you might choose to teach how to deal with making nouns plural in the English Language. You would NOT choose to teach “character development in narrative writing” or other genre features during this time.

PLEASE SEE THE APPENDIX FOR MORE IDEAS ON WHAT SKILLS YOU COULD TEACH DURING THIS DAILY SKILL TIME

**ELD-I Course – Genre of Standardized Testing
Massachusetts English Proficiency Assessment (MEPA)
Purpose and Structure**

Purpose:

Title III of the No Child Left Behind Act and Chapter 386 of the MA Acts of 2002 require that ELLs students participate in an annual assessment of their English language proficiency. The MEPA was developed based on the *English Language Proficiency Benchmarks and Outcomes for English Language Learners*. The purpose of the MEPA is to:

- Provide data and resources to strengthen curriculum, instruction, and classroom assessment
- Measure the progress made by ELL students toward English proficiency
- Identify ELL students who have achieve proficiency in English

The MEPA consists of two assessments:

- The MEPA-R/W, which assesses proficiency in reading and writing
- The Massachusetts English Language Assessment Oral (MELA-O), which assesses proficiency in listening (comprehension) and speaking (production)

Structure:

The Reading and Writing components of the MEPA for each one of the following grade spam 3-4, 5-6, 7-8, and 9-12 is composed of three Reading sessions and three Writing sessions. Each ELL student is required to participate in two of the three sessions of Reading and two of the three sessions of Writing.

Session administered	If student's reading / writing skills are considered:
Session 1 and 2	Beginning to early intermediate
Session 2 and 3	Intermediate to transitioning

MEPA Reading Test Blueprint

Outcome Assessed	Session 1: 16 Points Based Largely on Visual Stimuli			Session II: 16 Points 2 Short Reading Passages			Session III: 16 Points 1 Medium and 1 Long Reading Passage		
	MC	SA	OR	MC	SA	OR	MC	SA	OR
Vocabulary	4	1	0	4	0	0	4	0	0
Beginning to Read	6	0	0	0	0	0	0	0	0
Comprehension	0	2	0	4	2	0	3	1	1
Literary Elements/ Expository Text	0	0	0	2	1	0	3	0	0
Total Items by Type	10	3	0	10	3	0	10	1	1
Total Points	10	6	0	10	6	0	10	2	4

MC = Multiple Choice, 1 Point

OR = Open Response, 4 Points

SA = Short Answer, 2 Points

MEPA Writing Test Blueprint

Outcome Assessed	Session 1: 14 Points Based Largely on Visual Stimuli			Session II: 14 Points			Session III: 16 Points		
	MC	SA	WP	MC	SA	WP	MC	SA	WP
Writing	6	3	0	0	3	1	0	0	3
Editing	0	1	0	4	0	0	4	0	0
Total Items by Type	6	4	0	4	3	1	4	0	3
Total Points	6	8	0	4	6	4	4	0	12

MC= Multiple Choice, 1 Point

SA= Short Answer, 2 Points

WP= Writing Prompt, 4 Points

Item Types

The MEPA-R/W uses the following question formats to measure student learning.

☐ **Multiple-choice questions (MC)**

- Students read a question and select the correct answer from four options.
- A correct answer is assigned a *score of 1 point*, and an incorrect answer is assigned a score of 0 point.

☐ **Reading short-answer questions (SA)**

- Students generate a response of one or more sentences to a question that references a paragraph or passage they have read.
- The response receives a *score of 0–2 points*, based on an item-specific scoring guide.

☐ **Writing short-answer questions (SA)**

- Students read a question and generate a brief response, usually one word or a short statement.
- The response receives a *score of 0–1 point*, based on an item-specific scoring guide.

☐ **Sentence-writing questions (SW)**

- Students write one or more sentences in response to a graphic or prompt.
- The response receives a *score of 0–2 points*, based on an item-specific scoring guide.

☐ **Reading open-response questions (OR)**

- Students read a passage and then answer a question by creating a written response of one or more paragraphs.
- The response receives a *score of 0–4 points*, based on an item-specific scoring guide.

☐ **Writing-prompt questions (WP)**

- Students write a composition in response to a writing prompt.
- The composition receives a *score of 0–4 points*, based on a scoring guide.

Correlation with Benchmarks and Outcomes

The MEPA Reading and Writing Tests for grades 5-6 and 7-8 are based on the Benchmarks and outcomes in two content areas identified in the *Massachusetts English Language Proficiency Benchmarks and Outcomes for English Languages Learners* listed below. Page numbers for the Benchmarks and Outcomes appear in parenthesis. (See Appendix)

Reading

- Vocabulary (34-36)
- Beginning to Read (45-46)
- Comprehension (49-51)
- Literacy Elements/Expository Text (56-58, 63-64)

Writing

- Writing (78-80)
- Editing (89)

Materials and Resources

Texts for Readers and Writers Workshop

Standardized tests are a genre unto themselves, with rules, tools and a predictable organization. This genre uses predictable formats, patterns of organization, language in order to fulfill its purpose. Teachers will have to select the appropriate materials that match the standardized test that your students will be taking. These items may include sample tests, released MCAS/MEPA items, student work that meets the standards and rubrics. Teachers should use a variety of informational texts and genres that are good examples of the types of questions students will have to answer. Students will also need text sources with pictures or photographs. Don't forget that the first session will be read to the students.

Materials:

- Sample tests
- MEPA/MCAS practice and release items
- Students work that meets the standards
- MEPA Rubrics

English Language Proficiency Benchmarks and Outcomes for English Language Learners

ELD-I Testing Curriculum Map & Binder

America's Choice: Genre Study of Standardized Testing

Overarching Unit Goals and Standards

Speaking and Listening

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<ul style="list-style-type: none"> • Listen to, comprehend and carry out directions with simple steps • Give directions that include sequenced steps • Asks questions • Responds appropriately to comments and questions • Uses language cues to indicate different levels of certainty • Displays appropriate turn taking behaviors • Clarifies, illustrates or expands on a response when asked to do so • Confirms understanding by paraphrasing • Actively solicits another person's comments or opinion • Volunteer contributions and responds when directly solicited • Gives reasons in support on opinions expressed • Demonstrate a basic understanding of the rules of the English language in written and oral work. 	<p>Speaking</p> <ul style="list-style-type: none"> • Uses selected essential vocabulary of grade-level academic content. (S.1.5) • Ask and answer concrete questions about familiar content. (S.2.5) • Describe people, places, and things, using some detail. (S.2.6) • Constructs original statements, using basic and complex sentences structures (S.2.38) • Ask and respond to questions based on a text that is heard (S.3.15) • Retell steps of a process in logical sequence (S. 3.19) • Make predictions or inferences based on a story or information that has been heard.(S.3.22) • Respond to factual and inferential questions based on academic content. (S. 3.39) • Participate orally in class activities, using appropriate words, phrases, and expressions (S.3.46) • Ask and respond to questions (who/, what?, where?, when?) based on text that is heard. (ELA 8.15) <p>Listening</p> <ul style="list-style-type: none"> • Understand words and phrases related to basic personal and school-related information. (S.1.2) • Demonstrate comprehension of one-step directions (FL2.4) • Demonstrate comprehension of oral directions that include visual cues (S.3.1) • Demonstrate comprehension when simple information is given (S.3.3) • Demonstrate comprehension of oral questions that are based on academic content(S.3.30) • Demonstrate comprehension of agreed-upon rules for small-group decision making (S.3.45) • Takes notes (using graphic organizers) while listening for specific information (S.3.50) • Identify important information about academic content, using prior knowledge and/or visual cues as needed (S.3.9; link to ELA 8.5) <p>Standards for levels: Beginning to Early Intermediate</p>

Reading

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<p>The student reads and comprehends various informational texts about one issue or subject, and produces a written and oral report that:</p> <ul style="list-style-type: none"> • Restates or summarizes information; • Relates new information to prior knowledge and experience; • Extends ideas; • Use the structure of informational text to retrieve information; • Makes connections to related topics or information; • Compare one text to another text they have read or heard; • Read, comprehends and summarizes various sources of informational text about one issue or subject. 	<ul style="list-style-type: none"> • Uses knowledge of prefixes and suffixes to determine words meaning. (R.1.8a) • Uses word analysis to gain meaning from text. (R. 1.8) • Locates topic and supporting sentences in an informational paragraph. (R.1.11b) • Reads and understands sight words, phrases, and sentences related to personal experiences, familiar topics, and selected academic content. (R.2.12) • Identify main idea(s) or important information in a literary or informational text (R.3.1) • Identify details that support main idea in a literary or an informational text (R.3.2) • Compares characteristics of various literary genres. (R. 4.8b) • Identifies basic elements in stories that are read. (R.4.10a) • Use knowledge of common graphics features to determine the purpose and meaning of a text (R.5.3) • Uses knowledge of text features to determine purpose and meaning of a text. (R.5.9) • Use knowledge of organization structure in nonfiction text to determine its meaning (R.5.11) <p>Standards for levels: Beginning to Early Intermediate</p>

Writing

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<ul style="list-style-type: none"> • Makes use of appropriate writing strategies; • Creates an organizing structure appropriate to a specific purpose; • Includes appropriate facts and details; • Excludes extraneous and inappropriate information; • Uses a range of strategies such as facts and details, examples and/or comparisons, descriptions or analysis of the subject; • Support judgment through references to the text. 	<ul style="list-style-type: none"> • Write lists of words and phrases needed to accomplish an assigned writing task (W.1.2) • Identify the structures and length that support the audience, purpose, and topic of a writing task (W.1.4) • List words and phrases to support structure and meaning within and among paragraphs of a writing task (W.1.5) • Organize information about a topic into a paragraph with a topic sentence, supporting details, and a concluding sentence(W.1.6) • Writes short accounts of personal or familiar experiences, including academic topics. (W.2.7) • Revises writing to improve organization of ideas (W.3.8) • Use knowledge of correct mechanics when editing (W.4.4) <p>Standards for levels: Beginning to Early Intermediate</p>

Writing Skills, Language Use and Conventions

National Center on Education & the Economy (NCEE) ELA Standards	*English Language Proficiency Benchmarks & Outcomes (ELPBO)
<p>Student demonstrates a basic understanding of the rules of the English language. Students demonstrates control of:</p> <ul style="list-style-type: none"> • Grammar • Paragraph structure • Punctuation • Sentence construction • Spelling and Usage 	<p>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.</p> <ul style="list-style-type: none"> • Spell familiar words correctly when editing • Identify correct sentence structure and usage when editing • Use knowledge of correct mechanics when editing • Use basic and complex sentences structures related to academic topics

Unit Work Products

Students Outcomes for ELD-I: Testing Unit

ELL students will be able to:

Listening Work	Speaking Work	Reading Work	Writing Work
<ul style="list-style-type: none"> • Understand words and phrases related to basic personal and school related information • Demonstrate comprehension of: <ul style="list-style-type: none"> ✓ One step direction ✓ Oral direction that include visual clues ✓ Oral questions that are based on academic content • Identify important information about academic content using prior knowledge/visual clues • Ask and answer questions related to a topic 	<ul style="list-style-type: none"> • Use transitional and topic specialized words • Describe people, places, and things using details • Constructs original statements, using basic sentences structures • Ask and answer questions related to a topic/information heard • Respond to factual and inferential questions • Ask and respond to questions (who?, what?, where?, when?, how?) based on text that is heard • Summarizes main ideas and supporting details 	<ul style="list-style-type: none"> • Uses word analysis to gain meaning from text • Reads and understand sight words, phrases, and sentences related to personal, familiar and academic content • Locates topic and supporting sentences in an informational paragraph • Compares characteristic of various literary genres • Uses knowledge of common graphics features to determine purpose and meaning of text • Identify main idea and supporting details • Use various reading strategies when reading • Use genre elements to enhance comprehension, determine purpose and meaning of text • Use questioning before, during, and after reading 	<ul style="list-style-type: none"> • Make Notebook entries that demonstrate students' application of note taking/information gathering • Write list of words and phrases needed for task • List words, phrases and sentences to support the structure and meaning within a paragraph of a writing task • Organize information about a topic into a paragraph with a topic sentence, supporting details, and a concluding sentence • Write a short accounts of personal or familiar experiences, including academic topics • Revise writing to improve organization of ideas • Apply an understanding of the English language

Teacher Assessments for ELD: Testing unit

- Ongoing formative assessment

WORKSHOP MAP

Week 1: The MEPA was developed with the purpose of measuring the progress made by ELLs toward English proficiency; identify ELL students who have achieved proficiency in English, and to provide data to strengthen curriculum, instruction and classroom assessment. As with all standardized tests the MEPA uses predictable formats, patterns of organization in order to fulfill its purpose, which is to test readers' acquisition of English. MEPA is based on the *Massachusetts Language Proficiency Benchmarks and Outcomes for English Language Learners*. It is our hope that students who understand this genre will meet it more successfully by understanding its structure, rules and formats.

The goal of this first week of instruction in the testing genre is to get students immersed in the multiple-choice format and some of the types of questions students will face. Therefore, most of this week will include:

- Analyzing 3-4 sample standardized tests including MEPA/MCAS
- Reading aloud 3-4 informational/expository tests
- Constant modeling with the use of think aloud format
- Building a shared vocabulary to talk about testing genre
- Providing frequent interaction, discussion and reflection time for students
- Incorporating notebook entries during the independent work time that record student learning

Materials and Products for Week 1:

- 3-4 samples of standardized tests for analysis and informational/expository texts
- Chart paper/transparency/magic markers
- Sentence strips
- **Student notebook:**
 - Difference between classroom/teacher test and standardized test
 - Identify elements of standardized (MEPA) tests
 - Identify (or create) different kinds of questions (explicit, implicit, critical analysis, multiple choice)
 - Identify elements for success when taking tests
- **Language Stem:**
 - *"This test is an example of __ because __."*
 - *"This difference between these test is that __"*
 - *"One thing that I notice about (test or type of questions) is __"*
 - *"__ help us understand the test by __"*
- **Classroom chart, transparency or pictures.** Charts are to be made with the student
 - Difference between classroom and standardized test
 - "Tricks for Success"
 - "What do I notice about standardized tests?"

WEEK 1: DAYS: 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
1	<p>Strategy: <u>Identify the difference between a Classroom test and a Standardized Test</u></p> <p>Using one classroom and one standardized test, the teacher will introduce students to the next genre study: <u>Standardized Test</u></p> <p>Teacher will show a portion of the each test and model by thinking aloud “What is the purpose of these tests”, “What is the format of the tests?”, or “How are the tests different?”</p>	<p>Students work in pairs and browse through sample tests to <u>identify differences between classroom and standardized tests.</u></p> <p><i>Students share with a new partner their findings. Use the language stem: “This test is an example of ___ because ___.”</i> <i>“The difference between these tests is that ___.”</i></p>	<p>Strategy: <u>Identify: What is a Standardized Test?</u></p> <p>Teacher will show different examples of <u>standardized tests</u>, read aloud part of the <u>test</u> and begin a chart titled “<u>What do I notice of Standardized test?</u>”</p> <p>Chart: “<u>What do I notice about Standardized tests?</u>” (Different types of questions, format, directions, types of reading, pictures or illustration, not design to inform or entertain etc.)</p> <p>Vocabulary: Classroom/ standardized test, types of questions, reading, writing, format, directions, MEPA, MCAS</p> <p><i>Students use language stem: “One thing that I notice about a <u>standardized test</u> is ...”</i></p>	<p>Strategy: <u>Identify: What is a Standardized Test?</u></p> <p>Divide the students into small groups and give each group a variety of standardized tests. Ask students to <u>browse through the tests and create a chart in their notebook of what they notice about the tests</u></p> <p><i>Students share within the group what they wrote in their charts.</i></p> <p><i>Language stem: “One thing that I notice about a <u>standardized test</u> is...”</i> (Notebook entry)</p>	<p><i>Groups share out their charts.</i></p> <p>Combine information with class chart.</p> <p>Add to word wall: Classroom standardized test, types of questions, types reading and writing, format, directions , MEPA, MCAS</p>
2	<p>Strategy: <u>What is a Standardized Test?</u></p> <p>Review “<u>What is a Standardized Test?</u>” chart from previous lesson.</p> <p>Teacher will read parts of the test and share what they observe or notice about the test. Adds to the chart. Use sentence stem “<i>One thing that I notice about a <u>standardized test</u> is ...</i>”</p>	<p>Students will continue to browse through tests and add their observations to their chart.</p> <p><i>Students share with a partner what they found. “One thing that I notice about a <u>standardized test</u> is ...”</i></p>	<p>Strategy: <u>Identifying Textually Explicit Questions (on the page/literal)</u></p> <p>Teacher introduces one type of question: <u>Textually Explicit Question</u>. Discuss how understanding the type of question helps to get the right answer.</p> <p>Vocabulary: Textually Explicit Question/on the page/literal</p> <p><i>Language stem: “One thing that I notice about <u>textually explicit questions</u> is ...”</i></p>	<p>Strategy: <u>Identifying Textually Explicit Questions (on the page, literal)</u></p> <p>With samples of standardized test, students work in pairs <u>to identify textually explicit questions. (NB)</u> (Students may also create explicit questions)</p> <p><i>Students use language stem: “One thing that I notice about <u>textually explicit questions</u> is ...” (NB)</i></p>	<p><i>Students identify and share out their observations.</i></p> <p>Add to word wall: Textually explicit questions, literal On the page</p>

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
3	<p>Strategy: <u>Identifying Textually Explicit Questions</u></p> <p>Teacher will read aloud and identify some <u>textually explicit questions</u> and show how to answer the question.</p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students will browse through test samples to identify and answer <u>textually explicit questions</u>.</p> <p><i>Students share with a partner what they found.</i></p>	<p>Strategy: <u>Identifying Textually Implicit Questions (between the lines/interpretive)</u></p> <p>Teacher introduces another type of question: <u>Textually Implicit Question</u>. Discuss how understanding the type of question helps to get the right answer.</p> <p>Vocabulary: Textually Implicit Question/ between the lines/interpretive</p> <p><i>Language stem: "One thing that I notice about <u>textually implicit questions</u> is ..."</i></p>	<p>Strategy: <u>Identifying Textually Implicit Questions (between the lines/interpretive)</u></p> <p>With samples of standardized tests, students work in pairs <u>to identify textually implicit questions</u>. (NB) (Students may also create implicit questions)</p> <p><i>Students use language stem: "One thing that I notice about <u>textually implicit questions</u> is ..."</i> (NB)</p>	<p><i>Students identify and share out their observations..</i></p> <p>Add to word wall: Textually implicit questions between the lines interpretive</p>
4	<p>Strategy: <u>Identifying Textually Implicit Questions</u></p> <p>Teacher will read aloud and identify some <u>textually implicit questions</u> and show how to answer the question.</p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students will browse through test samples to identify and answer <u>textually implicit questions</u>.</p> <p><i>Students share with a partner what they found.</i></p>	<p>Strategy: <u>Identifying Critical Analysis Questions (behind the page/evaluative)</u></p> <p>Teacher introduces one type of question: <u>Critical Analysis Question</u>. Discuss how understanding the type of question helps to get the right answer.</p> <p>Vocabulary: Critical Analysis Question, behind the page, evaluative</p> <p><i>Language stem: "One thing that I notice about <u>critical analysis questions</u> is ..."</i></p>	<p>Strategy: <u>Identifying Critical Analysis Questions (behind the page/evaluative)</u></p> <p>With samples of standardized tests, students work in pairs <u>to identify critical analysis questions</u>. (NB) (Students may also create critical analysis questions)</p> <p><i>Students use language stem: "One thing that I notice about <u>critical analysis questions</u> is ..."</i> (NB)</p>	<p><i>Students identify and share out their observations..</i></p> <p>Add to word wall: Critical analysis question, evaluative, behind the page</p>

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING				
5	<p>Strategy: <u>Identifying Critical Analysis Questions</u></p> <p>Teacher will read aloud and identify some <u>critical analysis questions</u> and show how to answer the question.</p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students will browse through test samples to identify and answer <u>critical analysis questions</u>.</p> <p><i>Students share with a partner what they found.</i></p>	<p>Strategy: <u>Identifying Elements for Success</u></p> <p>Teacher introduces the elements of success: Listening/Reading and understanding directions, multiple choice questions, blurbs, types of questions and reading passages.</p> <p>Discuss how each element helps the reader understand the test.</p> <p>Chart: Tricks for Success*</p> <table border="1"> <tr> <td>Element</td> <td>Why/How to use it</td> </tr> </table> <p>Vocabulary: Understanding, directions, multiple questions, stem, options, distracters, blurbs, chunking,</p> <p><i>Students use language stem: “___help us understand the test by ___”</i></p>	Element	Why/How to use it	<p>Strategy: <u>Identifying Elements for Success</u></p> <p>Students work in pairs to chart the elements of success: Listening/Reading and understanding directions, multiple choice questions, blurbs, types of questions and reading passages.</p> <p>Continue chart: Tricks for Success*</p> <table border="1"> <tr> <td>Element</td> <td>Why/How</td> </tr> </table> <p><i>Language stem: “___help us understand the test by ___.”</i></p>	Element	Why/How	<p><i>Students share out their chart.</i></p> <p>Add to word wall: Directions, look, write, word, sentence, paragraph, imagine, compare, contrast, explain, list, based on...multiple choice, blurbs, types of questions, reading passages, chunking</p>
Element	Why/How to use it								
Element	Why/How								

***You might one to continue adding to this chart throughout the unit. Review before the MEPA test.**

WORKSHOP MAP

Week 2: Students will continue to build enough background knowledge of the formats, and patterns of organization of the genre of standardized tests to be able to speak, read and write about it. Acquiring the English language requires lots of exposure to listening, speaking, reading and writing within meaningful context and purposeful interaction with others. Teachers will facilitate their students' acquisition process by scaffolding language and supporting learners to access meaning. By doing so, teachers will be able to use this information to identify the ELLs skills and guide the changes necessary to meet the students' needs.

The goal of this second week of instruction in the genre is to continue to build the skills of readers in the genre of testing. Therefore, most of this week will include:

- Analyzing 3-4 sample standardized tests and rubrics including those from MEPA/MCAS
- Reading aloud 3-4 informational/expository tests
- Constant modeling with the use of think aloud format
- Building a shared vocabulary to talk about testing genre
- Providing frequent interaction, discussion and reflection time for students
- Incorporating notebook entries during the independent work time that record student learning

Materials and Products for Week 2:

- Analyzing 3-4 sample standardized test including rubrics and scoring guides
- Chart paper/transparency/magic markers
- Sentence strips
- Student notebook:
 - Identification and characteristic of different genres
 - Analysis of questions and answers
 - Writing short sentences and responding to a prompt
 - Understanding scoring guides
- Language Stems:
 - *"___helps the readers understand the text by___"*
 - *"The question asks for ___, the answer should have ___"*
 - *"One strategy that I use while reading/writing the answer to the prompt is___."*
 - *"One thing that I notice about the question, the scoring guide and the student sample is___."*
- Classroom chart / transparency to be made with the student
 - What genre it is?
 - Test questions, scoring guide/rubric, samples students work

WEEK 2: DAYS: 1-5

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING				
1	<p>Strategy: <u>Identifying Elements of Success</u></p> <p>Teacher will read aloud and show parts of a test and/or text to identify at least four <u>elements that will help during testing.</u></p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students will continue to browse through tests and texts to find four <u>elements that will help them be successful during testing time.</u></p> <p><i>Students share with a partner what they found.</i></p>	<p>Strategy: <u>Which genre it is? (Review Elements of Narrative, Expository(informational) and Poetry</u></p> <p>Teacher review the elements and characteristics of fiction, nonfiction, narrative, novel, short stories, report, biography. Discuss <u>how each genre help the reader/writer understand the text.</u></p> <p>Chart: Which genre it is? <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Genre</td> <td style="width: 50%;">Characteristics/Example</td> </tr> </table> </p> <p>Vocabulary: Genre, elements, fiction, nonfiction, narrative, novel, short story, report, biography.</p> <p><i>Students use language stem: “___help the reader understand the text by ___”</i></p>	Genre	Characteristics/Example	<p>Strategy: <u>Which genre it is?</u></p> <p>Students work in pairs to chart the <u>characteristics/elements of different genres</u> such as: fiction, nonfiction, novel, short stories, report, and biography.</p> <p>Continue chart: <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Genre</td> <td style="width: 50%;">Characteristics/Example</td> </tr> </table> </p> <p><i>Language stem: “___help the reader /writer understand the text by ___.” (Notebook entry)</i></p>	Genre	Characteristics/Example	<p><i>Students share out their chart.</i></p> <p>Add to word wall: Genre, elements, fiction, nonfiction, narrative, novel, short story, report, biography.</p>
Genre	Characteristics/Example								
Genre	Characteristics/Example								
2	<p>Strategy: <u>Identifying Which genre it is.</u></p> <p>Teacher will read aloud and <u>identify the genre</u> and show how it helps the reader/writer understand the text.</p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students will continue to browse through tests and texts <u>to identify its genre</u> and how it helps the reader/writer understand the text.</p> <p><i>Students share with a partner what they found.</i></p>	<p>Strategy: <u>Which genre it is? (Introduce Characteristics of poetry, letters, myths and traditional narrative, drama)</u></p> <p>Teachers introduce the characteristics of poetry, letters, myths, folk tales, toll tales, fairy tales, and drama. Discuss <u>how each genre help the reader/writer understand the text.</u></p> <p>Chart: Which genre it is? <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Genre</td> <td style="width: 50%;">Characteristic/Example</td> </tr> </table> </p> <p>Vocabulary: Genre, Elements, Fiction, Nonfiction, narrative, novel, short story, report, biography.</p> <p><i>Students use language stem: “___help the reader understand the text by ___”</i></p>	Genre	Characteristic/Example	<p>Strategy: <u>Which genre it is?</u></p> <p>Students work in pairs to chart the <u>characteristics of different genres</u> such as: poetry, letters, myths, folktales, toll tales and drama.</p> <p>Continue chart: <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Genre</td> <td style="width: 50%;">Characteristic/Example</td> </tr> </table> </p> <p><i>Language stem: “___help the reader /writer understand the text by ___.” (Notebook entry)</i></p>	Genre	Characteristic/Example	<p><i>Students share out their charts.</i></p> <p>Add to the classroom chart.</p> <p>Add to word wall: poetry, letters, myths, folk tales, toll tales, fairy tales, and drama</p>
Genre	Characteristic/Example								
Genre	Characteristic/Example								

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
3	<p>Strategy: <u>Identifying the genre</u></p> <p>Teacher will read aloud and <u>identify the genre</u> and show how it helps the reader/writer understand the text.</p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students will continue to browse through tests and texts <u>to identify the genre</u> and how it helps the reader/writer understand the text.</p> <p><i>Students share with a partner what they found.</i></p>	<p>Strategy: <u>Writing: What does it ask for?</u></p> <p>Look at different test questions and <u>identify what it is asking for</u>: a word(s), a complete sentence(s) or a paragraph, how many (1, 2, 3), kind of questions (5W's & H), part of speech, opposites, similar, best, details, main idea, etc.</p> <p>Vocabulary: word, complete sentence, paragraph, 5W's & H, part of speech, test phrases (support your answer, use details...)</p> <p>Use the language stem: <i>"The question asks for ____, the answer should have ____."</i></p>	<p>Strategy: <u>Writing: What does it ask for?</u></p> <p>Students work in pairs looking at different test questions and <u>identify what it is asking for</u>. Make a list of finding in their notebooks</p> <p>Students will use the language stem: <i>"The question asks for ____, the answer should have ____."</i> (Notebook entry)</p>	<p><i>Students share out their work.</i></p> <p>Add to word wall: Test phrases.... (See chart)</p>
4	<p>Strategy: <u>Writing: What does it ask for?</u></p> <p>Teacher reads aloud sample questions and identify <u>what the question asks for?</u></p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students browse through test questions and <u>identify what the question asks for</u>.</p> <p><i>Share with a partner the purpose using the sentence stem "The question asks for ____, the answer should have ____."</i></p>	<p>Strategy: <u>Writing to a prompt</u></p> <p>Teacher reads aloud prompt and model strategies readers/writers use to <u>understand and answer the prompt</u>.</p> <p>Vocabulary: Writing prompt</p> <p>Use the language stem: <i>"One strategy that I use while reading/writing the answer to the prompt is ____."</i></p>	<p>Strategy: <u>Writing to a prompt</u></p> <p>Students working in pairs will <u>read, understand and answer a prompt</u>.</p> <p><i>Students share with a partner using the language stem: "One strategy that I use while reading/writing the answer to the prompt is ____."</i> (Notebook entry)</p>	<p><i>Students share out their reading and writing strategies.</i></p> <p>Add to class chart any new strategies.</p> <p>Add to word wall: Reading/Writing Strategies, scan, circle, underline, highlight, make connections, re-read, understand directions, topic sentence, add details, word choice, respond, reflect, revise, sentence structure</p>

	READ ALOUD/ THINK ALOUD	INDEPENDENT READING	MINI-LESSON	WORK PERIOD	CLOSING
5	<p>Strategy: <u>Writing to a prompt</u></p> <p>Teacher reads aloud prompt and model strategies readers/writers use to <u>respond to, reflect and revise the prompt.</u></p> <p><i>Students share with a partner the strategy the teacher modeled.</i></p>	<p>Students <u>respond to, reflect and revise a prompt.</u></p> <p><i>Share with a partner the work.</i></p>	<p>Strategy: <u>Rubric or Scoring Guide</u></p> <p>Looking at different test questions or writing prompts the teacher will introduce how the question is scored on the MEPA by <u>using a scoring guide or rubric.</u> The scoring guide indicates the knowledge and skills students must demonstrate to earn 1, 2, or 4 points.</p> <p>Teacher makes the connection between what the questions asks and the scoring guide.</p> <p>Vocabulary: Rubric, scoring guide, sample student work</p>	<p>Strategy: <u>Rubric or Scoring Guide</u></p> <p>Working in pairs students will <u>explore questions, scoring guides/rubrics</u> and sample student work from MEPA and MCAS.</p> <p><i>Students share with a partner using the language stem: "One thing that I notice between the question, the scoring guide and the student sample is ____."</i> (Notebook entry)</p>	<p><i>Students share out their observations.</i></p> <p>Add to class chart</p> <p>Add to word wall: Scoring guide, 1, 2, or 4 points, rubric, sample student work</p>

Note: If you have more than two weeks for this unit (even if it is a couple of days) spend more than one day in some of the topics. Some of the ones you should consider are: writing a prompt, what does it ask for? And types of questions.

APPENDIX

Test Directions and Phrases

This session contains ___ questions. The test administrator will read each multiple-choice question twice. For each multiple-choice question, fill the circle next to the best answer.

This session contains two reading passages with thirteen questions. For each multiple-choice question, fill the circle next to the best answer.

This session contains ___ questions. The test administrator will read each multiple-choice question twice. Mark your answers to these questions in the space provided in your answer booklet.

This session contains two reading passages with ___ questions. Mark your answers to these questions in the space provided in your answer booklet.

Look at the picture below... Write a word or words ...

Look at the picture. Write a complete sentence that tells one thing that is happening in the picture. Write the sentence on the lines below.

Look at the picture. Write TWO (or THREE) complete sentences that tells what is happening in the picture. Write the sentence on the lines below

Look at the picture below. Think of a title for the picture.

The sentence below is from lines ___ and ___ of the story.

In paragraph ___ ...

According to the passage...

The passage includes...

The last two paragraphs...

Paragraph ___ states that...

Read the word in the box below.

Read the sentence in the box below.

Read the words in the list below. Which TWO words from the list belong in the chart?

Read the list. Write a word (or words) to complete the list.

Read the sentence below. Then answer the questions that follow.

Directions and phrases- cont.

The story below has some mistakes. Read the story. Then answer the questions that follow
Read the story about... Then answer the question that follows.

Choose the word that correctly completes the sentence

The sentence below has TWO mistakes. Find the mistakes. Write the sentence correctly on the lines below.

Write your answer to question ___ in the space below.

Write a word (or words) to complete the sentences.

Write **two** words... Write **two** details...

Write a paragraph that... Think about the questions below before you write. Now, write a paragraph about...

In your paragraph, **identify, and describe**... and explain **why**...

Write your answer to question ___ in the space provided in your answer booklet.

Write your answers to questions ___ and ___ in the spaces provided in your answer booklet.

Write a letter...

What is the correct way to write...?

Write a composition...

Based on the passage...

Pretend that you... What do you think...? Write TWO complete sentences that tell...

Think about ... Think about the questions below before you write.

If you could be... Think about the questions below before you write. Now, write a composition about...

Imagine that...

Describe how...

Support your answer using information from the passage

How to Answer Multiple-Choice Questions

- Read all parts of each question.
- Read each of the four answer choices (A, B, C, D).
- Choose the best answer to each question.
- Mark your answer to each question in the space provided on your Test Answer Sheet.

How to Answer Short-Answer, Sentence-Writing, and Writing-Prompt Questions

- Read all parts of each question.
- Write your answer in the space provided on your Test Answer Sheet.
- Check your answer to make sure your answer is clear and complete.

General MEPA Performance Level Definitions	
Performance Level	Description
<i>Beginning</i>	<p>The student at this performance level is starting to develop the skills that will lead to effective communication in written and spoken English. A student performing at this level typically:</p> <ul style="list-style-type: none"> • Recognizes simple written words and phrases • Writes basic words or phrases, with frequent errors • Speaks using basic words or phrases, with frequent errors • Understands basic spoken vocabulary or phrases
<i>Early Intermediate</i>	<p>The student at this performance level is developing skills that will lead to effective and complete communication in English. A student performing at this level typically:</p> <ul style="list-style-type: none"> • Recognizes simple written words, phrases, and sentences, and reads and comprehends below grade-level texts • Writes short paragraphs with limited control of standard English conventions • Speaks using common words and simple phrases; word choice is often inappropriate or incorrect • Understands basic spoken vocabulary and phrases with frequent need for clarification
<i>Intermediate</i>	<p>The student at this performance level demonstrates increasing skills in using and understanding English. Oral and written communication, although somewhat inconsistent, is solid and usually understandable. A student performing at this level typically:</p> <ul style="list-style-type: none"> • Recognizes common written words and some academic words, and comprehends simple grade-level texts • Writes short, simple compositions with partial control of standard English conventions • Speaks using common words and phrases and basic grammar and sentence structure; uses complex language structures but with occasional errors • Understands most oral communications, with some need for clarification
<i>Transitioning</i>	<p>The student at this performance level has achieved age-appropriate basic fluency in English, including reading, writing, listening, and speaking. A student performing at this level typically:</p> <ul style="list-style-type: none"> • Recognizes most common and academic words, and reads and comprehends moderately difficult grade-level texts • Writes short compositions demonstrating general control of standard English conventions • Speaks using appropriate and correct words, phrases, and expressions, as well as basic and complex grammar and sentence structures • Understands extended and prolonged oral communication, with little or no need for clarification

Skills Lessons Ideas

For your daily skills block, you will have to decide what to teach in a variety of ways. You will decide whether to focus on Reading or Writing Skills. And then you will decide what skills to teach. What follows are some ideas about what to teach during this daily skills block and some resources of what to teach.

Reading Skill Lessons:

- Making Words by Cunningham, et. al.
- Words Their Way, Bear et. al.
- MEPA/MCAS information
- America's Choice Reading Monographs
- Reading Habits standards, NCEE/America's Choice Publications

Writing Skill Lessons:

- America's Choice Writing Monographs
- Language Use and Convention standards, NCEE/America's Choice Publications
- MEPA/MCAS information
- English at Your Command! By Hampton Brown
- Teaching Writing Through Differentiated Instruction With Leveled Graphic Organizers by Witherell & McMackin

Reading and Writing Skills for Early Intermediate ELLs from the Massachusetts English Language Proficiency Benchmarks and Outcomes for ELL (ELPBO)

READING

Standard	Element to Plan Lessons: Reading
<p>R.1: Vocabulary and Syntax in Print: <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</i></p>	<ul style="list-style-type: none"> ▪ Read frequently used sight words ▪ Read frequently used sight phrases ▪ Read frequently used idioms as phrases ▪ Use knowledge of prefixes and suffixes to determine words and phrases ▪ Use bilingual or intermediate dictionaries to determine word meaning ▪ Identify selected Latin and Greek roots to determine meaning of unfamiliar words ▪ Identify signal words in context clues that indicate word meaning ▪ Identify signal words in contrast or cause/effect clues to determine the meanings of unfamiliar words ▪ Identify words and phrases that add ideas in a paragraph ▪ Identify words and phrases that indicate contrast of ideas in a paragraph ▪ Identify words and phrases that indicate conclusion in a paragraph

Standard	Element to Plan Lessons: Reading
<p>R.2: Beginning to Read in English: <i>Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sound of English speech.</i></p>	<ul style="list-style-type: none"> ▪ Respond to stories and traditional texts that are heard ▪ Identify cognates in printed reading ▪ Use correct spelling of high frequency words, whether regularly or irregularly spelled ▪ Read printed words with personal meaning ▪ Identify familiar English morphemes (-ed in waited) ▪ Apply knowledge of letter patterns to identify syllables ▪ Identify phonetically regular one-syllable and multi-syllable words ▪ Read words with several syllables ▪ Use letter-sound knowledge to decode written English ▪ Identify and apply unique spelling patterns for English words

Reading

Standard	Element to Plan Lessons: Reading
<p>R.3: Comprehension: <i>Students will read English fluently and identify facts and evidence in order to interpret and analyze text.</i></p>	<ul style="list-style-type: none"> ▪ Identify words and phrases that signal a process in a text ▪ Identify the speaker of a poem or story ▪ Identify signal words and phrases that signal a cause/effect relationship ▪ Describe setting, characters and/or events in a text ▪ Distinguish facts from opinion in a text ▪ Draw a conclusion from a text ▪ Identify a theme as a lesson in folktales, fables, and myths ▪ Relate fiction and nonfiction to personal experiences and background knowledge ▪ Identify text features (such as title, illustrations, captions...) ▪ Identify sensory details and descriptive language ▪ Summarize important ideas ▪ Support individual interpretation or conclusion, using evidence from the text (author's purpose, character traits, text's mood and tone, dialect) ▪ Identify words and phrases that signal organization structure (chronology, cause/effect, problem/solution) ▪ Explain how a theme differs from a topic

Standard	Element to Plan Lessons: Reading
<p>R.4: Literary Elements and Techniques: <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p>	<ul style="list-style-type: none"> ▪ Identify the purpose of various literary genres ▪ Compare characteristic of various literary genres ▪ Identify imagery in literary text ▪ Recognize dialect in the conversational voices in American folk tales ▪ Identify rhythm as an element of style in literature ▪ Provide examples of how an author 's use words, imagery and rhythm to creates/suggest mood or tone ▪ Identify elements of setting, plot and conflict ▪ Identify and compare qualities of the main characters in a text

Standard – Cont.	Element to Plan Lessons: Reading
<p>R.4: Literary Elements and Techniques: <i>Students will identify and analyze text elements and techniques of written English as used in various literary genres.</i></p>	<ul style="list-style-type: none"> ▪ Identify graphic elements that contribute to meaning in a poem ▪ Identify example of alliteration, onomatopoeia, rhyme as heard in poetry ▪ Compare the effect of sound, meter, and rhythm in poetry in English and other languages ▪ Identify examples of personification in poetry ▪ Identify examples of metaphor and simile in poetry ▪ Identify hyperbole in poetry ▪ Identify sources for traditional literature from all culture ▪ Identify similarities and differences between and among mythologies of different cultures ▪ Identify common structures in traditional literature ▪ Compare traditional literature from various cultures ▪ Identify the structure elements of dramatic literature ▪ Identify the setting of dramatic literature ▪ Identify the plot elements of dramatic literature using graphic organizers ▪ Identify and explain key elements of characterization in dramatic literature ▪ Compare and contrast setting, character, and plot among texts, play, and film ▪ Analyze the effect of dialogue in dramatic literature, using specific examples.
Standard	Element to Plan Lessons: Reading
<p>R.5: Informational/Expository Text: <i>Students will identify and analyze purpose, structures, and elements of nonfiction English texts.</i></p>	<ul style="list-style-type: none"> ▪ Identify forms of informational and expository materials (such as essays, biographies, memoirs, news articles, reports, lab reports, textbook chapters) ▪ Identify text features as sources for specific information ▪ Identify structural features within that indicates purpose and meaning ▪ Locate and identify graphic features in text (timelines, tables, diagrams, caption, illustration) ▪ Identify logical order, cause and effect, classification in structure in text ▪ Identify comparison and contrast organization in text ▪ Identify signal words that indicate text organization, such as: similarly, after all, yet, since, due to, for this reason etc. ▪ Analyze main ideas, supporting ideas, and supporting details for purpose and meaning ▪ Recognize use of arguments for or against an issue.

WRITING

Standard	Element to Plan Lessons: Writing
<p>R.1: Vocabulary and Syntax in Print: <i>Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text</i></p>	<ul style="list-style-type: none"> ▪ Spell previously learned sight words and phrases ▪ Identify use of apostrophes to indicate possessive form ▪ Identify orthographic conventions that signal meaning in various kinds of sentences ▪ Identify the eight basic parts of speech in the context of a sentence ▪ Identify verb phrases and verb tenses in sentences ▪ Identify varied sentence structures as they affect meaning ▪ Recognize types of pronouns ▪ Identify words and phrases that introduce ideas in a paragraph
<p>W.2 Writing: <i>Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient details</i></p>	<ul style="list-style-type: none"> ▪ Write a paragraph that provides information and includes a topic sentence, supporting details, and a conclusion of personal or familiar experiences, including academic topics ▪ Write a multi-paragraph composition with clear topic development, logical organization, and effective use of detail ▪ Write to compare, contrast, and analyze articles on a given topics ▪ Provide for an interpretation of a literary text by giving facts or logical reasons from a text ▪ Define the purpose of a personal, literary or persuasive essay. ▪ Identify and describe elements of a story ▪ Write a story with well-developed characters, setting, dialogue, and conflict and resolution that includes sufficient descriptive details ▪ Write a letter, using appropriate form and degree of formality for its intended audience ▪ Write a poem, using poetic techniques, figurative speech, and graphic elements to contribute to its meaning
<p>W.4: Editing: <i>Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing</i></p>	<ul style="list-style-type: none"> ▪ Use rules for apostrophes, quotation marks, and for commas in compound sentences ▪ Use rules for paragraph indentation, separating introductory words and phrases using a comma ▪ Apply rules of English for forming irregular plural nouns ▪ Identify correct pronoun references when editing ▪ Identify and correct sentence fragments and run-on sentences when editing

The Five Essential Practices for Teaching English Language Learners

America's Choice developed the Five Essential Practices for Teaching English Language Learners to support the literacy needs of ELLs. These practices come from a wide body of research on second language acquisition, literacy, and teacher practices. They support the most appropriate and effective instruction for helping ELLs build comprehension, fluency, understanding, and vocabulary.

The Five Essential Practices are:

1. Develop oral language through meaningful conversation and context.
2. Teach targeted skills through contextualized and explicit instruction.
3. Build vocabulary through authentic and meaningful experiences with words.
4. Build and activate background knowledge.
5. Teach and use meaning-making strategies.

These practices are used in the lesson modifications focused on ELLs.

Essential Practice #1:

Develop oral language through meaningful conversation and context. Oral language is the foundation of literacy and a main tool for learning and interacting in both academic and social settings. Natural exposure to and planned experiences with oral language facilitates increased expression and understanding of the second language. Oral language also supports vocabulary development in context, paving the way for better comprehension and production. Exposure to enrich oral and written language environments is vital for developing literacy and language skills.

Essential Practice #2:

Teach targeted skills through contextualized and explicit instruction. Full literacy is a fluid combination of oral, reading, and writing skills. These skills must be taught through explicit and contextualized instruction that scaffolds learning. Contextualized instruction provides students with extra linguistic clues that support understanding not only the content but also the language being used. Combining contextualized practices with the knowledge of phonemic awareness, phonics skills, language structures and functions, text patterns, and literary devices (i.e., metaphors, analogies, figurative language, and unfamiliar cultural concepts) helps students develop stronger literacy skills. Explicit skills give students the tools they need to comprehend increasingly complex literacy demands.

Essential Practice #3:

Build vocabulary through authentic and meaningful experiences with words. Developing and deepening a student's understanding of new words is essential for ELLs. Building vocabulary in the context of literature, experiences, and modeled writing ensures that students will own the new words they encounter. Vocabulary building is a lifelong process, and students must learn ways to integrate and approach new and challenging words. Discussing, playing with, and using new words allow students to gain new vocabulary through meaningful, and, therefore, memorable experiences.

Essential Practice #4:

Build and activate background knowledge. Learning is based on establishing neural connections in the brain by drawing on previous experience, background knowledge, and prior and current environments. It is the job of both the teacher and the students to facilitate these connections in order to construct meaning and understand new ideas and concepts while expanding on their own world knowledge. Actively fostering these connections enables students to more easily interpret their surroundings and assign meaning to new concepts while expanding on their own experiences.

Essential Practice #5:

Teach and use meaning-making strategies. Intentional teaching of meaning-making strategies provides students with a toolbox to approach future learning challenges. Meaning making strategies range from helping students comprehend text to teaching strategies students can use to understand English-dependent lessons. Teacher modeling of appropriate behaviors gives students the tools they need to be autonomous learners while simultaneously supplying them with options they can use to interpret both the academic and social environmental input they encounter.