

Marking Period 1 (MP1)	ESL Curriculum Pacing Guide Grade 9
MP1 Standards	<p><u>WIDA English Language Development Standards</u> Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting. ELD-SI.K-3.Narrate Multilingual learners will...</p> <ul style="list-style-type: none"> • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps <p>ELD-SI.4-12.Argue Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts. ELD-LA.K.Narrate.Expressive Multilingual learners will construct language arts narratives (with prompting and support) that</p> <ul style="list-style-type: none"> • Orient audience to story • Describe story events <p>ELD-LA.9-12.Argue.Interpretive Multilingual learners will interpret language arts arguments by</p> <ul style="list-style-type: none"> • Identifying and summarizing central ideas of primary or secondary sources • Analyzing use of rhetoric and details to advance point of view or purpose



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	<ul style="list-style-type: none"> Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims <p>Standard 5: Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p> <p>ELD-SS.9-12.Explain.Interpretive Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events Analyzing sources for logical relationships among contributing factors, causes, or related concepts Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose <p>Language Domains: listening, speaking, reading, and writing</p> <hr/> <p><u>NJSLS ELA Standards</u></p> <p><u>Reading</u></p> <p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p>



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	<p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p> <p><u>Writing</u></p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>



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	<p><u>Speaking and Listening</u></p> <p>SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>
MP1 Topics	<p>This unit provides many opportunities for MLs to experience texts that are based on the 9th Grade theme of Greek and Roman Gods. Through reading and examining various myths and informational texts, students make connections between genres to see how myths are used to describe natural phenomena. As an ongoing process, the readings and accompanying activities continue to develop students’ academic vocabulary and equip them with reading and writing strategies to assist them throughout the content areas.</p> <p>Theme: “An Age of Gods” (Greek and Roman Gods Background Knowledge for the Renaissance)</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What is the purpose of myths? • Why do people use stories to explain natural phenomena? • How are growth and change related? • How can we tell what is right? <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Students will learn the value of reading and writing strategies and how the strategies can assist them throughout the content areas while also helping them become strong readers and writers.



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	<ul style="list-style-type: none"> • Students will understand the importance of building academic vocabulary in order to access various levels of text across the content areas. • Students will learn how to take part in whole class discussions and develop an understanding of what it means to be an active listener. • Students will continue to develop an awareness of their ELL peers and recognize the importance of peer encouragement and support in the English language learning process.
MP1 Skills/Concepts	<ul style="list-style-type: none"> • Descriptive writing • Recognize and define the words: myth, fiction, and genre • Analyze myths and make connections between myths and natural phenomena. • Recognize and implement sequence words into their writing • Make predictions about a text • Identify and explain problems and solutions within various fictional texts • Build academic vocabulary and use proper grammar
MP1 Core Materials	The Odyssey English for Everyone Grammar Workbook



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 9
<p>MP2 Standards</p>	<p><u>WIDA English Language Development Standards</u> Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD-SI.4-12. Argue</p> <p>Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence <p>Standard 2: Language for Language Arts</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p>ELD-LA.9-12. Inform.Interpretive</p> <p>Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> • Identifying and/or summarizing central ideas • Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships • Evaluating cumulative impact and refinement of author’s key word choices over the course of text <p>ELD-LA.9-12. Inform.Expressive</p> <p>Multilingual learners will construct informational texts in language arts that</p>



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	<ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience • Establish an objective or neutral stance • Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships • Develop coherence and cohesion throughout text <p>ELD-LA.9-12. Argue.Interpretive</p> <p>Multilingual learners will interpret language arts arguments by</p> <ul style="list-style-type: none"> • Identifying and summarizing central ideas of primary or secondary sources • Analyzing use of rhetoric and details to advance point of view or purpose • Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims <p>Standard 5: Language for Social Studies</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p> <p>ELD-SS.9-12. Explain.Interpretive</p> <p>Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> • Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for logical relationships among contributing factors, causes, or related concepts <p>ELD-SS.9-12. Argue.Interpretive</p> <p>Multilingual learners will interpret social studies arguments by</p> <ul style="list-style-type: none"> • Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)



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	<ul style="list-style-type: none"> • Analyzing relevant information to support and/or revise claims with valid and reliable evidence from multiple sources • Evaluating credibility, accuracy, and relevancy of source based on expert perspectives <p>Language Domains: listening, speaking, reading, and writing</p> <p>NJSLS ELA Reading RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matter uncertain.</p> <p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p>



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	<p>Writing W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Speaking and Listening SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>
MP2 Topics	<p>This unit provides many opportunities for MLs to experience a multitude of genres (poetry, non-fiction, and fiction) that are based on the 9th Grade theme of The Great Wars. Through fiction and informational texts based on the Great Wars, students will expand their knowledge of War- its causes and impacts. As an ongoing process, the readings and accompanying activities will continue to develop students’ academic vocabulary, content knowledge, and equip them with reading and writing strategies to assist them throughout the content areas.</p>



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	<p>Theme: Times of War- The Great Wars</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What are some of the lessons people have learned from times of war? • Why might times of war also be times of great artistic achievement? • Where can soldiers find the inner strength needed to persevere knowing they are at risk? • What could we learn about preventing the suffering of innocent people during wartime? • How has the Great Wars affected our society today? <p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Students will learn the value of reading and writing strategies and how the strategies can assist them throughout the content areas while also helping them become strong readers and writers. • Students will understand the importance of building academic vocabulary in order to access various levels of text across the content areas. • Students will continue to develop an awareness of their ML peers and, recognize the importance of peer encouragement and support in the English language learning process • Students will learn how to take part in whole class discussions and develop an understanding of what it means to be an active listener.
<p>MP2</p> <p>Skills/Concepts</p>	<ul style="list-style-type: none"> • Recognize, define and provide examples of personification and figurative language • Write an expository/argumentative essay following each stage of the writing process. • Identify and implement figurative language, including personification in writing. • Use the reading strategies for questioning and drawing conclusions as a means to develop comprehension of texts. • Discuss The Great Wars demonstrating acquisition of content vocabulary. • Recognize and explain how suffixes can change a word's meaning or part of speech. • Draw relevant details from a text to support a main idea in their writing, • Identify the cause and effects of various events during wartime. • Build academic vocabulary and correct grammar use



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MP2	Romeo and Juliet
Core Materials	English for Everyone Grammar



<u>Marking Period 3 (MP3)</u>	ESL Curriculum Pacing Guide Grade 9
MP3 Standards for ESL	<p><u>WIDA English Language Development Standards</u></p> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD-SI.4-12.Narrate Multilingual learners will...</p> <ul style="list-style-type: none"> • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward • Create closure, recap, and offer next steps <p>ELD-SI.4-12.Argue Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p><u>ELD-LA.9-12.Narrate.Interpretive</u> Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none"> • Identifying themes or central ideas that develop over the course of a text



<p>Marking Period 3 (MP3)</p>	<p>ESL Curriculum Pacing Guide Grade 9</p>
	<ul style="list-style-type: none"> • Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context) • Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view <p>ELD-LA.9-12.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> • Identifying and/or summarizing central ideas • Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships • Evaluating cumulative impact and refinement of author’s key word choices over the course of text <p>ELD-LA.9-12.Inform.Expressive Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience • Establish an objective or neutral stance • Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships • Develop coherence and cohesion throughout text <p>ELD-LA.9-12.Argue.Interpretive Multilingual learners will interpret language arts arguments by</p> <ul style="list-style-type: none"> • Identifying and summarizing central ideas of primary or secondary sources • Analyzing use of rhetoric and details to advance point of view or purpose • Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims <p>Standard 5: Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.</p> <p>ELD-SS.9-12.Explain.Interpretive</p>



<p>Marking Period 3 (MP3)</p>	<p>ESL Curriculum Pacing Guide Grade 9</p>
	<p>Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> • Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for logical relationships among contributing factors, causes, or related concepts <p>ELD-SS.9-12.Argue.Interpretive</p> <p>Multilingual learners will interpret social studies arguments by</p> <ol style="list-style-type: none"> 1. Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective) 2. Analyzing relevant information to support and/or revise claims with valid and reliable evidence from multiple sources 3. Evaluating credibility, accuracy, and relevancy of source based on expert perspectives <p>Language Domains: listening, speaking, reading, and writing</p> <hr/> <p><u>NJSLS ELA Standards</u></p> <p><u>Reading</u></p> <p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p>



<p><u>Marking Period 3 (MP3)</u></p>	<p>ESL Curriculum Pacing Guide Grade 9</p>
	<p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).</p> <p><u>Writing</u></p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>



<p><u>Marking Period 3 (MP3)</u></p>	<p>ESL Curriculum Pacing Guide Grade 9</p>
	<p>W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>Speaking and Listening</u></p> <p>SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>MP3 Topics</p>	<p>This unit provides many opportunities for MLs to experience texts that are based on the 9th Grade theme of Changing times and Revolutions. Through reading and examining various informational texts and historical fiction, students develop a comprehensive understanding of changing times in American History and how changes in those times directly effect their society today. The theme-based activities and readings build students’ academic vocabulary, content knowledge, develop reading and writing strategies that will assist them throughout the content areas, and equip students with the language necessary to discuss those times in relation to today’s orally and in writing.</p> <p>Theme: “Changing Times (Revolution)”</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • When should you take a stand? • What are some issues that you would take a stand for or against? • How can we help someone by taking a stand?



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 9
	<ul style="list-style-type: none"> • How have people in history effected our society today by taking a stand? • What are some issues you think people might take a stand against in the future? • What are some issues that might arise in your life that would make you think about taking a stand? <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Students will learn the value of reading and writing strategies and how the strategies can assist them throughout the content areas while also helping them become strong readers and writers. • Students will understand the importance of building academic vocabulary in order to access various levels of text across the content areas. • Students will learn how to take part in whole class discussions, present opinions appropriately, and continue to develop an understanding of what it means to be an active listener. • Students will continue to develop an awareness of their ML peers and, recognize the importance of peer encouragement and support in the English language learning process.
MP3 Skills/Concepts	<ul style="list-style-type: none"> • Recognize homographs and the importance of context clues. • Recognize suffixes and how the part of speech can change when a suffix is added (for example, tion/ sion/ ment= noun. • Write a Literary Analysis Essay. • Implement conditional sentences in their writing. • Define the word <i>plot</i> and discuss plot in relation to fiction texts and their own writing. • Analyze informational texts and make connections and comparisons between the text and the their own experience. • Present their own opinions orally and in writing. • Utilize the pre-reading strategy use visuals to make accurate predictions about a text. • Describe historical events implementing time signal words (first, then, next..) • Identify summarize a text, video, or audio reading.



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	<ul style="list-style-type: none"> Identify and explain conflict and conflict resolution. As an ongoing process, students will continue to build academic vocabulary
MP3 Core Materials	Animal Farm English for Everyone Grammar Workbook



