

Marking Period 1 (MP1)	ESL Curriculum Pacing Guide Grade 12
MP1 Standards	<p>WIDA English Language Development Standards</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</p> <p>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. Inform</p> <p>Multilingual learners will...</p> <ul style="list-style-type: none"> • Define and classify facts and interpretations; determine what is known vs. unknown • Report on explicit and inferred characteristics, patterns, or behavior • Describe the parts and wholes of a system • Sort, clarify, and summarize relationships • Summarize most important aspects of information <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><u>ELD-LA.9-12. Narrate. Interpretive</u></p> <p>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



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	<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. Narrate. Expressive</p> <p>Multilingual learners will construct language arts narratives that</p> <ul style="list-style-type: none"> • Orient audience to context and one or multiple point*(s)* of view • Develop and describe characters and their relationships over a progression of experiences or events • Develop story, advancing the plot and themes with complications and resolutions, time and event sequences • Engage and adjust for audience <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 • 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>



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	<p>NJSLS - ELA</p> <p><u>Language Domain-</u> L.SS.11–12.[2]1. Demonstrate command of the [conventions of standard] system and structure of the English [capitalization, punctuation, and spelling] language when writing or speaking. L.KL.11–12.[3]2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.VL.11–12.[4]3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.11–12.[5]4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p><u>Reading Domain-</u> RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what [the]a literary text says explicitly [as well as inferences drawn from the text,] and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RI.CR.11–12.1. Accurately cite [strong and] a range of thorough textual evidence (e.g., via discussion, written response, etc.), and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what [the] an informational text says explicitly [as well as] and inferentially, [including determining where the] as well as interpretations of the text [leaves matters uncertain]. RL.CI.11–12.2. Determine two or more themes [or central ideas] of a literary text and analyze [their] how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><u>Writing Domain-</u></p>



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	<p>W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.NW.11–12.3. 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.11–12.[5]4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or 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.11–12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.]</p> <p><u>Speaking and Listening Domain-</u></p> <p>SL. peers PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>



Marking Period 1 (MP1)	ESL Curriculum Pacing Guide Grade 12
MP1 Topics	<p>This unit provides multiple opportunities for MLs to be exposed to texts that are based on the 12th Grade theme of Truth and Shades of Truth. Through reading and examining various novels, novel excerpts, and informational texts, students explore the theme of identity and truth in fiction and non-fiction. Students are challenged to analyze concepts using higher order thinking strategies, and to apply their existing knowledge of themes and concepts to make text to world, text to self and text to text connections. The selected readings and theme-related articles allow students to strengthen their existing academic vocabulary, which will in turn assist them across the content areas.</p> <p>THEME - Truth and Shades of Truth</p> <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 to access various levels of text across the content areas. • Students will learn how to effectively contribute to 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 ML peers, recognize the importance of peer encouragement and support in the English language learning process. <p>Essential Questions</p> <ul style="list-style-type: none"> • “Why do you think it is difficult for some people to tell the truth?” • “<i>Can’t you repeat the past? Why of course you can!</i>” -<i>Jay Gatsby</i> “Do you think that someone can relive their past? Why or why not?” • “In your own words, explain what the American Dream is and what it means to you.” • One of the themes of <i>The Great Gatsby</i> is, “Money Can’t Buy Happiness.” “Explain in your own words, how does the desire or need for possessions (things) and money affect the way people think and plan? What does this need cause people to do?”



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MP1 Skills/Concepts	<ul style="list-style-type: none"> • Implement a variety of reading strategies to develop a deeper comprehension of the text, make multiple connections to the text, and apply higher order thinking skills. Strategies include visualization, application, and providing specific details and evidence from the text to support opinions. • Demonstrate present, past, and future tense in their writing. • Implement a variety of sentence types in writing including compound and complex sentences. • Use reciprocal pronouns appropriately in writing. • Consistently use capitalization where appropriate. • Identify and analyze the use of figurative language and literary terms (personification, simile, metaphor, imagery, irony, plot, scene, theme, symbolism) • Create multi-leveled Blooms or Costa’s questions in response to a text or listening excerpt. • As an ongoing process, students will continue to build academic vocabulary • Write a four-to-five-paragraph narrative essay. • Compose a well-developed college essay. • Identify and analyze the main elements of a narrative piece of writing.
MP1 Core Materials	The Great Gatsby English for Everyone



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 12
MP2 Standards	<p>WIDA English Language Development Standards</p> <p>ELD Standard 2: Language 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 • 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.Narrate.Expressive Multilingual learners will construct language arts narratives that</p> <ul style="list-style-type: none"> • Orient audience to context and one or multiple point*(s)* of view • Develop and describe characters and their relationships over a progression of experiences or events • Develop story, advancing the plot and themes with complications and resolutions, time and event sequences • Engage and adjust for audience <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>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 12
	<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>ELD-LA.9-12.Argue.Expressive Multilingual learners will construct language arts arguments that</p> <ul style="list-style-type: none"> • Introduce and develop precise claims and address counterclaims • Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence • Establish and maintain a formal style and objective tone • Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations <p>NJSLS - ELA</p> <p><u>Reading Domain-</u></p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what [the]a literary text says explicitly [as well as inferences drawn from the text,] and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p>



<u>Marking Period 2 (MP2)</u>	ESL Curriculum Pacing Guide Grade 12
	<p>RI.CR.11–12.1. Accurately cite [strong and] a range of thorough textual evidence (e.g., via discussion, written response, etc.), and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what [the] an informational text says explicitly [as well as] and inferentially, [including determining where the] as well as interpretations of the text [leaves matters uncertain].</p> <p>RL.CI.11–12.2. Determine two or more themes [or central ideas] of a literary text and analyze [their] how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><u>Writing Domain-</u></p> <p>W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.NW.11–12.3. 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.11–12.[5]4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or 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.11–12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.]</p> <p><u>Speaking and Listening Domain-</u></p>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 12
	<p>SL. peers PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.PI.11–12.4 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>MP2 Topics</p>	<p>This unit provides multiple opportunities for MLs to be exposed to texts that are based on the 12th Grade theme of The Illusion of Power. Through reading and examining various novels, novel excerpts and informational texts, students explore the theme of identity and truth in fiction and non-fiction.</p> <p>In this course, students are challenged to analyze concepts using higher order thinking strategies, and to apply their existing knowledge of themes and concepts to make text to world, text to self and text to text connections. The selected readings and theme-related articles allow for students to strengthen their existing academic vocabulary which will in turn, assist them across the content areas. Scaffolding and enrichment activities embedded in the unit allow the teacher to differentiate accordingly and ensure that each student can demonstrate understanding at their specific level. Teacher-directed instruction, differentiated instruction, enrichment opportunities, independent activities, and collaborative learning (paired and small group activities) increase an ELL student’s ability to succeed in the areas, of reading, writing, speaking and listening.</p> <p>THEME – The Illusion of Power</p> <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 to access various levels of text across the content areas.



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 12
	<ul style="list-style-type: none"> • Students will learn how to effectively contribute to 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 ML peers, recognize the importance of peer encouragement and support in the English language learning process. <p>Essential Questions</p> <ul style="list-style-type: none"> • Nobody gets justice. People only get good luck or bad luck.- <i>Orson Welles</i>. Do you agree with Orson Welles? Why or why not? Explain. • Discuss the omnipresent posters of Big Brother in terms of his physical appearance as well as the phrase “Big Brother Is Watching You.” What does the caption imply about the society in which Winston Smith lives? Are these implications supported by evidence from Chapter one?
<p>MP2</p> <p>Skills/Concepts</p>	<ul style="list-style-type: none"> • Implement a variety of reading strategies to develop a deeper comprehension of the text, make multiple connections to the text, and apply higher order thinking skills. Strategies include visualization, application, and providing specific details and evidence from the text to support opinions. • Demonstrate present, past, and future tense in their writing. • Implement a variety of sentence types in writing including compound and complex sentences. • Use reciprocal pronouns appropriately in writing. • Use capitalization where appropriate. • Identify and analyze the use of figurative language and literary terms (personification, simile, metaphor, imagery, irony, plot, scene, theme, symbolism) • Create multi-leveled Blooms or Costa’s questions in response to a text or listening excerpt. • As an ongoing process, students will continue to build academic vocabulary and use correct grammar • Write a four to five-paragraph narrative essay. • Compose a well-developed college essay. • Identify and analyze the main elements of a narrative piece of writing.
<p>MP2</p> <p>Core Materials</p>	<p>1984</p> <p>English for Everyone</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 12
MP3 Standards for ESL	<p>WIDA English Language Development Standards</p> <p>ELD Standard 2: Language 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 • 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.Narrate.Expressive Multilingual learners will construct language arts narratives that</p> <ul style="list-style-type: none"> • Orient audience to context and one or multiple point*(s)* of view • Develop and describe characters and their relationships over a progression of experiences or events • Develop story, advancing the plot and themes with complications and resolutions, time and event sequences • Engage and adjust for audience <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</p>



<u>Marking Period 3</u> <u>(MP3)</u>	ESL Curriculum Pacing Guide Grade 12
	<p>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>ELD-LA.9-12.Argue.Expressive Multilingual learners will construct language arts arguments that</p> <ul style="list-style-type: none"> • Introduce and develop precise claims and address counterclaims • Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence • Establish and maintain a formal style and objective tone • Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations <p>ELD Standard 5: Language for 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



<u>Marking Period 3</u> <u>(MP3)</u>	ESL Curriculum Pacing Guide Grade 12
	<ul style="list-style-type: none"> • 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 <hr/> <p>NJSLS - ELA</p> <p><u>Reading Domain-</u></p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what [the]a literary text says explicitly [as well as inferences drawn from the text,] and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11–12.1. Accurately cite [strong and] a range of thorough textual evidence (e.g., via discussion, written response, etc.), and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what [the] an informational text says explicitly [as well as] and inferentially, [including determining where the] as well as interpretations of the text [leaves matters uncertain].</p> <p>RL.CI.11–12.2. Determine two or more themes [or central ideas] of a literary text and analyze [their] how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>



<u>Marking Period 3</u> <u>(MP3)</u>	ESL Curriculum Pacing Guide Grade 12
	<p><u>Writing Domain-</u></p> <p>W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.NW.11–12.3. 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.11–12.[5]4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or 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.11–12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.]</p> <p><u>Speaking and Listening Domain-</u></p> <p>SL. peers PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>



<u>Marking Period 3</u> <u>(MP3)</u>	ESL Curriculum Pacing Guide Grade 12
MP3 Topics	<p>This unit provides multiple opportunities for ELLs to be exposed to texts that are based on the 12th Grade theme of Defining One’s Purpose. Through reading and examining various novels, novel excerpts and informational texts, students explore the theme of identity and truth in fiction and non-fiction.</p> <p>In this course, students are challenged to analyze concepts using higher order thinking strategies, and to apply their existing knowledge of themes and concepts to make text to world, text to self and text to text connections. The selected readings and theme-related articles allow students to strengthen their existing academic vocabulary which will in turn assist them across the content areas. Scaffolding and enrichment activities embedded in the unit allow the teacher to differentiate accordingly and ensure that each student can demonstrate understanding at their specific level.</p> <p>Teacher-directed instruction, differentiated instruction, enrichment opportunities, independent activities, and collaborative learning (paired and small group activities) increase an ELL student’s ability to succeed in the areas of reading, writing, speaking, and listening</p> <p>THEME – Defining One’s Purpose</p> <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 to access various levels of text across the content areas. • Students will learn how to effectively contribute to 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, recognize the importance of peer encouragement and support in the English language learning process <p>Essential Questions</p> <ul style="list-style-type: none"> • “How does happiness help define one's purpose?”



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	<ul style="list-style-type: none"> • “How much control does one have over one's own happiness?”
MP3 Skills/Concepts	<ul style="list-style-type: none"> • Implement a variety of reading strategies to develop a deeper comprehension of the text, make multiple connections to the text, and apply higher order thinking skills. Strategies include visualization, application, and providing specific details and evidence from the text to support opinions. • Demonstrate present, past, and future tense in their writing. • Implement a variety of sentence types in writing including compound and complex sentences. • Use reciprocal pronouns appropriately in writing. • Use capitalization where appropriate. • Identify and analyze the use of figurative language and literary terms (personification, simile, metaphor, imagery, irony, plot, scene, theme, symbolism) • Create multi-level Blooms or Costa’s questions in response to a text or listening excerpt. • As an ongoing process, students will continue to build academic vocabulary and use correct grammar • Write a four to five-paragraph narrative essay. • Compose a well-developed college essay. • Identify and analyze the main elements of a narrative piece of writing.
MP3 Core Materials	<p>A Tale of Two Cities</p> <p>English for Everyone</p>



