



English Speakers Of Other Languages (ESOL) Skills Grades 6-8 CURRICULUM

Board Approved: June 5, 2025

Course Information

Course Description:

This curriculum is designed for Multilingual Learners who are working towards proficiency in the English language and focuses on enhancing the essential communication arts skills required for academic success, so they may improve reading comprehension and access grade-level curriculum. Students acquire English reading and writing skills, as well as new vocabulary, through reading, writing, listening, and speaking. Students use their prior knowledge of other languages to learn English. The course builds a foundation for students to be successful in grade-level courses.

This course is for earlier proficiency English Language Learning students. These students may fall into the category of WIDA ACCESS assessment/screener scores of 1.0-3.9 in the reading and literacy sub-area scores. Students with higher proficiency may be placed in this unit/course to address gaps in education, uneven scores across skill areas of Reading, Writing, Listening, and Speaking, or if students' classroom language production does not accurately reflect the scores.

Transfer Goals:

- Students will develop reading strategies, improve comprehension skills, expand vocabulary, and enhance information processing abilities.
- Students will develop academic vocabulary, grammar, and strategies for classroom success.
- Students will apply the reading, writing, listening, and speaking skills learned through ESOL in mainstream classrooms, showing adaptability in their learning processes, to effectively collaborate with peers and instructors across disciplines.

Curriculum Standards: [MO ELA Grade Level Expectations](#); [WIDA ELD 2020 Standards](#)

Curriculum Resource(s): None

**priority standards indicated in bold*

ESOL Skills Grades 6-8 Page 1

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Grades 6-8 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3
Organization of Language	I can understand how coherent texts are created...		
	To meet a purpose (inform, narrate, entertain, argue, explain) in a series of topic-related sentences.	To meet a purpose in a short, connected text.	To meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)
Cohesion of Language	I can understand how ideas are connected across a whole text through...		
	A few different types of cohesive devices (repetition, pronoun, referencing, demonstratives, etc.)	Multiple cohesive devices (synonyms, antonyms)	A variety of cohesive devices that connect larger meaningful chunks of text (class/subclass, whole/part)
Density of Language	I can understand how ideas are elaborated or condensed through...		
	Expanded noun groups with classifiers (<i>crescent moon</i>)	Expanded noun groups with prepositional phrases (<i>waxing crescent moon in the second half of the month</i>)	Expanded noun groups with embedded clauses (<i>waxing crescent moon that was growing each day</i>)
Sentence Grammatical Complexity	I can understand how meanings are extended or enhanced through...		
	Related simple sentences (<i>African savannas are full of wildlife.</i>)	Multiple related simple sentences (<i>African savannas are full of life. Explore Tanzania.</i>)	Simple or compound sentences with familiar ways of combining clauses through using coordinating conjunctions (<i>African savannas are unique, and they have amazing wildlife.</i>)
Word, Phrase Precision of Language	I can understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...		
	An increasing number of words and phrases (<i>don't be late for class</i>)	A growing number of words and phrases in a variety of contexts (<i>inside the membrane</i>)	An expanding number of words and phrases, including idioms and collocations (<i>gravity is bringing me down</i>)

*priority standards indicated in bold

ESOL Skills Grades 6-8 Page 2

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Grades 6-8 WIDA Proficiency Level Descriptors for the **Expressive** Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3
Organization of Language	I can create coherent texts (spoken, written, multimodal) using...		
	Sentences that convey the intended purpose with the emerging organization (topic sentence, supporting details)	Short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: <i>First...Finally, In 1842, This is how volcanoes form</i>)	Expanding text that conveys the intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)
Cohesion of Language	I can connect ideas across a whole text through...		
	Some formulaic cohesive devices (repetition, pronoun referencing, etc.)	A growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	An expanding number of cohesive devices (<i>given/new, whole/part, class/subclass</i>)
Density of Language	I can elaborate or condense ideas through...		
	Some types of elaboration (adding a newly learned adjective to a noun)	A growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the or these clouds</i>)	A variety of types of elaboration (adding classifiers: <i>cumulus and cumulonimbus clouds</i>)
Sentence Grammatical Complexity	I can extend or enhance meanings through...		
	Simple sentences (<i>The main character is Harry. He is a wizard.</i>)	Sentences with emerging use of clauses (no conjunctions: <i>The main character is Harry. His friends are... They go to Hogwarts.</i>)	Simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>He goes to Hogwarts School, and his friends are...</i>)
Word, Phrase Precision of Language	I can create precise meanings through everyday, cross-disciplinary, and technical language with...		
	A small repertoire of words and phrases with developing precision (<i>order of operations on page 12</i>)	A growing repertoire of words and phrases with growing precision (<i>kinetic energy, law of motion</i>)	An expanding repertoire of words and phrases, including idioms and collocations with expanding precision (<i>love-hate relationship</i>)

**priority standards indicated in bold*

ESOL Skills Grades 6-8 Page 3

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ESOL Skills Grades 6-8 Page 4
BOE Approved: 06/05/2025

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Unit 1: Narrate

Timeframe: Ongoing throughout the year

Unit Description: In this unit, students will focus on the key language use of "narrate," aligning with WIDA standards for language development. The unit aims to develop students' skills in crafting and delivering engaging narratives that reflect their creativity, understanding of story structure, and ability to connect with an audience. By the end of the unit, students will be equipped with the skills necessary to effectively create narratives of their own and evaluate written narratives, utilizing language and storytelling techniques to engage their audience.

Enduring Understandings:

- Effective narratives can be analyzed to include characters, setting, plot, conflict, and resolution.
- Narrative texts use relative academic vocabulary and language structures.
- Personal narratives are written to reflect own experiences and perspectives.

Essential Questions:

Speaking:

- How can storytelling be used as a tool for communication and connection in various cultural contexts?

Writing:

- How can we organize our thoughts, using sensory details, and incorporating figurative language to enhance narrative writing?
- How does the structure of a narrative, such as the introduction, rising action, climax, and resolution, impact the effectiveness of the story?
- How can personal experiences be transformed into engaging narratives that resonate with others?

Reading:

- How can we learn from the different experiences and perspectives of characters in books to help us understand a written narrative?
- How do authors use literary devices to develop setting, characters, plot, meaning, and purpose?

Unit 1 Standards - NARRATE

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
Narrate - Interpretive	
ELD-LA.6-8.N.I	Interpret language arts narratives by <ol style="list-style-type: none"> 1. Identifying a theme or central idea that develops throughout a text 2. Analyzing how character attributes and actions develop about events or dialogue 3. Evaluating the impact of specific word choices on meaning and tone
Narrate - Expressive	

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ESOL Skills Grades 6-8 Page 5

BOE Approved: 06/05/2025

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ELD-LA.6-8.N.E.

- I can construct language arts narratives that
1. Orient the audience to the context and point of view
 - 1.1. Expanded noun groups to state who or what the narrative is about
 - 1.2. A variety of sentence types to introduce the context, such as rhetorical and other questions, statements, and dialogue
 - 1.3. Adverbial and prepositional phrases to establish time and location
 - 1.4. Statements and questions to foreshadow or state complications
 2. Develop and describe characters and their relationships through
 - 2.1. Verbs to describe character behaviors, thoughts, feelings, and speech
 - 2.2. Expanded verb groups to show the relationship between characters
 - 2.3. Saying, thinking, and feeling are dialog verbs to add nuance to characters' relationships
 - 2.4. Expanded noun groups to add description and detail
 - 2.5. Cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference characters or ideas across the text
 3. Develop a story, including themes with complication and resolution, time and event sequences
 - 3.1. Dependent clauses to add details (*the race, which only happens every four years*)
 - 3.2. A variety of verb tenses to pace narrative and locate events in time, including dialogue
 - 3.3. Connectors to develop and link sections of text to sequence time (*meanwhile, later*), ideas (*in the first place, at this point*), and add information (*what's more, likewise, in addition*)
 - 3.4. Statements to provide closure, evaluate experience, or summarize narrative (*Finally, it was over; The experience was enlightening; some things can't be seen but only felt.*)
 4. Engage and adjust for the audience
 - 4.1. Evaluate word choices to describe the author's attitude (*pitiful, gracious, self-sacrificing, enriching*)
 - 4.2. Literary devices (*similes and metaphors*) to enrich the narrative, alliteration, onomatopoeia, and sensory words/phrases
 - 4.3. Tone of voice, gestures, and acting behaviors to adjust for the audience
 - 4.4. Language to address the reader/listener and draw them in (*She scuffled away across the snowy field like a small hunched animal*)

**priority standards indicated in bold*

ESOL Skills Grades 6-8 Page 6

BOE Approved: 06/05/2025

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Unit 2: Inform

Timeframe: Ongoing throughout the year

Unit Description: The goal of the unit is to equip students with the skills necessary to convey information clearly and effectively across various contexts, enhancing their ability to communicate knowledge and ideas. By the end of the unit, students will be equipped with the skills necessary to effectively inform others, utilizing language and structured communication to convey knowledge. This unit not only aligns with academic standards but also prepares students for effective participation in academic, social, and civic contexts.

Enduring Understandings:

- Clear and organized communication is essential for effectively informing an audience, allowing them to grasp complex information easily.
- The reliability of information heavily relies on the credibility of sources, emphasizing the importance of critical evaluation when conducting research.
- Understanding the purpose and audience of their informative communication shapes how they present information, including the choice of language, tone, and structure.
- Incorporating relevant evidence and examples strengthens their informative writing, enhancing the persuasiveness and accuracy of the information presented.

Essential Questions:

- What are the key components of effective informative communication, and how do they contribute to understanding?
- In what ways does understanding our audience influence the way we present information?
- How can organizing information using different structures (e.g., chronological, cause and effect, comparison) enhance our ability to inform?
- What strategies can we use to incorporate evidence and examples effectively in our informative writing?

Unit 2 Standards - INFORM

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
Inform - Interpretive	
ELD-LA.6-8.I.I	I can interpret informational texts in language arts by <ol style="list-style-type: none"> 1. Identifying and/or summarizing main ideas and their relationship to supporting ideas 2. Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors 3. Evaluating the impact of the author's key word choices throughout the text
Inform - Expressive	
ELD-LA.6-8.I.E	I can construct informational texts in language arts narratives that <ol style="list-style-type: none"> 1. Introduce and define the topic and/or entity for the audience through <ol style="list-style-type: none"> 1.1. Generalized nouns and descriptive titles to introduce the topic (<i>Revolutions, Environmental, Disasters, Mining the Earth</i>)

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ESOL Skills Grades 6-8 Page 7

BOE Approved: 06/05/2025

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	<ol style="list-style-type: none"> 1.2. Opening statements to identify the type of information (<i>describing, comparing/contrasting, classifying</i>) 1.3. Relating verbs (<i>have, be, belong to</i>) to link an entity with its attributes; define, describe, and classify (<i>It was a cultural and intellectual movement</i>) 1.4. Timeless present verbs (<i>rises, shapes, determines</i>) to indicate the generalizable nature of information 1.5. Expanded noun groups to define key concepts (<i>a period in European history that took place</i>) 2. Establish an objective or neutral stance through <ol style="list-style-type: none"> 2.1. Declarative statements provide objective, factual information 2.2. Technical word choices to add precise and descriptive information without evaluative language (<i>the effects versus devastating effects</i>) 2.3. Generalized nouns to maintain neutrality (<i>stringed instruments, marsupials</i>) 2.4. A variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns) 2.5. Reporting devices to (saying verbs) to integrate sourced information into the report (<i>said, reported, claims</i>), direct and indirect quotes 3. Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through <ol style="list-style-type: none"> 3.1. Adverbial and prepositional phrases to specify time and location (<i>In 1592, following the Middle Ages, during the spring, along the ridge, located within the Earth's core</i>) 3.2. Expanded noun groups to add precision (<i>strummed or plucked vibration of the strings</i>) 3.3. Adjectives and adverbs to answer questions about quantity, size, shape, and manner 3.4. Contrasting connectors to differentiate between entities or components (<i>unlike, as opposed to, however</i>) 3.5. Visuals (graphs, data, diagrams) to support key details 4. Develop coherence and cohesion throughout the text through <ol style="list-style-type: none"> 4.1. Referential devices (pronoun reference, synonyms, renaming, collocations) to link ideas across sections of text 4.2. Topic or headings to serve as openers for sentences and paragraphs 4.3. Nominalization to condense clauses (<i>it rained year after year = annual floods</i>) or summarize key ideas
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ESOL Skills Grades 6-8 Page 8

BOE Approved: 06/05/2025

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Unit 3: Argue

Timeframe: Ongoing throughout the year

Unit Description: This unit will equip students with the skills necessary to construct, present, and defend well-reasoned arguments on a variety of topics, enhancing their critical thinking, writing, and speaking abilities. By the end of the unit, students will be equipped with the skills necessary to effectively argue their points of view, utilizing language and evidence to persuade others.

Enduring Understandings:

- Effective arguments are built on a clear structure that includes a claim, supporting evidence, reasoning, and acknowledgment of counterarguments, which together work to persuade an audience.
- Credible evidence and logical reasoning are essential for strengthening their arguments, emphasizing the need for thorough research and critical evaluation of sources.
- Considering and addressing opposing viewpoints is crucial in argumentation, as it demonstrates critical thinking and strengthens their position.

Essential Questions:

- What are the essential components of an effective argument, and how do they work together to persuade an audience?
- How can we effectively use evidence and reasoning to support our claims in an argument?
- In what ways does understanding and addressing counterarguments strengthen our overall position?
- How does participating in debates and discussions help us develop our argumentative skills and understand diverse perspectives?

Unit 3 Standards - ARGUE

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
Argue - Interpretive	
ELD-LA.6-8.A.I	I can interpret language arts arguments by <ol style="list-style-type: none"> 1. Identifying and summarizing central ideas distinct from prior knowledge or opinions 2. Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints 3. Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
Argue - Expressive	
ELD-LA.6-8.A.E	I can construct language arts arguments that <ol style="list-style-type: none"> 1. Introduce and develop claim(s) and acknowledge counterclaim(s) <ol style="list-style-type: none"> 1.1. Declarative statements to frame the topic, provide background information, state the claim, and acknowledge counterclaim (<i>Graphic novels provide a unique way to read that appeals to many teenagers.</i>) 1.2. Noun groups to provide details (<i>Maus, a graphic novel written and illustrated by Art Spiegelman...</i>) 1.3. Connectors to introduce alternative points of view (<i>although, on the other hand, unlike, contrary to common belief</i>)

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ESOL Skills Grades 6-8 Page 9

BOE Approved: 06/05/2025

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	<ol style="list-style-type: none"> 1.4. Pronouns, synonyms, collocations, renaming subjects to maintain cohesion (<i>graphic novels-these unique texts=young adult comic books</i>) 2. Support claims with reasons and evidence that are clear, relevant, and credible through <ol style="list-style-type: none"> 2.1. A variety of clauses (adverbial, embedded) to support opinion and/or claim(s) (quotes, references, detailed descriptions, examples, or other sources and date) (<i>according to X, the author's claim</i>) 2.2. Connectors to elaborate an idea/interpretation (<i>so, this means, therefore, leading one to believe, a way to think about this</i>) 2.3. Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases) 2.4. Modality to express obligation or certainty (<i>might, could, must, need to</i>) or to open up to other possibilities (<i>possibly, apparently, perhaps, definitely, absolutely</i>) 3. Establish and maintain a formal style through <ol style="list-style-type: none"> 3.1. First, second, or third person use to connect with the reader, build an alliance, or maintain neutrality 3.2. Authoritative declarative sentences to evaluate and interpret events 3.3. Nouns, adjectives, verbs, and adverbs to adjust intensity and strength of message (<i>somewhat powerful versus incredibly powerful; ugly versus grotesque</i>) 4. Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion through <ol style="list-style-type: none"> 4.1. Connectors to support inferential conclusions (<i>Students' preference for graphic novels is evident because/of the rate these novels are checked out of the library.</i>) 4.2. Comparing/contrasting connectors to differentiate between claims and counterclaims (<i>unlike, as opposed to, contrasted with, similarly</i>) 4.3. Verb structures to present information in a variety of ways (<i>past, timeless present, passive voice</i>) 4.4. Connectors to sequence points in the argument and maintain logical progression (<i>one way, another point, in addition</i>) 4.5. Summary statement to reiterate claim(s), call to action, or encourage a response
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ESOL Skills Grades 6-8 Page 10

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Unit 4: Explain

Timeframe: Ongoing throughout the year

Unit Description: The aim of the unit is to help students develop the skills necessary to clearly and effectively explain complex concepts and processes, enhancing their ability to communicate their understanding in both written and oral forms. By the end of the unit, students will be equipped with the skills necessary to effectively explain concepts and processes, utilizing language and structured communication to enhance understanding.

Enduring Understandings:

- Clear explanations require a logical structure, including an introduction, main ideas, supporting details, and conclusions, which together help the audience grasp complex concepts.
- Precise language and academic vocabulary are essential for clarity in explanations, enabling them to convey their ideas more effectively and engage their audience.
- Incorporating relevant details and examples strengthens explanations, providing context and making abstract concepts more tangible for the audience.
- Considering the audience's background knowledge and interests is crucial in crafting explanations that are accessible and engaging.

Essential Questions:

- What are the key components of an effective explanation, and how do they contribute to the audience's understanding?
- How can we structure our explanations to ensure clarity and coherence when presenting complex concepts?
- In what ways does the choice of language and vocabulary impact the effectiveness of our explanations?
- How can we use examples and details to enhance our explanations and make abstract ideas more concrete for our audience?
- How does understanding our audience's background knowledge influence the way we explain concepts?
- What strategies can we use to evaluate and improve the clarity of our own explanations?

Unit 4 Standards - EXPLAIN

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
Explain - Interpretive & Expressive	
ELD-LA.6-8.E.I & E.E	<ol style="list-style-type: none"> 1. I can identify the concept of entity 2. I can analyze possible ways to represent and solve a problem 3. I can evaluate models and rationales for underlying relationships in select problem-solving approaches 4. I can introduce a concept or entity through <ol style="list-style-type: none"> 4.1. Terms and phrases to describe a concept, process, or purpose 4.2. Relating verbs (<i>belong to, are part of, be have</i>) to define or describe the concept 5. I can share solutions with others through <ol style="list-style-type: none"> 5.1. Generalized nouns to add precision to the discussion of the content area 5.2. Language choices to reflect on completed or ongoing process (<i>what if we try, we might be able to, we should have done this</i>) 5.3. First person to describe the approach; third person to describe the

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ESOL Skills Grades 6-8 Page 11

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	<p>approach with the neutral stance of authority</p> <p>5.4. Observational (<i>notice, looks like</i>) and comparative language (<i>different from, similar to, the same</i>) to share results</p> <p>5.5. Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or disagreement</p> <p>6. I can describe data and/or problem-solving strategy through</p> <p>6.1. Abstract, generalized, or multi-meaning noun groups to add precision</p> <p>6.2. Visual data displays (tables, tree diagrams, data charts, manipulatives) to clarify approach and/or solution</p> <p>6.3. Connectors to link sentences and longer stretches of text signaling details of time, causality (<i>therefore, as a result</i>), clarification (<i>for example, as seen in</i>)</p> <p>6.4. Passive voice verbs to explain or analyze</p> <p>6.5. Timeless present verbs to present generalizable truths</p> <p>7. I can state the reasoning that is used to generate solutions through</p> <p>7.1. Casual connectors to express reasoning (<i>We took these steps to solve problems because...</i>)</p> <p>7.2. Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships (if/will)</p>
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ESOL Skills Grades 6-8 Page 12

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