



English Speakers Of Other Languages (ESOL) Reading I Grades 9-12 CURRICULUM

Board Approved: June 5, 2025

Course Information

High School Full-Year Course

Course Description:

This curriculum is designed for English Learners and enhances essential reading skills required for academic success. Students will learn foundational reading skills to help improve comprehension and fluency for success in English 1 and English 2 courses.

Students in ESOL Reading I are at the beginning of the sequence of classes designed to assist students in acquiring English language skills for reading comprehension. Students practice English across the domains of reading and writing, with some speaking and listening in lessons that explore reading and responding to texts. Students learn vocabulary and build an understanding of key academic vocabulary that spans across disciplines. Students use their strengths in their cultures and their native languages to learn English. The course builds a foundation for students to be successful in grade-level courses.

This course is for early proficiency English Language Learning students. These students may fall into the category of WIDA ACCESS assessment/screener scores of 1.0-2.5 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 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 and grammar through reading while developing their comprehension.
- Students will apply the reading skills learned through ESOL support in mainstream classrooms, showing adaptability and advocacy in their learning processes, to effectively collaborate with peers and instructors across disciplines.

**priority standards indicated in bold*

ESOL Reading I Page 1

BOE Approved: 06/05/2025

Patrons with questions about the course should contact curriculum@fhsdschools.org

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

Curriculum Resource(s): None

Grades 9-12 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
Organization of Language	I can understand how coherent texts are created...	
	To meet a purpose (inform, narrate, entertain) in a series of topic-related connected sentences.	To meet a purpose through a generic (not genre-specific) organization (introduction, body, conclusion)
Cohesion of Language	I can understand how ideas are connected across a whole text through...	
	Multiple cohesive devices (synonyms, antonyms)	A variety of cohesive devices that connect larger meaningful chunks of text, including class/subclass and whole/part
Density of Language	I can understand how ideas are elaborated or condensed through...	
	Expanded noun groups with prepositional phrases (ex: the chemical element with the symbol H)	Expanded noun groups with embedded clauses (chemical element that has these physical properties)
Grammatical Complexity	I can understand how meanings are extended or enhanced through...	
	Multiple related simple sentences (Ex, All people have needs and wants. This is called demand.)	Simple or compound sentences with familiar ways of combining clauses (Ex, using coordinating conjunctions: All people have needs and wants, and it's called demand.)
Precision of Language	I can understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...	
	A growing number of words and phrases in a variety of contexts (Ex, sit tight for the announcements, in this novel)	An expanding number of words and phrases, including idioms and collocations (Ex, to make a long story short)

**priority standards indicated in bold*

ESOL Reading I Page 2

BOE Approved: 06/05/2025

Patrons with questions about the course should contact curriculum@fhsdschools.org

Grades 9-12 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
Organization of Language	I can create coherent texts (spoken, written, multimodal) using...	
	Short text that conveys intended purpose using predictable organization (paragraph openers: First, Finally, In November, Plant cells have...)	Expanding text that conveys the intended purpose using a generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers.
Cohesion of Language	I can connect ideas across a whole text through...	
	A growing number of cohesive devices (demonstratives, repetition)	An expanding number of cohesive devices (given/new, whole/part, class/subclass)
Density of Language	I can elaborate or condense ideas through...	
	Some types of elaboration (demonstratives: these five rules)	An expanding number of types of elaboration (adding classifiers: Roman Empire)
Grammatical Complexity	I can extend or enhance meanings through...	
	Simple sentences with emerging use of clauses (Bolivia is in South America. It's a home to...)	Simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions (Bolivia is in South America, and it's home to...)
Precision of Language	I can create precise meanings through everyday, cross-disciplinary, and technical language with...	
	A growing repertoire of words and phrases with growing precision (mitosis, symbiotic relationships)	An expanding repertoire of words and phrases, such as idioms and collocations, with expanding precision (miss the boat)

**priority standards indicated in bold*

ESOL Reading I Page 3

BOE Approved: 06/05/2025

Patrons with questions about the course should contact curriculum@fhdschools.org

Unit 1: Narrate

Timeframe: Ongoing throughout the year

Unit Description: This unit is to help students develop their understanding of narrative structure and techniques while enhancing their ability to analyze and appreciate various forms of storytelling in literature. By the end of the unit, students will be equipped with the skills necessary to analyze and appreciate narratives, as well as to create their own compelling stories. This unit not only aligns with academic standards but also fosters creativity and critical thinking, preparing students for effective communication in diverse contexts.

Enduring Understandings:

- Effective narratives are constructed through key elements such as character, setting, plot, conflict, and theme, which work together to create compelling stories and engage readers.
- Authors use various narrative techniques, including point of view, tone, and style, to convey meaning, evoke emotions, and influence the reader's experience.
- Narratives are shaped by cultural and historical contexts, and understanding these influences enhances their interpretation and appreciation of diverse literary works.
- Comparing different narratives allows for deeper insights into how similar themes and topics can be explored in varied ways, highlighting the uniqueness of each author's voice and perspective.
- Narrative writing is a form of creative expression that allows them to convey their thoughts, feelings, and experiences, and that their unique voices contribute to the richness of storytelling.

Essential Questions:

- What are the key elements of narrative, and how do they contribute to the overall effectiveness of a story?
- How do different narrative techniques, such as point of view and tone, shape a reader's understanding and emotional response to a text?
- In what ways do cultural and historical contexts influence the themes and narratives presented by authors?
- How can comparing different narratives that explore similar themes deepen our understanding of the topic and the authors' perspectives?
- What role does an author's unique voice and style play in creating an engaging narrative?
- What strategies can we use to analyze and interpret the underlying messages or themes in a narrative?

Unit 1 Standards - NARRATE

STANDARD CODE

STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:

Narrate - Interpretive

[ELD-LA.9-12.N.I](#)

- I can interpret language arts narratives by
1. Identifying themes or central ideas that develop throughout a text
 2. Analyzing how the author's choices about character attributes and actions relate to story elements (setting, event sequences, and context)
 3. Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view

**priority standards indicated in bold*

ESOL Reading I Page 4

BOE Approved: 06/05/2025

Patrons with questions about the course should contact curriculum@fhdschools.org

Narrate - Expressive

[ELD-LA.9-12.N.E](#)

- I can construct language arts narratives that
1. Orient the audience to the context and one or multiple points of view
 - 1.1. Title, heading, and opening statements to capture readers' interest
 - 1.2. Expanded noun groups to introduce the setting
 - 1.3. A variety of sentence types to introduce the context
 - 1.4. Statements and questions to foreshadow or introduce complications
 2. Develop and describe characters and their relationships over a progression of experiences or events
 - 2.1. Action verbs to describe character behaviors
 - 2.2. Complex sentences to establish context and characters
 - 2.3. Attitudinal word choices to express the character's feelings, appreciation, or judgment/evaluation
 - 2.4. Cohesive devices (pronouns, demonstratives, renaming, synonyms, collocation, deletion) to reference characters or ideas across the text
 3. Develop a story, advancing the plot and themes with complications and resolutions, time and event sequences
 - 3.1. A variety of verb tenses to pace the narrative and locate events in time, including dialogue
 - 3.2. Dependent clauses to add details
 - 3.3. A variety of short and complex sentence structures to pace the narrative
 - 3.4. Connectors to develop and link sections of text as time, sequence, clarifying, adding information, and contrast
 - 3.5. Statements to provide closure, evaluate experience, or summarize narrative
 4. Engage and adjust for the audience
 - 4.1. Word choices to advance mood and to describe the author's purpose
 - 4.2. Literary devices to enrich the narrative, like similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases
 - 4.3. The tone of voice, gestures, and acting behaviors should be adjusted for the audience
 - 4.4. Language to address the reader/listener and draw them in

**priority standards indicated in bold*

ESOL Reading I Page 5

BOE Approved: 06/05/2025

Patrons with questions about the course should contact curriculum@fhsdschools.org

Unit 2: Inform

Timeframe: Ongoing throughout the year

Unit Description: In this unit, students will enhance their abilities to read, analyze, and synthesize information from various texts while developing their skills for effectively informing others through clear and organized communication. By the end of the unit, students will be equipped with the skills necessary to effectively inform others through reading, writing, and speaking. This unit not only aligns with academic standards but also prepares students for effective participation in academic, social, and civic contexts.

Enduring Understandings:

- Effective informative texts are organized in a clear and logical manner, enabling readers to easily grasp complex information and ideas.
- Identifying main ideas and supporting details is crucial for comprehension, allowing them to synthesize information from multiple texts and convey it effectively.
- Precise language and appropriate academic vocabulary enhance the clarity and impact of their informative communication, making it more accessible to their audience.
- Synthesizing information from various sources enables them to present a well-rounded perspective on a topic, enhancing the depth and richness of their informative writing and presentations

Essential Questions:

- What are the key characteristics of effective informative texts, and how do they facilitate understanding for the reader?
- What strategies can we use to identify main ideas and supporting details in complex texts, and how does this enhance our comprehension?
- In what ways does the choice of language and academic vocabulary impact the clarity and effectiveness of our informative communication?
- How can we synthesize information from multiple sources to create a comprehensive understanding of a topic?
- What role does organization play in presenting information clearly, and how can we structure our writing to enhance readability?
- How do the skills we develop in informing others through reading and analysis apply to real-world situations?

Unit 2 Standards - INFORM

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
Inform - Interpretive	
ELD-LA.9-12.I.I	I can interpret informational texts in language arts by <ol style="list-style-type: none"> 1. Identifying and/or summarizing central ideas 2. Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships 3. Evaluating the cumulative impact and refinement of the author's key word choices throughout the text
Inform - Expressive	
ELD-LA.9-12.I.E	I can construct 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, descriptive titles, and headings to introduce the

**priority standards indicated in bold*

ESOL Reading I Page 6

BOE Approved: 06/05/2025

Patrons with questions about the course should contact curriculum@fhsdschools.org

	<p>topic and/or entity</p> <ol style="list-style-type: none"> 1.2. Opening statements to identify the type of information 1.3. Relating verbs to link and define an entity by its attributes 1.4. Expanded noun groups to define key concepts, add details, or classify information <ol style="list-style-type: none"> 2. Establish an objective or neutral stance through <ol style="list-style-type: none"> 2.1. Generalized nouns to maintain a neutral voice of authority 2.2. Variety of structures to define and describe entities 2.3. Reporting devices to acknowledge outside sources and integrate information into reports such as using verbs and direct quotes 3. Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships through <ol style="list-style-type: none"> 3.1. Adverbial and prepositional phrases to specify a point in time or duration, location, and manner 3.2. Technical word choices to define and classify the entity 3.3. Verb structures present information in a variety of ways: the timeless present indicates a generalizable nature; passive voice focuses attention on action 3.4. Adjectives and adverbs to answer questions about quantity, size, shape, and manner 3.5. Comparing/contrasting connectors to entities or components 3.6. Visual representations 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) to link ideas across sections of text 4.2. Topic and/or entity, headings to serve as openers for sentences and paragraphs 4.3. Single technical nouns and collocations (improvisations, blues, piano, double bass) to define class/subclass, general/specific, whole/part relationships
--	--

**priority standards indicated in bold*

ESOL Reading I Page 7

BOE Approved: 06/05/2025

Patrons with questions about the course should contact curriculum@fhdschools.org

Unit 3: Argue

Timeframe: Ongoing throughout the year

Unit Description: In this unit, students will enhance their abilities to read, analyze, and engage with argumentative texts while developing their skills to construct and present their own arguments effectively. 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. This unit not only aligns with academic standards but also prepares students for active participation in civic discourse and critical engagement with contemporary issues.

Enduring Understandings:

- Effective arguments are built on a clear structure that includes a claim, supporting evidence, reasoning, and counterarguments, which together work to persuade an audience.
- Considering and addressing opposing viewpoints is crucial in argumentation, as this demonstrates critical thinking and strengthens their own position.

Essential Questions:

- What are the key 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.9-12.A.I	I can interpret language arts arguments by <ol style="list-style-type: none"> 1. Identifying and summarizing central ideas of primary or secondary sources 2. Analyzing the use of rhetoric and details to advance a point of view or purpose 3. Evaluating and corroborating the relevance and sufficiency of evidence, as well as the validity of reasoning to support claims
Argue - Expressive	
ELD-LA.9-12.A.E	I can construct language arts arguments that <ol style="list-style-type: none"> 1. Introduce and develop precise claims and address counterclaims <ol style="list-style-type: none"> 1.1. Declarative statements to frame the topic, provide background information, state the claim, and acknowledge the counterclaim 1.2. Noun groups to provide details 1.3. Connectors to introduce alternative points of view 1.4. Pronouns, synonyms, collocations, and renaming subjects to maintain cohesion 2. Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through

**priority standards indicated in bold*

ESOL Reading I Page 8

BOE Approved: 06/05/2025

Patrons with questions about the course should contact curriculum@fhsdschools.org

	<ul style="list-style-type: none"> 2.1. A variety of clauses to support the claim and provide details about the issue/literary technique 2.2. Connectors to elaborate on an idea/interpretation 2.3. Literary devices to support evidence and interpretation 2.4. Modality to express obligation or certainty, to open up to other possibilities, or to temper space for negotiation 3. Establish and maintain a formal style and objective tone through <ul style="list-style-type: none"> 3.1. First, second, or third person 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 evaluate the positive/negative qualities of the topic, position, or evidence 4. Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through <ul style="list-style-type: none"> 4.1. A variety of structures to define, describe, interpret, and refute claims, evidence, and reasoning 4.2. Comparing/contrasting connectors to differentiate between claims and counterclaims 4.3. If/then clauses to support inferential conclusions 4.4. Cohesive devices to reduce repetition, redundancy 4.5. Connectors to sequence points in the argument and maintain logical progression 4.6. Summary statement to reiterate the claim, call to action, encourage a response, or suggest next steps.
--	---

**priority standards indicated in bold*

ESOL Reading I Page 9

BOE Approved: 06/05/2025

Patrons with questions about the course should contact curriculum@fhsdschools.org

Unit 4: Explain

Timeframe: Ongoing throughout the year

Unit Description: In this unit, students will focus on the key language use of "explain," aligning with WIDA standards for language development. The objective of the unit is to enhance students' abilities to read, analyze, and synthesize information from various texts while developing their skills to clearly and effectively explain complex concepts and ideas. By the end of the unit, students will be equipped with the skills necessary to effectively explain complex ideas and concepts, utilizing language and structured communication to enhance understanding. This unit not only aligns with academic standards but also prepares students for effective participation in academic, social, and civic contexts.

Enduring Understandings:

- Effective explanations require a clear and logical structure, including an introduction, main ideas, supporting details, and a conclusion, which together help the audience comprehend complex concepts.
- The primary goal of an explanation is to enhance understanding, and that effective explanations are tailored to meet the needs of the audience by considering their background knowledge and interests.
- Precise language and academic vocabulary are essential for clarity in explanations, enabling them to convey their ideas more effectively and engage their audience.
- Relevant details and examples strengthen their explanations, providing context and making abstract concepts more tangible for the audience.
- Considering the audience's perspective is crucial in crafting explanations that are accessible and engaging, allowing them to communicate more effectively.

Essential Questions:

- What are the key elements 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?
- How can the skills we develop in explaining concepts apply to real-world situations and different fields of study?

Unit 4 Standards - EXPLAIN

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
Explain - Interpretive & Expressive	
ELD-LA.9-12.E.1 & E.E	<ol style="list-style-type: none"> 1. I can generate and convey initial thinking 2. I can follow and describe cycles and sequences of steps or procedures, and their causes and effects 3. I can compare changing variables, factors, and circumstances 4. I can offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes 5. I can act on feedback to revise understandings of how or why something is or works in particular ways

**priority standards indicated in bold*

ESOL Reading I Page 10

BOE Approved: 06/05/2025

Patrons with questions about the course should contact curriculum@fhsdschools.org

	<ul style="list-style-type: none"> 6. I can introduce a concept or entity (of a content area) through <ul style="list-style-type: none"> 6.1. Terms and phrases to describe a concept, process, or purpose 6.2. Relating verbs to define or describe the concept 6.3. Prepositional phrases to establish conditions, time, and place 7. I can share solutions with others through <ul style="list-style-type: none"> 7.1. Generalized nouns to add precision and discussion of the content area 7.2. Language choices to reflect on the completed or ongoing process 7.3. First person to describe the approach; third person to describe the approach with the neutral stance of authority 7.4. Observational and comparative language to share results 7.5. Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or disagreement 8. I can describe data and/or an approach to solve a problem through <ul style="list-style-type: none"> 8.1. Abstract, generalized, or multi-meaning noun groups to provide precision 8.2. Imperative verbs to establish a process or approach 8.3. Visual data displays to clarify 8.4. Connectors to link sentences and longer stretches of text, signaling details of time, causality, and clarification 8.5. Reference devices to create cohesion 9. I can state the reasoning that is used to generate my own or alternate solutions through <ul style="list-style-type: none"> 9.1. Casual connectors to establish or refute relationships, solutions, and validity 9.2. Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships (if/will) 9.3. Expanded noun groups to add details
--	---

**priority standards indicated in bold*

ESOL Reading I Page 11

BOE Approved: 06/05/2025

Patrons with questions about the course should contact curriculum@fhdschools.org