

**English As A Second Language
ESL III: Intermediate**

**Ridgeway High School
2007-2008**

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ESL III Course Description:

Intermediate: Students at intermediate proficiency are able to understand most oral language pertaining to familiar topics but have difficulty comprehending and using academic vocabulary. Their speech and writing are basic and contain frequent errors. Social language ability can be misinterpreted for more advanced ability in academic English. Grade level academic content skills are still in development. The curricular focus is on advancing applications of literacy skills for the development of new knowledge.

ESL III Course Standard:

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom

First Six Weeks:

Listening:

ESL III.L.1 Students will show understanding of academic vocabulary.

- a. Demonstrate understanding of everyday vocabulary including singular and plural regular and irregular nouns and action verbs.
- b. Derive meaning from any prepositions.

ESL III.L.2 Students will demonstrate an understanding of various forms of oral communication.

- a. Recognize simple statements (SV or SVO in the past, present, and future tenses) that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
- c. Demonstrate an understanding of cause and effect using "because".
- d. Identify the main idea of an appropriate-level passage.

Speaking:

ESL III.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

- a. Intelligibly pronounce academic vocabulary.
- b. Pronounce the –s endings of plural nouns.
- c. Pronounce the –ed endings of regular past tense verbs.

d. Use correct falling intonation when asking a wh- question (i.e., who, what, where, when, why, and how).

ESL III.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

b. Demonstrate understanding of the use of abstract verbs.

ESL III.S.3 Students will use appropriate sentence construction for clear communication.

c. Use the correct form of modal auxiliaries can, could, may, might, will, + base form of verbs.

d. Formulate statements with neither/nor. Demonstrate knowledge of the placement of “no” and “not” in sentences by using them with the accurate word order in negative statements.

ESL III.S.4 Students will use appropriate language functions to obtain and give information.

Use the following language functions to communicate effectively in grade- appropriate settings: asking permission; making and accepting apologies; inviting; making suggestions; expressing needs and wants.

ESL III.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

a. Explain a personal preference and give two or more reasons for it.

Reading:

ESL III.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

b Read aloud short passages with few errors.

c. Build vocabulary by reading and viewing from a wide variety of sources.

d. Identify antonyms.

e. Identify synonyms.

Writing:

H.S.W.1 The student will develop the structural skills of the writing process.

a. Write cursive letters in upper- and lower case.

b. Write dictated words and sentences.

c. Write the correct form of verbs in agreement with count and non-count noun subjects.

d. Write the correct form of modal auxiliaries (e.g. can, could, may, might, will, would, should + base form of verbs.)

Second Six Weeks:

Listening:

ESL III.L.1 Students will show understanding of academic vocabulary.

ESL III.L.2 Students will demonstrate an understanding of various forms of oral communication.

Speaking:

ESL III.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

ESL III.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

ESL III.S.3 Students will use appropriate sentence construction for clear communication.

c. Use the correct form of modal auxiliaries can, could, may, might, will, + base form of verbs.

d. Formulate statements with neither/nor. Demonstrate knowledge of the placement of “no” and “not” in sentences by using them with the accurate word order in negative statements.

e. Use quantifiers with count and non-count nouns.

f. Use articles (“a (n)”, “the” or *Æ*) in context.

ESL III.S.4 Students will use appropriate language functions to obtain and give information.

Use the following language functions to communicate effectively in grade- appropriate settings: asking permission; making and accepting apologies; inviting; making suggestions; expressing needs and wants.

ESL III.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

b. Express an opinion about an issue and give two or more reasons to support it.

Reading:

ESL III.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

b Read aloud short passages with few errors.

c. Build vocabulary by reading and viewing from a wide variety of sources.

d. Identify antonyms.

e. Identify synonyms.

Writing:

H.S.W.1 The student will develop the structural skills of the writing process.

e. Express future time with “if” clauses (e.g., “If you go to the party, you will have a good time”).

f. Use conditional verb forms with “if” clauses (“If I had enough money, I would buy new shoes”).

g. Write verb forms with non-verb functions (e.g., infinitives and gerunds).

h. Form possessive nouns correctly (e.g., Bill’s coat).

Third Six Weeks:

Listening:

ESL III.L.1 Students will show understanding of academic vocabulary.

ESL III.L.2 Students will demonstrate an understanding of various forms of oral communication.

Speaking:

ESL III.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

ESL III.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

ESL III.S.3 Students will use appropriate sentence construction for clear communication.

ESL III.S.4 Students will use appropriate language functions to obtain and give information.

Use the following language functions to communicate effectively in grade- appropriate settings: asking permission; making and accepting apologies; inviting; making suggestions; expressing needs and wants.

ESL III.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

c. Explain several steps involved in completing a common activity in chronological order.

Reading:

ESL III.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

b Read aloud short passages with few errors.

c. Build vocabulary by reading and viewing from a wide variety of sources.

d. Identify antonyms.

e. Identify synonyms.

n. Determine the answer to a literal or simple inference question regarding the meaning of a passage.

o. Determine the antecedent any pronoun.

p. Determine the antecedent of a noun or noun phrase.

q. Show understanding of the order of events within a sequence or a process (e.g., put a set of sentences into chronological order).

r. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.

s. Identify the main idea or main topic when it is or is not explicitly stated.

t. Identify the best summary of an informative reading selection.

u. Identify the important details that support a main idea or summary statement.

v. Show understanding of the elements common to specific text structures:

expository, narrative, persuasive, and descriptive.

w. Predict what would most likely happen next in a narrative.

x. Distinguish between fact and opinion.

y. Identify the main character and all other important characters in a story.

z. Infer characters' feelings about themselves or their surroundings at different points in a story.

aa. Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).

bb. Demonstrate an understanding of the most important details in a story.

cc. Differentiate among the literary elements of plot, character, setting, and point of view, rising action, climax, falling action, resolution and theme.

Writing:

H.S.W.1 The student will develop the structural skills of the writing process.

i. Write the correct form of irregular count plurals (e.g., child/children).

j. Use indefinite articles "a" and "an" correctly with count and non-count nouns.

k. Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person).

l. Use demonstrative pronouns appropriately (e.g., "These are apples").

m. Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., "Whose book is this?").

n. Use indefinite pronouns with correct subject-verb agreement.

o. Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest).

p. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., "my," "mine," "your," "yours," "myself").

Fourth Six Weeks:

Listening:

ESL III.L.1 Students will show understanding of academic vocabulary.

ESL III.L.2 Students will demonstrate an understanding of various forms of oral communication.

Speaking:

ESL III.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

ESL III.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

ESL III.S.3 Students will use appropriate sentence construction for clear communication.

a. Formulate sentences with subordinate clauses.

b. Show ability to use the following verb tenses accurately with verbs: present, past, present continuous, present perfect, and present perfect continuous (e.g., give a complete sentence answer to questions that require the use of various forms of verb phrases, such as: What has the boy been cooking? The boy has been cooking corn).

ESL III.S.4 Students will use appropriate language functions to obtain and give information.

Use the following language functions to communicate effectively in grade- appropriate settings: asking permission; making and accepting apologies; inviting; making suggestions; expressing needs and wants.

ESL III.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

d. Compare and contrast two types of places, people or things.

Reading:

ESL III.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

a. Read aloud complex passages with few errors.

g. Show knowledge of the relationship between opposites that are formed by adding the following prefixes to the beginning of words: in- inefficient, impossible,

f. Show knowledge of the meaning of common prefixes, suffixes, and word
il- illiterate, ir- irregular.

h. Show knowledge of the relationship between words and suffixes. Examples: adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher); verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).

i. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely”).

r. Identify organizational patterns (i.e., description, definition, summary,

- comparison and contrast, persuasion) in a reading selection.
- s. Identify the main idea or main topic when it is or is not explicitly stated.
 - t. Identify the best summary of an informative reading selection.
 - u. Identify the important details that support a main idea or summary statement.
 - v. Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

Writing:

H.S.W.1 The student will develop the structural skills of the writing process.

- p. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., “my,” “mine,” “your,” “yours,” “myself”).
- q. Use adverbs and adverb phrases in different sentence positions.
- r. Use direct quotations and indirect quotations (e.g., Martha said, “I have a headache”; Martha said that she had a headache.)
- s. Use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- t. Combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with.”)
- u. Spell academic words.

Fifth Six Weeks:

Listening:

ESL III.L.1 Students will show understanding of academic vocabulary.

ESL III.L.2 Students will demonstrate an understanding of various forms of oral communication.

Speaking:

ESL III.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

ESL III.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

ESL III.S.3 Students will use appropriate sentence construction for clear communication.

ESL III.S.4 Students will use appropriate language functions to obtain and give information.

Use the following language functions to communicate effectively in grade- appropriate settings: asking permission; making and accepting apologies; inviting; making suggestions; expressing needs and wants.

ESL III.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

e. Give directions based on a map.

Reading:

ESL III.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

a. Read aloud complex passages with few errors.

g. Show knowledge of the relationship between opposites that are formed by adding the following prefixes to the beginning of words: in- inefficient, impossible,

f. Show knowledge of the meaning of common prefixes, suffixes, and word
il- illiterate, ir- irregular.

h. Show knowledge of the relationship between words and suffixes. Examples: adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher); verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).

i. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely”).

w. Predict what would most likely happen next in a narrative.

x. Distinguish between fact and opinion.

y. Identify the main character and all other important characters in a story.

z. Infer characters’ feelings about themselves or their surroundings at different points in a story.

aa. Identify the main character’s attempts to solve his or her problem in a story (i.e., major plot events).

bb. Demonstrate an understanding of the most important details in a story.

cc. Differentiate among the literary elements of plot, character, setting, and point of view, rising action, climax, falling action, resolution and theme.

Writing:

H.S.W.1 The student will develop the structural skills of the writing process.

v. Spell common contractions.

w. Use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address.)

x. Use commas joining two independent clauses with "and" "but" and "or" (e.g., "You can stay here, or you can go home.")

y. Use commas to set off appositives (e.g., "Many of us, the people who pay taxes, oppose this idea.")

z. Use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., "After I stopped by my friend's house, I went straight home.")

aa. Use commas after transition words e.g. first, next, finally etc.

bb. Use quotation marks in direct quotations with attributive text at the beginning (e.g., Juanita said, "Take care of the cat.")

cc. Use hyphens correctly routinely hyphenated words.

dd. Capitalize beginning of direct quotations.

ee. Capitalize mountains, rivers, and lakes.

ff. Choose the topic sentence of a paragraph.

gg. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling.

hh. Write compound sentences with "and" and "but".

ii. Formulate negative sentences without double negatives.

jj. Formulate negative sentences with "be," "do," and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements. (e.g., "He is not here." "Manuel does not play Nintendo." "Cara cannot ski.").

Sixth Six Weeks:

Listening:

ESL III.L.1 Students will show understanding of academic vocabulary.

ESL III.L.2 Students will demonstrate an understanding of various forms of oral communication.

Speaking:

ESL III.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

ESL III.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

a. Demonstrate knowledge of the use of irregular comparative and superlative adjectives.

b. Demonstrate understanding of the use of abstract verbs.

ESL III.S.3 Students will use appropriate sentence construction for clear communication.

ESL III.S.4 Students will use appropriate language functions to obtain and give information.

Use the following language functions to communicate effectively in grade- appropriate settings: asking permission; making and accepting apologies; inviting; making suggestions; expressing needs and wants.

ESL III.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

f. Describe and interpret information in a chart or graph.

Reading:

ESL III.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

a. Read aloud complex passages with few errors.

g. Show knowledge of the relationship between opposites that are formed by adding the following prefixes to the beginning of words: in- inefficient, impossible,

f. Show knowledge of the meaning of common prefixes, suffixes, and word
il- illiterate, ir- irregular.

h. Show knowledge of the relationship between words and suffixes. Examples: adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher); verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).

i. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely”).

Writing:

H.S.W.1 The student will develop the structural skills of the writing process.

kk. Identify run-on sentences and sentence fragments.

ll. Use subordinating conjunctions “because” and “since” to connect a dependent clause to an independent clause (e.g., “I am hungry because I didn’t eat lunch.”).

mm. Write a descriptive paragraph with a topic sentence and several supporting ideas.

nn. Write a chronologically organized paragraph explaining a process.

oo. Write a narrative and expository paragraph describing a personal experience.

pp. Write a business letter.

qq. Write a persuasive letter that takes a position (e.g., Write either in favor of

rr. Determine the most effective order of sentences in a paragraph.

ss. Determine where paragraph breaks should occur.

tt. Eliminate a redundant or unnecessary sentence from a paragraph.

uu. Determine whether or not elements of sentences in a passage are parallel in structure (e.g., recognize the error in: “The boys went fishing last weekend and they were catching several fish.”)

vv. Identify and write for a variety of audiences

ww. Practice a variety of prewriting activities and organizational strategies to generate, focus, and organize ideas.

xx. Use transitions effectively.

yy. Research information from various sources to prepare presentations or reports which use summarizing, paraphrasing, direct quotations, citations of sources, and bibliographic entries. Avoid plagiarism.

zz. Select the most appropriate title for a passage.

aaa. Determine the stage of the writing process.

bbb. Choose the topic sentence of a paragraph.

ccc. Choose sentences that relate to the writer’s purpose in a selected passage