

# ELL English BEGINNER Level - Curriculum Syllabus, MPI

Created Summer 2019

## Unit Summary: Language Skills

This unit is designed to provide the language skills and strategies beginning ELL students need to study in an all English curriculum. Instruction in parts of speech specifically **nouns, verbs, articles, subject pronouns, adjectives** and **prepositions of time and place** will be supplemented with differentiated readings from ReadWorks, CommonLit, IXL program and teacher chosen materials. Basic writing (**simple sentences**) along with adherence to punctuation (**capitalization, periods, commas**) and **subject/verb agreement** will also be included.

## Essential Questions:

*These questions establish inquiry to unify the unit's assignments and assessments.*

How are the parts of speech distinct from one another and how do they interrelate?

How does context determine the function of a word and thus its part of speech?

How do writers think about sentence parts?

How does using correct grammar and punctuation improve effective writing?

How does the depth of one's vocabulary contribute to the ability to read, write and speak effectively?

## SKILLS & STANDARDS

Reading (Fiction & Nonfiction)	Writing	Speaking & Listening	Language
Apply knowledge of language to understand how language functions in different contexts (noun, verb, subject pronouns, adjectives) RI.9-10.1	Demonstrate command of the conventions of standard English when writing (simple sentences, capitalization, periods, commas, spelling prepositions of time/place and subject-verb agreement) W.9-10.4 and W.9-10.5	Demonstrate command of the conventions of standard English when speaking and listening (singular vs plural nouns, subject-verb agreement) SL.9-10.4 and SL.9-10.6	Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing word parts and consulting general reference materials L.9-10.1. L.9-10.2. L.9-10.4A & C Spell correctly L.9-10.2C Form and use prepositional phrases L.4.1E Use correct capitalization L.4.2A Explain the function of nouns, articles, pronouns, verbs and adjectives in general and their functions in particular sentences .L.3.1A Form and use regular and irregular plural nouns L.3.1B Use abstract nouns L.3.1C Form and use regular and irregular verbs L.3.1D Form and use simple verb tenses L.3.1E

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Ensure subject verb agreement L.3.1F  
Produce simple sentences L.3.1I  
Explain the function of prepositions in general and their functions in particular sentences L.5.1A

## Assessment Plan

Homework/Classwork (30%)  
Class Participation (10%)  
Major Assessments: Unit tests (40%)  
Minor Assessments: Quizzes (20%)

## TEXTS

Selections from ReadWorks, CommonLit, IXL program and teacher-chosen materials

**Tier 2 VOCABULARY:** Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

sentence  
grammar  
punctuation

**Tier 3 VOCABULARY:** Students will engage with these discipline-specific words throughout the unit.

noun  
proper noun  
common noun  
plural noun  
singular noun  
collective noun  
article  
pronoun  
subjective pronoun  
subject  
verb  
predicate  
adjective

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# ELL English BEGINNER Level - Curriculum Syllabus, MP2

Created Summer 2019

## Unit Summary: Language Skills

This unit will continue to provide the language skills and strategies beginning ELL students need to study in an all English curriculum. Scaffolded instruction in parts of speech specifically **adjectives (superlative and comparative)**, **adverbs (frequency and time)**, **prepositions of direction** and **coordinating conjunctions** will be supplemented with differentiated readings from ReadWorks, CommonLit, IXL program and teacher chosen materials. Writing skills will focus on expanding sentence structure (**compound sentences**) including **order of adjectives** and **commas in a series**.

## Essential Questions:

*These questions establish inquiry to unify the unit's assignments and assessments.*

How are the parts of speech distinct from one another and how do they interrelate?

How does context determine the function of a word and thus its part of speech?

How do writers think about sentence parts?

How does using correct grammar and punctuation improve effective writing?

How does the depth of one's vocabulary contribute to the ability to read, write and speak effectively?

## SKILLS & STANDARDS

Reading (Fiction & Nonfiction)	Writing	Speaking & Listening	Language
Apply knowledge of language to understand how language functions in different contexts (superlative and comparative adjectives, adverbs of frequency and time) RI.9-10.1	Demonstrate command of the conventions of standard English when writing (compound and complex sentences, capitalization, commas, spelling prepositions of direction, subject-verb agreement and coordinating conjunctions) W.9-10.4 and W.9-10.5	Demonstrate command of the conventions of standard English when speaking and listening SL.9-10.4 and SL.9-10.6	Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing word parts and consulting general reference materials L.9-10.1. L.9-10.2. L.9-10.4A & C Use commas to separate items in a series L.5.2A Explain the function of prepositions and coordinating conjunctions in general and their function in particular sentences L.5.1A Order adjectives within sentences according to conventional patterns L.4.1D Use a comma before a coordinating conjunction in a compound sentence L.4.2C Form and use prepositional phrases L.4.1E Form and use comparative and superlative adjectives and adverbs

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and choose between them depending on what is to be modified L.3.1G  
Use coordinating conjunctions and produce compound sentences L.3.1H and L.3.1I

## Assessment Plan

Homework/Classwork (30%)  
Class Participation (10%)  
Major Assessments: Unit tests (40%)  
Minor Assessments: Quizzes (20%)

## TEXTS

Selections from ReadWorks, CommonLit, IXL program and teacher-chosen materials

**Tier 2 VOCABULARY:** Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

sentence  
grammar  
punctuation

**Tier 3 VOCABULARY:** Students will engage with these discipline-specific words throughout the unit.

superlative adjectives  
comparative adjectives  
coordinating conjunctions  
adverbs of frequency and time  
prepositions of direction  
compound sentences  
complex sentences

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# ELL English BEGINNER Level - Curriculum Syllabus, MP3

Created Summer 2019

## Unit Summary: Folktales -- Fables, Tall Tales and Legends

This unit will continue to provide the language skills and strategies beginning ELL students need to study in an all English curriculum. In addition to reinforcing parts of speech and sentence structure previously learned, students will begin to recognize these elements in reading traditional folktales and complete more critical reading. Beginning with selections from **fables, tall tales and legends**, students will also begin to learn the patterns typically found in literature such as **plot, setting, conflict, flat characters, symbolism and personification**. Writing skills will focus on **subordinating conjunctions, complex sentences and adverbs of when and how**. In addition, students will be instructed in how to **summarize a story (moral/lesson/main idea and key details) and respond to literature in a structured format (RACE)**.

### Essential Questions:

*These questions establish inquiry to unify the unit's assignments and assessments.*

- How do good readers summarize the key ideas and details of a text?
- How does an author use fables, tall tales and legends to teach a moral or lesson?
- How are the parts of speech distinct from one another and how do they interrelate?
- How do writers think about sentence parts?
- How does using correct grammar and punctuation improve effective writing?

## SKILLS & STANDARDS

<b>Reading (Fiction &amp; Nonfiction)</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
<p>Ask and answer questions and make relevant connections to demonstrate understanding of a text RL.3.1</p> <p>Summarize stories such as fables, tall tales and legends from different cultures. Determine the central message, theme, moral or lesson and explain how it is revealed through key details in a text RL.3.2</p> <p>Describe the characters in a story and explain how their actions contribute to the plot RL.3.3</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing from literal and nonliteral meaning (symbolism, personification) RL.3.4</p>	<p>Demonstrate command of the conventions of standard English when writing (compound and complex sentences, capitalization, commas, spelling prepositions of direction, subject-verb agreement and coordinating conjunctions) W.9-10.4 and W.9-10.5</p> <p>Introduce the topic they are writing about, state and opinion and create an organizational structure that lists reasons W.3.1 A, B, C, D (Using acronym RACE in response to literature)</p>	<p>Demonstrate command of the conventions of standard English when speaking and listening SL.9-10.4 and SL.9-10.6</p>	<p>Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing word parts and consulting general reference materials L.9-10.1. L.9-10.2. L.9-10.4A &amp; C</p> <p>Use adverbs of when and how and choose between them depending on what is modified L.3.1G</p> <p>Use subordinating conjunctions and produce complex sentences L.3.1H &amp; I</p>

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## Assessment Plan

Homework/Classwork (30%)  
Class Participation (10%)  
Major Assessments: Unit tests (40%)  
Minor Assessments: Quizzes (20%)

## TEXTS

from *AGS Exploring Literature*:

Selections from Aesop's Fables such as "The Dog and His Reflection" "The Milkmaid and her Pail" Selected Tall Tales and Legends such as "Babe the Blue Ox" "The Life and Adventures of Calamity Jane by Herself"

Selections from ReadWorks, CommonLit, IXL program and other teacher-chosen materials

**Tier 2 VOCABULARY:** Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

**Tier 3 VOCABULARY:** Students will engage with these discipline-specific words throughout the unit.

fables  
tall tales  
legends  
plot  
setting  
flat character  
symbol/symbolism  
personification  
moral  
summary  
key/supporting details



# ELL English BEGINNER Level - Curriculum Syllabus, MP3

# ELL English BEGINNER Level - Curriculum Syllabus, MP4

Created Summer 2019

## Unit Summary: Folktales -- Myths and Fairy Tales

This unit will continue to provide the language skills and strategies beginning ELL students need to study in an all English curriculum. In addition to reinforcing parts of speech and sentence structure previously learned, students will be introduced to **appositive and appositive phrases** to expand and combine sentences for interest and style. Students will also continue to develop critical reading skills using traditional folktales with selections from **myths and fairy tales**. They will build upon the patterns typically found in literature (**plot, setting, conflict, flat characters, symbolism, personification**) including **author's purpose, drawing conclusions, imagery, point-of-view, similes and metaphors**.

### Essential Questions:

*These questions establish inquiry to unify the unit's assignments and assessments.*

- How do good readers summarize the key ideas and details of a text?
- How does an author use myths and fairy tales to teach a moral or lesson?
- How are the parts of speech distinct from one another and how do they interrelate?
- How do writers think about sentence parts?
- How does using correct grammar and punctuation improve effective writing?

## SKILLS & STANDARDS

Reading (Fiction & Nonfiction)	Writing	Speaking & Listening	Language
<p>Ask and answer questions and make relevant connections to demonstrate understanding of a text RL.3.1</p> <p>Summarize stories such as myths and fairy tales from different cultures.</p> <p>Determine the central message, theme, moral or lesson and explain how it is revealed through key details in a text RL.3.2</p> <p>Describe the characters in a story and explain how their actions contribute to the plot RL.3.3</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing from literal and nonliteral meaning (symbolism, personification, similes, metaphors) RL.3.4 RL.5.4</p> <p>Distinguish their own point-of-view from that of the narrator or other characters RL.3.6</p> <p>Compare, contrast and reflect on the treatment of similar themes and topics in myths and fairy tales from different</p>	<p>Demonstrate command of the conventions of standard English when writing (compound and complex sentences, capitalization, commas, spelling prepositions of direction, subject-verb agreement and coordinating conjunctions) W.9-10.4 and W.9-10.5</p> <p>Introduce the topic they are writing about, state an opinion and create an organizational structure that lists reasons W.3.1 A, B, C, D (Using acronym RACE in response to literature)</p>	<p>Demonstrate command of the conventions of standard English when speaking and listening SL.9-10.4 and SL.9-10.6</p>	<p>Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing word parts and consulting general reference materials L.9-10.1. L.9-10.2. L.9-10.4A &amp; C</p> <p>Explain the function of phrases and clauses in general and their function in specific sentences L.7.1A &amp; C</p> <p>Explain the meaning of simple similes and metaphors in context L.4.5A</p>

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cultures RL.5.9  
Analyze a particular point-of-view or cultural experience reflected in a work of literature from outside the United States RL.9-10.6

## Assessment Plan

Homework/Classwork (30%)  
Class Participation (10%)  
Major Assessments: Unit tests (40%)  
Minor Assessments: Quizzes (20%)

## TEXTS

from *AGS Exploring Literature* (myths):

“Prometheus”

“Demeter and Persephone”

“Perseus and Medusa”

selection of fairy tales from the U.S. and other countries

Selections from ReadWorks, CommonLit, IXL program and other teacher-chosen materials

**Tier 1 VOCABULARY:** Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

[The Dog and His Reflection](#)

[The Dog in the Manger](#)

[The Milkmaid and Her Pail](#)

[Prometheus](#)

[Demeter and Persephone](#)

[Perseus and Medusa](#)

# ELL English BEGINNER Level - Curriculum Syllabus, MP4

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit.

myths  
fairy tales  
author's purpose  
imagery  
point-of-view  
drawing conclusions  
plot  
setting  
flat character  
symbol/symbolism  
personification  
simile  
metaphor  
moral  
summary  
key/supporting details  
appositives