

**ESOL ESSENTIAL CURRICULUM  
GRADES 6 – 8**

**NEWCOMER LEVEL**

**LISTENING, SPEAKING, AND LANGUAGE DEVELOPMENT:** *In order to communicate for interpersonal and academic purposes, the student will:*

<b>Interpersonal Functions</b>	<b>Critical Thinking Skills Academic Language Functions</b>	<b>Language Structures and Patterns</b>
<ul style="list-style-type: none"> <li>a. Follow and use nonverbal cues to interact with others.</li> <li>b. Exchange greetings.</li> <li>c. Express personal information.</li> <li>d. Respond with courtesy.</li> <li>e. Express basic personal needs.</li> <li>f. Respond to classroom commands with cues.</li> <li>g. Point or show to demonstrate understanding.</li> <li>h. Name personal possessions.</li> <li>i. Follow two-step directions.</li> <li>j. Identify common objects and activities in pictures.</li> <li>k. Express feelings with cues.</li> <li>l. Make a request with one word or a phrase</li> <li>m. Answer questions about familiar topics.</li> <li>n. Answer yes/no questions.</li> <li>o. Answer <i>wh-</i> questions with a word or phrase.</li> </ul>	<ul style="list-style-type: none"> <li>a. Identify with picture cues persons, places, and things.</li> <li>b. Describe persons, places, and things with common adjectives.</li> <li>c. Recognize common vocabulary.</li> <li>d. Compare and contrast two simple items.</li> <li>e. Sequence steps with cues.</li> <li>f. Group according to simple stated categories.</li> <li>g. Use a map of the school</li> <li>h. Demonstrate an understanding of money</li> <li>i. Use cardinal numbers.</li> <li>j. Read a school schedule.</li> <li>k. Read and use a calendar.</li> <li>l. Express time in hours and half hours.</li> <li>m. Generate lists.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use present of the verb <i>to be</i>.</li> <li>b. Use present of the verb <i>to have</i>.</li> <li>c. Use present of common regular verbs.</li> <li>d. Form questions with <i>can</i> and <i>do</i>.</li> <li>e. Use adjectives to describe.</li> <li>f. Recognize regular plurals.</li> <li>g. Use possessive pronouns.</li> <li>h. Use personal pronouns.</li> <li>i. Use directional words.</li> <li>j. Use <i>there is</i> and <i>there are</i>.</li> <li>k. Recognize compound words.</li> <li>l. Recognize parts of speech: interjections.</li> </ul>

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**BEGINNING LEVEL**

**LISTENING, SPEAKING, AND LANGUAGE DEVELOPMENT:** *In order to communicate for interpersonal and academic purposes, the student will:*

<b>Interpersonal Functions</b>	<b>Critical Thinking Skills Academic Language Functions</b>	<b>Language Structures and Patterns</b>
<ul style="list-style-type: none"> <li>a. Follow and use nonverbal cues to interact with others.</li> <li>b. Exchange greetings appropriate to time of day.</li> <li>c. Express personal needs.</li> <li>d. Follow multiple-step directions.</li> <li>e. Identify objects and activities in pictures.</li> <li>f. Express feelings.</li> <li>g. Ask for clarification.</li> <li>h. Make a request.</li> <li>i. Ask and answer questions about familiar topics.</li> <li>j. Express ownership.</li> <li>k. Ask and answer yes/no questions.</li> <li>l. Respond to <i>wh-</i> questions.</li> <li>m. Describe persons, places, and things.</li> <li>n. Express likes and dislikes.</li> <li>o. Apologize.</li> </ul>	<ul style="list-style-type: none"> <li>a. Identify persons, places, and things.</li> <li>b. Describe persons, places, and things.</li> <li>c. Define vocabulary.</li> <li>d. Identify concepts.</li> <li>e. State an observation.</li> <li>f. Compare and contrast two items.</li> <li>g. Make predictions and simple hypotheses.</li> <li>h. Sequence steps in a process.</li> <li>i. Use simple graphic organizers.</li> <li>j. Group according to categories.</li> <li>k. Use expressions of time and frequency.</li> <li>l. Participate in full class, group, and pair discussions.</li> <li>m. Use ordinal numbers.</li> <li>n. Read and interpret simple bar graphs.</li> <li>o. Tell time with precise expressions.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use present and past forms of the verb <i>to be</i>.</li> <li>b. Use present and past forms of common regular verbs.</li> <li>c. Form regular plurals.</li> <li>d. Use prepositions of place.</li> <li>e. Use present continuous.</li> <li>f. Use contractions.</li> <li>g. Use subject-verb agreements.</li> <li>h. Use possessives and possessive pronouns.</li> <li>i. Substitute personal pronouns for subject nouns.</li> <li>j. Use appropriate word order and intonation for questions.</li> <li>k. Use adjectives to describe.</li> <li>l. Use modals: can, could, will, would, should.</li> <li>m. Use demonstrative pronouns.</li> <li>n. Form commands.</li> <li>o. Use <i>like</i> and <i>don't like</i>.</li> <li>p. Use <i>how much</i> and <i>how many</i>.</li> <li>q. Form compound words.</li> <li>r. Recognize parts of speech: nouns, verbs, adjectives, and prepositions.</li> </ul>

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**INTERMEDIATE LEVEL**

**LISTENING, SPEAKING, AND LANGUAGE DEVELOPMENT:** *In order to communicate for interpersonal and academic purposes, the student will:*

<b>Interpersonal Functions</b>	<b>Critical Thinking Skills Academic Language Functions</b>	<b>Language Structures and Patterns</b>
<ul style="list-style-type: none"> <li>a. Ask and respond to <i>wh</i>- questions.</li> <li>b. Use common expressions to warn or advise.</li> <li>c. Ask for and give advice.</li> <li>d. Give and follow two-step directions.</li> <li>e. Describe events and experiences.</li> <li>f. Ask for and provide clarification. (<i>Ask a teacher to restate or simplify.</i>)</li> <li>g. Provide reasons.</li> <li>h. Participate in conversations by elaborating.</li> <li>i. Use language appropriate to audience.</li> <li>j. State preferences in a simple sentence.</li> <li>k. Negotiate in classroom situations and in group work.</li> <li>l. Extend, accept, and decline invitations.</li> </ul>	<ul style="list-style-type: none"> <li>a. Identify problems and offer solutions.</li> <li>b. Explain ideas and processes.</li> <li>c. Classify information.</li> <li>d. Make and confirm predictions.</li> <li>e. Identify stated main ideas and supporting details.</li> <li>f. Describe characteristics of people, places, and things.</li> <li>g. Distinguish fact from opinion.</li> <li>h. Identify speaker or author’s purpose.</li> <li>i. Gather and report information from literary and informational text.</li> <li>j. Organize information graphically.</li> <li>k. Paraphrase information.</li> <li>l. Use quotations.</li> <li>m. Make simple evaluations.</li> <li>n. Support opinions with evidence or details.</li> <li>o. Hypothesize based on evidence.</li> <li>p. Express cause and effect relationships.</li> <li>q. Read and interpret charts.</li> <li>r. Construct graphs.</li> </ul>	<ul style="list-style-type: none"> <li>a. Form contractions.</li> <li>b. Use negative word order for present and past tense.</li> <li>c. Use prepositional phrases.</li> <li>d. Substitute pronouns.</li> <li>e. Recognize parts of speech: adverbs and conjunctions.</li> <li>f. Use interrogatives.</li> <li>g. Use possessives.</li> <li>h. Form and use common irregular plurals.</li> <li>i. Use adjectives in comparative and superlative forms.</li> <li>j. Use present, past, and future forms of regular and irregular verbs.</li> <li>k. Use linking verbs.</li> <li>l. Use subject-verb-object sentence pattern.</li> <li>m. Use count and non-count nouns.</li> <li>n. Distinguish between <i>a</i> and <i>an</i>.</li> <li>o. Replace nouns with appropriate pronouns.</li> <li>p. Use <i>going to</i> to express future.</li> <li>q. Use <i>neither/nor</i> and <i>either/or</i>.</li> <li>r. Form questions and statements.</li> <li>s. Recognize common idioms.</li> <li>t. Use transitional markers such as ordinal numbers, <i>next</i> and <i>finally</i>.</li> <li>u. Create compound sentences to connect two ideas.</li> <li>v. Use conditional patterns with models.</li> </ul>

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**ADVANCED LEVEL**

<b>LISTENING, SPEAKING, AND LANGUAGE DEVELOPMENT:</b> <i>In order to communicate for interpersonal and academic purposes, the student will:</i>		
<b>Interpersonal Functions</b>	<b>Critical Thinking Skills Academic Language Functions</b>	<b>Language Structures and Patterns</b>
<ul style="list-style-type: none"> <li>a. Use language appropriate to audience and setting.</li> <li>b. State preferences in complex sentences.</li> <li>c. Demonstrate understanding of main ideas of conversation on a variety of topics.</li> <li>d. Respond and use idiomatic expressions appropriately.</li> <li>e. Formulate and defend an opinion.</li> <li>f. Persuade.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate comprehension of classroom lectures, discussions, and assignments.</li> <li>b. Demonstrate comprehension of messages from a variety of media.</li> <li>c. Summarize.</li> <li>d. Analyze.</li> <li>e. Synthesize.</li> <li>f. Explain multi-step processes. Draw conclusions.</li> <li>g. Make inferences.</li> <li>h. Make evaluations.</li> <li>i. Identify tone and point of view.</li> <li>j. Interpret data.</li> <li>k. Represent information in student-created graphic organizers.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use present and past perfect verb tenses.</li> <li>b. Use present perfect in questions.</li> <li>c. Distinguish between <i>a</i> and <i>the</i>.</li> <li>d. Use <i>may</i> and <i>might</i> modals.</li> <li>e. Create complex sentences using relative pronouns.</li> <li>f. Use passive voice.</li> <li>g. Use phrasal verbs.</li> <li>h. Use subject-verb-object-direct object sentence pattern.</li> <li>i. Use direct and indirect reported speech.</li> <li>j. Use gerunds and infinitives.</li> </ul>

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**NEWCOMER LEVEL**

<b>LITERACY SKILLS:</b> <i>In order to acquire literacy skills, the student will be able to:</i>		
<b>Strategic Reading and Listening Behaviors</b>	<b>Comprehension</b>	<b>Writing</b>
<p>a. Incorporate book-handling skills by</p> <ul style="list-style-type: none"> <li>• Tracking left to right / top to bottom,</li> <li>• Turning pages from front to back.</li> <li>• Using illustrations to construct meaning.</li> <li>• Identifying covers of a book.</li> <li>• Identifying where the story begins and ends in a book</li> </ul> <p>b. Indicate print awareness by recognizing the difference between a letter and a word.</p> <p>c. Demonstrate phonemic awareness by recognizing beginning sounds in words.</p> <p>d. Demonstrate phonemic awareness by recognizing that beginning sounds are the same or different in words.</p> <p>e. Demonstrate phonemic awareness by recognizing differences in the ending sounds of words.</p> <p>f. Demonstrate phonemic awareness by identifying words that rhyme.</p> <p>g. Use phonics and decoding skills through consonant and vowel systems.</p> <p>h. Match spoken words to print.</p> <p>i. Recognize common high-frequency sight words automatically.</p> <p>j. Locating repetitive words in familiar text.</p> <p>k. Count the number of words in a sentence.</p> <p>l. Use picture dictionaries to discover word meaning.</p>	<p>Apply strategic reading skills through</p> <ol style="list-style-type: none"> <li>a. Using prior knowledge and background experience.</li> <li>b. Making predictions.</li> <li>c. Rereading to clarify meaning.</li> <li>d. Previewing pictures.</li> <li>e. Asking questions.</li> <li>f. Using illustrations.</li> <li>g. Asking questions to clarify meaning.</li> <li>h. Recalling important information in the text.</li> <li>i. Copying important facts.</li> <li>j. Pronouncing familiar printed words correctly.</li> <li>k. Following end punctuation marks when reading orally.</li> <li>l. Using punctuation clues.</li> <li>m. Recalling important information in the text.</li> <li>n. Relating reading to personal experience in a limited way.</li> <li>o. Drawing pictures to organize important information graphically,</li> <li>p. Comparing and contrasting information with the help of a simple visual organizer.</li> <li>q. Identifying a literary character’s traits and feelings.</li> <li>r. Identifying setting and character in a literary text.</li> </ol>	<p>a. The student will be able to the conventions of standard English by:</p> <ul style="list-style-type: none"> <li>• Using end punctuation, upper and lower case letters appropriately, and capital letters for the first word in a sentence, I proper names, months, and days of the week.</li> </ul> <p>b. The student will be able to develop writing skills by:</p> <ul style="list-style-type: none"> <li>• Copying letters and words.</li> <li>• Completing sentence frames and cloze activities using familiar materials.</li> </ul> <p>c. The student will be able to compose by:</p> <ul style="list-style-type: none"> <li>• Listing words.</li> <li>• Labeling pictures.</li> <li>• Writing to inform about familiar content topics using a sentence frame.</li> <li>• Writing one-word responses to questions.</li> <li>• Writing for practical purposes: to record homework assignments.</li> <li>• Spelling some high-frequency words accurately.</li> </ul> <p>d. The student will be able to apply the steps of the writing process by using prewriting strategies including models and collaborative planning.</p>

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**BEGINNING LEVEL**

<b>LITERACY SKILLS:</b> <i>In order to acquire literacy skills, the student will be able to:</i>		
<b>Strategic Reading and Listening Behaviors</b>	<b>Comprehension</b>	<b>Writing</b>
<p>a. Incorporate book-handling skills through:</p> <ul style="list-style-type: none"> <li>• Using illustrations to construct meaning.</li> <li>• Identifying where a story begins and ends in a book.</li> </ul> <p>b. Indicate print awareness through:</p> <ul style="list-style-type: none"> <li>• Recognizing environmental print, high frequency, and familiar words.</li> <li>• Locating repetitive phrases in familiar text.</li> </ul> <p>c. Recognize phonemic awareness through:</p> <ul style="list-style-type: none"> <li>• Segmenting a one-syllable word into its onset and rime.</li> <li>• Blending of onsets and rimes into one-syllable words.</li> <li>• Producing words that rhyme</li> <li>• Discriminating the number of words in a sentence.</li> </ul> <p>d. Use phonics and decoding skills through consonant and vowel systems, word families, and phonics.</p> <p>e. Recognize less common high-frequency sight words automatically.</p> <p>f. Expand vocabulary based on words and phrases as they appear across content areas using strategies such as:</p> <ul style="list-style-type: none"> <li>• Monitoring text for unknown words.</li> <li>• Using resources, such as dictionaries, to determine the meaning of unknown</li> </ul>	<p>a. Apply strategic reading skills through:</p> <ul style="list-style-type: none"> <li>• Using prior knowledge and background experience.</li> <li>• Identifying a purpose for reading.</li> <li>• Making, revising, and confirming predictions.</li> <li>• Skimming material to get a general idea of the topic.</li> <li>• Previewing text features: titles and pictures.</li> <li>• Using punctuation cues.</li> <li>• Restating information to confirm understanding.</li> <li>• Rereading to clarify meaning.</li> <li>• Identifying main ideas and supporting details in a simple paragraph.</li> <li>• Comparing and contrasting information with the help of a visual organizer.</li> <li>• Noting or illustrating important information.</li> <li>• Recalling information from text.</li> <li>• Relating reading to personal experience</li> <li>• Reading printed words correctly.</li> <li>• Following punctuation marks when reading orally.</li> <li>• Identifying the story elements of setting and character.</li> <li>• Identifying some of the character’s traits and feelings.</li> </ul>	<p>a. The student will be able to apply the conventions of standard English by:</p> <ul style="list-style-type: none"> <li>• Using end punctuation.</li> <li>• Using commas for dates, letter greetings, and closings.</li> <li>• Using apostrophes for contractions.</li> <li>• Spelling high-frequency words accurately.</li> </ul> <p>b. The student will develop writing skills by:</p> <ul style="list-style-type: none"> <li>• Copying words and simple sentences.</li> <li>• Completing sentence or story frames and cloze activities using familiar materials.</li> <li>• Using written models.</li> <li>• Generating sentences through collaborative experiences.</li> </ul> <p>c. The student will be able to compose by:</p> <ul style="list-style-type: none"> <li>• Writing words and labeling pictures.</li> <li>• Responding to verbal or picture cues.</li> <li>• Writing simple sentences using familiar material.</li> <li>• Writing short answer responses to questions.</li> <li>• Following a model for dialogue journal writing.</li> <li>• Writing to inform about familiar content topics.</li> <li>• Writing for practical purposes: to make lists, complete forms, record</li> </ul>

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<b>LITERACY SKILLS:</b> <i>In order to acquire literacy skills, the student will be able to:</i>		
<b>Strategic Reading and Listening Behaviors</b>	<b>Comprehension</b>	<b>Writing</b>
<p>words.</p> <ul style="list-style-type: none"> <li>• Identifying compound words.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the characteristics of various genres, including selections from diverse cultures, such as poems, realistic fiction, and personal narrative.</li> </ul> <p>b. When reading informational text, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Gain information from a variety of proficiency-appropriate materials, including:               <ul style="list-style-type: none"> <li>– Biographies</li> <li>– Magazines, newspapers</li> <li>– Trade books</li> <li>– Textbooks</li> <li>– Reference materials: dictionaries, atlases, almanacs, and encyclopedias.</li> <li>– Other materials: posters, signs, posted school rules, recipes, flyers, surveys, forms, advertisements, letters, catalogs, brochures, invitations, menus, and telephone books.</li> </ul> </li> </ul>	<p>homework assignments, and take messages.</p> <ul style="list-style-type: none"> <li>• Writing personal narratives to tell about himself or herself, his or her family, and personal experiences.</li> </ul> <p>d. The student will be able to apply the appropriate steps of the writing process by:</p> <ul style="list-style-type: none"> <li>• Generating ideas using a variety of prewriting strategies including models, collaborative planning, and graphic organizers.</li> <li>• Editing writing for correctness of standard English as appropriate for his or her developmental writing level.</li> </ul>

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**INTERMEDIATE LEVEL**

**LITERACY SKILLS:** *In order to acquire literacy skills, the student will be able to:*

<b>Strategic Reading and Listening Behaviors</b>	<b>Comprehension</b>	<b>Writing</b>
<p>a. Recognize phonemic awareness through:</p> <ul style="list-style-type: none"> <li>• Distinguishing the number of syllables in a word.</li> </ul> <p>b. Use phonics and decoding skills through consonant and vowel systems, word families, phonics, structural analyses, and context clues.</p> <p>c. Expand vocabulary based on words and phrases as they appear across content areas using strategies such as:</p> <ul style="list-style-type: none"> <li>• Making associations between known and unknown words.</li> <li>• Using brainstorming and categorizing.</li> <li>• Demonstrating understanding of synonyms and antonyms.</li> <li>• Identifying and forming compound words.</li> </ul>	<p>a. Apply strategic reading skills through</p> <ul style="list-style-type: none"> <li>• Using prior knowledge and background experience.</li> <li>• Identifying a purpose for reading.</li> <li>• Making, revising, confirming, and expanding predictions.</li> <li>• Skimming material to get a general idea of the topic.</li> <li>• Previewing text features: boldface words, titles, subtitles, pictures, and charts.</li> <li>• Using signal words and context clues.</li> <li>• Asking and answer questions to clarify and extend meaning.</li> <li>• Rereading to clarify meaning.</li> <li>• Use sentence structure in context to understanding word meaning.</li> <li>• Identifying main ideas and supporting details in a simple paragraph.</li> <li>• Organizing information graphically.</li> <li>• Retelling significant information from the text.</li> <li>• Taking notes.</li> <li>• Retelling events form the story.</li> </ul> <p>b. When reading literary and informational texts, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Read at a speed appropriate to text.</li> <li>• Read with appropriate expression.</li> </ul> <p>e. When reading literary text, the student will be able to:</p>	<p>a. The student will be able to apply the conventions of standard English by:</p> <ul style="list-style-type: none"> <li>• Using end punctuation.</li> <li>• Using commas for dates, letter greetings and closings, and words, in a series.</li> <li>• Using apostrophes for contractions and possessive nouns.</li> <li>• Spelling high frequency words accurately.</li> <li>• Using some spelling rules and word patterns.</li> </ul> <p>b. The student will develop writing skills by:</p> <ul style="list-style-type: none"> <li>• Completing sentence or story frames and cloze activities using unfamiliar materials.</li> <li>• Generating writing through collaborative experiences.</li> </ul> <p>c. The student will be able to compose by:</p> <ul style="list-style-type: none"> <li>• Responding to written cues.</li> <li>• Writing simple sentences about unfamiliar material.</li> <li>• Writing responses to questions.</li> <li>• Writing dialogues.</li> <li>• Writing a story ending.</li> <li>• Writing a BCR with guidance.</li> <li>• Following a model for dialogue journal writing.</li> <li>• Writing for practical purposes to make lists, complete forms, record</li> </ul>

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<b>LITERACY SKILLS:</b> <i>In order to acquire literacy skills, the student will be able to:</i>		
<b>Strategic Reading and Listening Behaviors</b>	<b>Comprehension</b>	<b>Writing</b>
	<ul style="list-style-type: none"> <li>• Identify the story elements of setting character, and events of plot.</li> <li>• Identify some of the character’s traits and feelings with some detail.</li> <li>• Identify the characteristics of various genres, including selections from diverse cultures, such as plays, folktales, fairy tales, personal narrative.</li> <li>• React personally to the text.</li> </ul> <p>d. When reading informational text, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Gain information from a variety of proficiency-appropriate materials, including:               <ul style="list-style-type: none"> <li>– Biographies</li> <li>– Magazines, newspapers, Internet</li> <li>– Trade books</li> <li>– Textbooks</li> <li>– Reference materials: dictionaries, atlases, almanacs, and encyclopedias.</li> <li>– Other materials: posters, signs, posted school rules, recipes, flyers, surveys, forms, advertisements, letters, catalogs, brochures, invitations, menus, and telephone books.</li> </ul> </li> </ul>	<p>homework assignments, take messages, and write letters.</p> <ul style="list-style-type: none"> <li>• Writing personal narratives to tell about himself or herself, his or her family, and personal experiences.</li> <li>• Writing to inform about content topics.</li> </ul> <p>d. The student will be able to prepare a book report on informational and literary books using a simple book report form.</p> <p>e. The student will be able to provide information for informative writing by doing research, with guidance, using various available media.</p> <p>f. The student will be able to apply the appropriate steps of the writing process by:</p> <ul style="list-style-type: none"> <li>• Generating ideas using a variety of prewriting strategies, collaborative planning, and graphic organizers.</li> <li>• Editing writing for correctness of standard English as appropriate for his or her developmental writing level.</li> <li>• Doing peer editing.</li> </ul>

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**ADVANCED LEVEL**

<b>LITERACY SKILLS:</b> <i>In order to acquire literacy skills, the student will be able to:</i>		
<b>Strategic Reading and Listening Behaviors</b>	<b>Comprehension</b>	<b>Writing</b>
<p>a. Expand vocabulary based on words and phrases as they appear across content areas using strategies such as:</p> <ul style="list-style-type: none"> <li>• Making associations between known and unknown words.</li> <li>• Using brainstorming and categorizing.</li> <li>• Demonstrating understanding of synonyms and antonyms.</li> <li>• Identifying word roots, prefixes and suffixes.</li> </ul>	<p>a. Apply strategic reading skills through</p> <ul style="list-style-type: none"> <li>• Using signal words, context clues, and pronoun references.</li> <li>• Providing text references to support meaning.</li> <li>• Identifying unstated main ideas and supporting details in a simple paragraph.</li> <li>• Identifying problems and provide possible solutions.</li> </ul> <p>b. When reading literary text, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify, in detail, the story elements of setting, character, and plot.</li> <li>• Identify the character’s traits and feelings with details.</li> <li>• Identify the characteristics of various genres, including selections from diverse cultures, such as fables, fantasy, historical fiction, legends and myths, mystery, and science fiction.</li> <li>• React personally to the text.</li> </ul> <p>c. When reading informational text, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Gain information from a variety of proficiency-appropriate materials, including:               <ul style="list-style-type: none"> <li>– Biographies</li> <li>– Magazines, newspapers, Internet</li> </ul> </li> </ul>	<p>a. The student will be able to compose by:</p> <ul style="list-style-type: none"> <li>• Responding to written cues.</li> <li>• Writing extended dialogues.</li> <li>• Writing a story summary.</li> <li>• Writing an original story.</li> <li>• Writing a BCR.</li> <li>• Writing an ECR with guidance.</li> <li>• Doing dialogue journal writing.</li> <li>• Writing for practical purposes to make lists, complete forms, record homework assignments, take messages, and write letters.</li> <li>• Writing personal narratives to tell about himself or herself, his or her family, and personal experiences.</li> <li>• Writing to inform about content topics.</li> </ul> <p>b. The student will be able to develop information for informative writing through research by doing independent research using various available media.</p> <p>c. The student will be able to prepare a book report on informational and literary books using a book report form.</p> <p>d. The student will be able to apply the appropriate steps of the writing process by:</p> <ul style="list-style-type: none"> <li>• Generating ideas using a variety of prewriting strategies, collaborative planning, and graphic organizers.</li> <li>• Organizing prior knowledge and new</li> </ul>

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<b>LITERACY SKILLS:</b> <i>In order to acquire literacy skills, the student will be able to:</i>		
<b>Strategic Reading and Listening Behaviors</b>	<b>Comprehension</b>	<b>Writing</b>
	<ul style="list-style-type: none"> <li>- Trade books</li> <li>- Textbooks</li> <li>- Reference materials:</li> <li>- Dictionaries, atlases, almanacs, and encyclopedias.</li> <li>- Other materials: posters, signs, posted school rules, recipes, flyers, surveys, forms, advertisements, letters, catalogs, brochures, invitations, menus, and telephone books.</li> </ul>	<p>ideas/information to write.</p> <ul style="list-style-type: none"> <li>• Editing writing for correctness of standard English as appropriate for his or her developmental writing level.</li> <li>• Doing peer editing.</li> </ul>

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**NEWCOMER LEVEL**

**LANGUAGE LEARNING STRATEGIES:** *In order to acquire and apply language learning strategies, the student will be able to:*

- a. Listen and imitate others to produce words and simple phrases.
- b. Restate information.
- c. Ask for help.
- d. Use non-verbal clues to assist memory.
- e. Draw pictures to help memory
- f. Practice new language by repeating and rehearsing.
- g. Copy words and picture clues in a personal dictionary.
- h. Review or recall information from a previous lesson.
- i. Connect new information to previously learned material.
- j. Work with a peer to improve understanding.
- k. Fill in simple graphic organizers.
- l. Listen for letters and sounds to identify words.
- m. Use home language to help understand a new word.

**BEGINNING LEVEL**

**LANGUAGE LEARNING STRATEGIES:** *In order to acquire and apply language learning strategies, the student will be able to:*

- a. Listen and imitate others to produce statements and questions.
- b. Ask for help and use feedback.
- c. Self-monitor learning: asking questions, visualizing, and reviewing.
- d. Draw pictures to help memory.
- e. Record words and create picture clues in a personal dictionary.
- f. Practice new language by repeating and rehearsing.
- g. Use simple graphic organizers.
- h. Review or recall information from a previous lesson and connect to the new lesson
- i. Use home language to help understand a new word.
- j. Listen for parts of the word already known.
- k. Work with a peer to improve understanding and complete a simple task.
- l. Make a general plan before beginning the work.
- m. Copy information in an organized manner.

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**INTERMEDIATE LEVEL**

**LANGUAGE LEARNING STRATEGIES:** *In order to acquire and apply language learning strategies, the student will be able to:*

- a. Ask for help, feedback, and clarification.
- b. Self-monitor learning: asking questions, visualizing, connecting new information to known information, and reviewing.
- c. Record words in a personal dictionary.
- d. Use background information to understand new information.
- e. Work with a peer to improve understanding and complete a project.
- f. Make a sequential plan before beginning the work.
- g. Record information in an organized manner.
- h. Use graphic organizers.
- i. Identify high frequency words.
- j. Use context clues to clarify meaning of unknown words.

**ADVANCED LEVEL**

**LANGUAGE LEARNING STRATEGIES:** *In order to acquire and apply language learning strategies, the student will be able to:*

- a. Self-monitor learning: asking questions, visualizing, synthesizing, and reviewing.
- b. Use different kinds of words depending on audience.
- c. Record words in a personal dictionary and classify words by content and use.
- d. Work with a peer to solve problems and peer edit writing.
- e. Make a proposal for a plan to solve problems and complete tasks.
- f. Take notes.
- g. Design graphic organizers.
- h. Use sentence structure or context clues to clarify the meaning of text and unknown words.