Course: English Language Learner Grade: 8

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Content/Topic	Observable Proficiencies/Skills	National Core Standards	WIDA Model Performance Indicators **Level 1: Entering, Level 2:Emerging, Level 3:Developing, Level 4:Expanding**
Speaking	**Collaboration (small group and whole class)**		
How do you participate and contribute to a discussion or conversation?	1. Support a position, acknowledging opposing views. 2. Present ideas and opinions spontaneously in response to a topic or other speakers. 3. Apply rules for cooperative or whole class debate on a controversial issue. 4. Define group roles using consensus to ensure task is understood and completed. 5. Participate in a formal debate (e.g., panel discussion). 6. Respond orally to literature. 7. Participate in class discussion appropriately.	SL8.1, SL8.2	Level 1: State information using visual support. Level 2: Produce phrases in response to open ended questions. Level 3 Use sentences to provide information or opinions. Level 4: Discuss relationships among ideas or offer opinions in response to text.
	Questioning (Inquiry) and Contributing		
How do you increase oral language ability?	1. Support a position, acknowledging opposing views. 2. Present ideas and opinions spontaneously in response to a topic or other speakers. 3. Apply rules for cooperative or whole class debate on a controversial issue. 4. Define group roles using consensus to ensure task is understood and completed. 5. Participate in a formal debate (e.g., panel discussion). 6. Respond orally to literature. 7. Participate in class discussion appropriately.	SL8.1, SL8.2	Level 1: Respond to WH- questions (who, what, when, where, which) with teachers and peers. Level 2: Initiate or engage in conversation by asking various types of questions. Level 3: Retell stories or events to clarify meaning. Paraphrase directions or information. Level 4.: Summarize main points and evaluate information gathered from inquiry.
	Presentation		
What are the steps for an excellent oral presentation?	1. Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, and main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents. 2. Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening,	SL8.4, SL8.5, SL8.6	Level 1: Describe or list characteristics of pictures, objects, or people, using visually supported material. Level 2: Paraphrase or retell stories or events using visuals. Level 3: Recount steps for following oral instructions.

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	supportive detail, and a closing statement. 3. Use clear, precise, organized language that reflects the conventions of spoken English. 4. Use visuals such as charts or graphs when presenting for clarification. 5. Use props effectively while speaking. 6. Use verbal and non verbal elements of delivery (e.g., eye contact, stance) to maintain audience focus. 7. Read aloud with fluency. 8. Understand and use criteria from a rubric to improve an oral presentation. 9. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.		Discuss stories, issues, and literary concepts. Level 4:Apply ideas, defend and justify points of view from various sources. Discuss and offer creative solutions to issues and problems.
	Word Choice		
How do you enrich your vocabulary?	1. Use varied word choice to clarify, illustrate, and elaborate. 2. Use figurative language purposefully in speaking situations. 3. Select and use suitable vocabulary to fit a range of audiences.	SL8.6	Level 1: Name and reproduce words and phrases using visuals. Level 2: Restate or paraphrase using visually supported information. Level 3: Use sequential language to outline steps to solve everyday problems. Produce sentences with details using varied vocabulary. Level 4: Explain with details, using a variety of words and expressions.
Listening	**Active Listening**		
How do you become an active listener?	1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group). 2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy. 3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message. 4. Recognize persuasive techniques and credibility in oral communication. 5. Listen to determine a speaker's purpose, attitude, and perspective. 6.Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.	SL8.3	Level 1: Identify words and phrases following oral directions with visual support. Level 2: Follow simple directions orally. Level 3. Identify use of literacy devices in visually supported material (e.g. foreshadowing or flashback) Level 4. Identify cause and effect in oral discourse. Interpret main ideas or details in discussion of fiction and nonfiction writing.

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	Listening Comprehension		
What does an excellent listener do to increase understanding?	1. Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. 2. Exhibit proficiency in integrating oral reading with listening, writing, and viewing. 3. Critique information heard or viewed. 4. Critique oral presentations using agreed-upon criteria for evaluation (e.g., rubric). 5. Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. 6. Paraphrase a speaker's purpose and point of view. 7. Make inferences based on an oral report or presentation. .	SL8.1, SL8.3	Level 1: Match oral phrases or sentences supported visually Level 2: Follow multi-step oral directions. Match information from oral descriptions to objects, illustrations Level 3: Categorize oral information using pictures and oral descriptions. Level 4: Apply learning strategies described orally to new situations.

Writing	**Types and Purposes (Distribution)**	**National Core Standards**	**WIDA Model Performance Indicators** **Level 1: Entering, Level 2:Emerging, Level 3:Developing, Level 4:Expanding**
Why is it important to use a process approach to writing	1. Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail. 2. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. 3. Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology-assisted processes). 4. Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.	W8.1, W8.2, W8.3. W8.4, W8.5, W8.6 WHST6-8.7 WHST6-8.6	Level 1: Generate lists using visual prompts. Level 2: Complete graphic organizers or outlines; rewrite visually supported paragraphs. Level 3 Review and edit drafts of stories and essays visually supported paragraphs Level 4 Create stories or essays using a variety of elements (e.g. dialogue,) Evaluate writing using a rubric.

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	5. Demonstrate understanding of a scoring rubric to improve and evaluate writing. 6. Compose, revise, edit, and publish writing using appropriate word processing software. 7. Reflect on own writing, noting strengths and setting goals for improvement.		
How does writing in different genres create proficient writers?	1. Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing. 2. Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements. 3. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works consulted page. 4. Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based.	W8.1, W8.2, W8.3, W8.10 WHST6-8.1, WHST6-8.2 WHST6-8.4 WHST6-8.5 WHST6-8.7 WHST6-8.8 WHST6-8.9	Level 1: Respond to illustrations and questions using models. Take notes and/or list information using words and phrases. Level 2: Identify and describe familiar places or events in sentences. Use outlines or organizers to write sentences about visually supported material. Level 3: Produce paragraphs of a series of events with original ideas using a model. Level 4: Produce a variety of literary forms, such as narrative and persuasive essays, using a variety of words and constructions.
	Production and Distribution of Writing & Research		
What are the purposes of writing?	1. Gather, select, and organize information appropriate to a topic, task, and audience. 2. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing). 3. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information. 4. Write personal narratives, short stories, memoirs, poetry and persuasive and expository text that relate clear, coherent events or situations through the use of specific details.	W8.1, W8.4, W8.3, W8.5 W8.7, W8.8, W8.9, W8.10	Level 1: List words associated with school subjects using visually supported material. Level 2: Describe daily activities or discuss personal experiences in a clear and coherent manner. Level 3:Respond to and initiate original versions of various forms of writing, such as songs, poetry and prose; Level 4: Write a proposal or persuasive essay and give reasons and support from various sources.

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	5. Use narrative and descriptive writing techniques that show compositional risks (e.g., dialogue, literary devices, sensory words and phrases, background information, thoughts and feelings of characters, and comparison and contrast of characters). 6. Use primary and secondary sources to understand the value of each when writing a research report. 7. Write reports based on research and include citations, quotations, and works consulted page. 8. Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences. 9. Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum. 10. State a position clearly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate. 11. Present evidence when writing persuasive essays, examples, and justification to support arguments. 12. Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a topic, point of view, or argument. 13. Develop the use of a personal style and voice effectively to support the purpose and engage the audience of a piece of writing. 14. Maintain a collection of writing (e.g., a literacy folder, or a literacy portfolio). 15. Review scoring criteria of relevant rubrics.		
Language	**Language Conventions**		
How do writers edit their work?	1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. 2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style. 3. Understand and use parallelism, including similar	L8.1, L8.2	Level 1: Identify basic conventions or mechanics in text. Use bilingual dictionaries and visual support to write words Level 2: Edit convention and mechanics using such resources as computers, dictionaries or visual models. Level 3: Edit and revise guided writing (e.g. for

	grammatical forms, to present items in a series or to organize ideas for emphasis. 4. Experiment in using subordination, coordination, apposition, and other devices to indicate relationships between ideas. 5. Use transition words to reinforce a logical progression of ideas. 6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling. 7. Use a variety of reference materials, such as a dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work.		conventions and structures), using teacher feedback, rubrics, etc. Level 4: Self-assess and/or peer access to edit and revise writing to produce final drafts.
Vocabulary			

How can you figure out the sounds of new words?	1. Distinguish among the spellings of homophones (e.g. cite, site, sight).
	2. Apply spelling rules and syllabication that aid in correct spelling.
	3. Continue to use structural analysis and context analysis to decode new words.
	
	  1. Develop an extended vocabulary through both listening and independent reading.
	  2. Clarify word meanings through the use of a word's definition, example, restatement, or contrast.
	  3. Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.
	Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in their speaking and writing experiences.
		L8.4, L8.5, L8.6	Level 1: Identify unfamiliar words with accompanying visuals by using cues and/or a dictionary.
			Level 2: Match visually supported context cues and knowledge of phonics and word parts to find meaning and facilitate fluency.
			Level 3: Apply knowledge of spelling rules, syllabication, etc. to decode unknown words.
			Level 4: Analyze and explain structural and context cues in decoding and recognizing words.
			
			Level 1: Identify vocabulary in context, supported by illustrations.
			Level 2: Define words using context and visual clues.
			Level 3: Extend meaning , change context, or purpose of communication by using synonyms and antonyms correctly
			Level 4: Expand reading vocabulary with figurative language and a variety of word choices

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Reading	Literature	National Core Standards	WIDA Model Performance Indicators **Level 1: Entering, Level 2:Emerging, Level 3:Developing, Level 4:Expanding**
What does a good reader know about textual features?	1. Identify and use common textual features (e.g. paragraphs topic, sentence, index, glossary, table of contents)and graphic features (e.g. charts, maps, diagrams) to comprehend information. 2. Develop an understanding of the organizational structure of printed material (e.g. chronological, sequential, procedural text).	RL8.10, RI8.10	Level 1: List information gleaned from visually supported text using texts, websites, libraries, or other sources Use common textual and graphic features to comprehend information. Level 2: Discuss or paraphrase main ideas and details of visually supported material. Level 3: Summarize or integrate visually supported information from various media (trade books, books on tape, video, newspapers, etc.). Level 4: Draw conclusions and predict based upon review of various print formats.
	Fluency		
How do you read with fluency?	1. Read aloud in selected texts reflecting understanding of the text and engaging the listener. 2. Read increasingly difficult texts silently with comprehension and fluency. 3. Apply self-correcting strategies automatically to decode and gain meaning from print both orally and silently. 4. Reread informational text for clarity.	L8.5, RL8.10, RI8.10	Level 1 Adjust reading speed to aid comprehension with visually supported material. Level 2: Use proper phrasing pace, expression, and intonation to demonstrate understanding of text. Level 3: Apply self correcting strategies and reread for clarity. Level 4: Analyze and apply self correcting and self-monitoring strategies to build and expand knowledge.

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	Reading Strategies (before, during and after reading)		
What can you do before, during, and after reading to increase comprehension?	1. Monitor reading for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences. 2. Use increasingly complex text guides to understand different text structure and organizational patterns (e.g. chronological sequence or comparison and contrast).	L8.4, RL8.10, RI8.10	1. Identify word or phrases supported by illustrations to aid comprehension of reading material. 2. Use basic reading skills, such as previewing, skimming, and scanning to increase comprehension. 3. Apply self-monitoring and self-correcting strategies to further comprehension of text. 4. Revise predictions and analyze text to comprehend and enhance understanding of material.
	Ideas & Details		
How does a good reader use what they have learned to understand and respond to text?	1. Speculate about text by generating literal and inferential questions. 2. Distinguish between essential and nonessential information. 3. Differentiate between fact, opinion, bias, and propaganda in newspapers, periodicals, and electronic texts. 4. Articulate the purposes and characteristics of different genres. 5. Analyze ideas and recurring themes found in texts, such as bravery, loyalty, friendship, and loneliness. 6. Develop an awareness of a variety of perspectives on a single event, setting, character, personality, or topic as expressed by different authors. 7. Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot. 8. Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as	RL8.1, RL8.2, RL8.3, RL8.5, RL8.6 RI8.1, RI8.2, RI8.3	Level 1: Identify words or phrases related to self, author, or others from illustrated text. Level 2: Make predictions or inferences from illustrated text using prior knowledge or personal experiences. Level 3: Differentiate between fact and opinion, bias and propaganda. Level 4: Analyze author's purpose and point of view, and respond critically to text.

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	evidence of understanding. 9. Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding. 10. Respond critically to text ideas and the author's craft by using textual evidence to support interpretations. 11. Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical and stylistic features of text. 12. Identify and analyze recurring themes across literary works. 13. Identify and understand the author's use of idioms, analogies, metaphors, and similes in prose and poetry. 14. Compare and contrast the perspectives of authors in a variety of interdisciplinary works. 15. Interpret text ideas through journal writing, discussion, and enactment. 16. Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents. 17. Interpret idiomatic expressions.		
Reading	**Informational**		
How can you research a topic effectively?	1. Produce written and oral work that demonstrates comprehension of informational materials. 2. Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors. 3. Self-select materials appropriately related to a research project. 4. Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings).	RI8.1, RI8.6, RI8.9, RI8.10	Level 1: Search for topics on websites, in libraries or other sources. Level 2: Sort and self-select information on topics gathered from multiple sources. Level 3: Organize, arrange, and summarize information gathered from multiple sources on a topic of choice. Level 4: Analyze and compare themes, characters, or settings of different works or genres.

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Viewing and Media Literacy	Constructing Meaning	National Core Standards	(TESOL Progress Indicators)
What messages exist in different types of media?	1. Analyze aspects of print and electronic texts that support the author's point of view, opinion, or attitude. 2. Analyze the use of elements (e.g., setting plot, theme, characters) to understand media presentations, such as film, video, television, and theatrical productions. 3. Analyze and respond to visual and print messages (e.g. humor, irony, metaphor) and recognize how words, sounds, and still or moving images are used in each medium to convey the intended messages. 4. Compare and contrast how the various forms of media (e.g. newspapers, radio, television, internet news outlets) cover the same topic.	RL8.7, RI8.7	Level 1: Demonstrate an awareness of different media forms and how they contribute to communication. Level 2: Explain the use of graphs, charts, and diagrams as tools to enhance meaning. Level 3:Summarize key concepts by taking notes as information is presented during a film. Level 4: Analyze different points of view in media (e.g. in cartoons, headlines, maps).
Visual and Verbal Messages			
How do different types of media convey messages?	1. Analyze and compare the pros and cons of visual and verbal advertising. 2. Evaluate various media messages for credibility. 3. Develop criteria/rubric to judge the effectiveness of visual and verbal presentations. 4. Make inferences based upon the content of still images 5. Compare and contrast media sources, such as film and book versions of a story.	RL8.7, RI8.7	Level 1: Respond appropriately to nonverbal cues and body language. Level 2: Compare and contrast a news story across different news sources. Level3: Discuss and compare values in visual and verbal advertising. Level 4: Evaluate media messages for credibility.
Living with Media			
How do media affect society?	1. Evaluate media forms, such as television, video, games, music, and film for content appropriateness (e.g., rating systems, rubric). 2. Analyze media content for emotional effect on audience. 3. Create media presentations and written reports, using multi-media resources such as an overhead projector, computer, and/or a tape recorder to communicate information.	RI8.7, RL8.7, RI8.6	Level 1: Express preferences for media and programming choices (e.g., videos or books). Level 2: Understand television, video games, music, and motion picture rating as measurements of content appropriateness. Level 3. Examine and evaluate effects of media in the family, home, and school. Level 4. Analyze media content for emotional effect on audiences (e.g., advertisement, propaganda, entertainment).

Note;: Though the WIDA integrates Media into its other strands (reading, writing, listening speaking), TESOL standards include a separate strand for Viewing and Media Literacy.