

**6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> Grade ELL Literacy      Harding Middle School**  
**Harding Mission**

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 Harding Middle School 242-8445

**Course Expectations**

Students are expected to follow Harding’s **CPR Expectations (COLLABORATIVE, PROFESSIONAL, And RESPECTFUL)**

- **COLLABORATIVE** – Students will be expected to do some work in groups. Please **interact positively** with one another and **work together to keep our classroom clean, safe, and productive.**
- **PROFESSIONAL** - Everyday, students will either read or write for the first 10 minutes of class. They are expected to **bring a pencil, reading book, and their binder to class every day.** Make sure you are **on time to class.**
- **RESPECTFUL** - **Listening** to peers and teachers is necessary for success in class. Treat everyone well and respect every person in the room; **NO put downs or bullying are tolerated.** Show your teacher respect by **keeping electronics put away,** unless your teacher gives you permission. **Please use appropriate voice levels.**

**Year Long Standards**

**Vocabulary**

1. Insufficient progress	2. Developing	3. Meeting	4. Exceeding
A. In isolation recognizes simple vocabulary	<ul style="list-style-type: none"> <li>• Begins to use appropriate words in context in speaking</li> <li>• Relying heavily on context and visual aids, the student will recognize the meaning of a few frequently occurring <b>words</b> in texts about familiar topics, experiences, or even</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Begins to use appropriate words in context in speaking and writing</b></li> <li>• <b>Relying heavily on context and visual aids, the student will recognize the meaning of a few frequently occurring simple phrases in texts about familiar topics, experiences, or events</b></li> </ul>	<ul style="list-style-type: none"> <li>• Adapt language choices according to task and audience</li> <li>• Begin to use frequently occurring general academic words and phrases in <b>conversations and discussions</b></li> </ul> <p>Using context, visual aids, and reference material a student will</p> <ul style="list-style-type: none"> <li>• Determine the meaning of frequently occurring <b>words</b> in texts about familiar topics, experiences, or events.</li> <li>• Determine the meaning of frequently occurring <b>phrases</b> in texts about familiar topics, experiences, or events.</li> </ul> <p>determine the meaning of frequently occurring <b>expressions</b> in texts about familiar topics, experiences or events</p>

Basic Communication

1. Insufficient progress	2. Developing	3. Meeting	4. Exceeding
<ul style="list-style-type: none"> <li>• Responds to simple yes-no questions</li> <li>• Responds in native language</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and occasionally participates in short conversations</li> <li>• Communicate feelings about familiar text, topics, or experiences</li> <li>• With support (including context and visual aids) and non-verbal communication</li> <li>• Responds to simple "wh" questions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Participate in short conversational exchanges on familiar topics, texts, or experiences</b></li> <li>• <b>Participate in written exchanges on familiar topics</b></li> <li>• <b>Present simple information</b></li> <li>• <b>Respond to simple questions and some "wh" questions</b></li> </ul> <p><b>With support (including context and visual aids) and non-verbal communication</b></p> <ul style="list-style-type: none"> <li>• Use a narrow range of vocabulary</li> <li>• use a narrow range of syntactically simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in short conversational exchanges on familiar topics and <b>texts</b></li> <li>• Participate in written exchanges on familiar topics and <b>texts</b></li> <li>• Present information and ideas</li> <li>• Respond to simple questions and <b>all</b> "wh" questions</li> <li>• Deliver <b>simple</b> oral presentations about familiar texts, topics, or experiences</li> <li>• Compose written narratives <b>or</b> informational text about a familiar topic</li> </ul> <p>With support (including modeled sentences, sentence stems or frames)</p> <ul style="list-style-type: none"> <li>• Recount a brief sequence of events in order</li> <li>• Introduce an informational topic</li> <li>• Present one or two facts about the topic</li> <li>• Use some commonly occurring linking words (e.g. <i>next, because, and also</i>)</li> <li>• Provide a concluding statement</li> </ul>

Topic 3 Gather information

1. Insufficient progress	1. Developing	2. Meeting	3. Exceeding
<ul style="list-style-type: none"> <li>• Repeat a few key words in oral communication</li> </ul>	<ul style="list-style-type: none"> <li>• Recall information from an experience</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gather information from a few provided sources.</b></li> <li>• <b>Label collected information.</b></li> <li>• <b>Identify a few key words and phrases in oral communication.</b></li> <li>• <b>Identify a few key words and phrases in simple written text</b></li> </ul>	<ul style="list-style-type: none"> <li>• Gather information from provided sources.</li> <li>• Record some data and information</li> <li>• Identify the main topic in oral communications.</li> <li>• Identify the main topic in simple written texts.</li> <li>• Retell a few key details.</li> </ul>

**Topic 4 Claims and Evidence**

1. Insufficient progress	2. Developing	3. Meeting	4. Exceeding
<ul style="list-style-type: none"> <li>With support, expresses a preference about a familiar topic</li> <li>Using a visual recognizes a topic</li> </ul>	<ul style="list-style-type: none"> <li>Expresses a preference about a familiar topic</li> <li>Recognize a point an author or speaker makes(e.g. with prompts/choices)</li> </ul>	<ul style="list-style-type: none"> <li><b>Express an opinion about a familiar topic</b></li> <li><b>Give a reason to support the opinion</b></li> <li><b>Identify a point an author or speaker makes.</b></li> </ul>	<ul style="list-style-type: none"> <li>Introduce the topic</li> <li>Construct a claim about a familiar topic</li> <li>Give a reason to support the claim</li> <li>Identify the main argument an author <b>or</b> speaker makes</li> <li>Identify one reason an author <b>or</b> speaker gives to support the argument</li> </ul>

**Topic 5 Grammar and Mechanics**

1. Insufficient progress	2. Developing	3. Meeting	4. Exceeding
<p>With Support (including visual aids and sentences):</p> <ul style="list-style-type: none"> <li>Repeats and copies words</li> </ul>	<p>With Support (including visual aids and sentences):</p> <ul style="list-style-type: none"> <li>Recognize small number of frequently occurring nouns, and verbs</li> <li>Recognize distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</li> </ul>	<p><b>With Support (including visual aids and sentences):</b></p> <ul style="list-style-type: none"> <li><b>Recognize small number of frequently occurring nouns, noun phrases and verbs</b></li> <li><b>Use small number of frequently occurring nouns, noun phrases and verbs</b></li> <li><b>Understand and respond to simple questions</b></li> <li><b>Begin sentences with capital letters</b></li> <li><b>End sentences with appropriate punctuation</b></li> </ul>	<p>With Support (including visual aids and sentences):</p> <ul style="list-style-type: none"> <li>Use nouns, pronouns, verbs, position, adjectives, adverbs, conjunctions, and prepositional phrases.</li> <li>Produce simple sentences</li> <li>Produce compound sentences</li> <li>Use an emerging set of punctuation and capitalization rules</li> </ul>

Topic 6 Foundational Skills

1. Insufficient progress	2. Developing	3. Meeting	4. Exceeding
<ul style="list-style-type: none"> <li>Recognize that spoken words are represented in written language by specific sequences of letters</li> <li>Follow words from left to right, top to bottom, and page by page</li> <li>Distinguish between letters and other printed symbols (e.g., numbers)</li> </ul>	<ul style="list-style-type: none"> <li>Understand that words are separated by spaces in print</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Orally produce single-syllable words by blending sounds, including consonant blends.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</li> <li>Demonstrate basic knowledge of one to one letter-sound by producing the primary or most frequent sound for each consonant.</li> <li>Beginning to associate the long and short sounds with the common spellings for the five major vowel sounds.</li> <li>Read some common high-frequency words by sight.</li> </ul>	<ul style="list-style-type: none"> <li><b>Distinguish long from short vowel sounds in spoken single-syllable words</b></li> <li><b>Associate the long and short sounds with the common spellings for the five major vowels.</b></li> <li><b>Read some common high-frequency words by sight.</b></li> <li><b>Know spelling-sound correspondences for common consonant digraphs</b></li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between similarly spelled words by identifying the sounds of the letters that</li> <li>Decode and write words with common prefixes and suffixes</li> <li>Read and write words with common endings</li> </ul>

Unit Breakdown

Unit 1 All about Us - (August- October): Vocabulary- Foundational Skills

1	2	3 Learning Goal	4
<p>B. In isolation recognizes simple vocabulary</p>	<ul style="list-style-type: none"> <li>Begins to use appropriate words in context in speaking</li> <li>Relying heavily on context and visual aids, the student will recognize the meaning of a few frequently occurring <b>words</b> in texts about familiar topics, experiences, or even</li> </ul>	<ul style="list-style-type: none"> <li><b>Begins to use appropriate words in context in speaking and writing</b></li> <li><b>Relying heavily on context and visual aids, the student will recognize the meaning of a few frequently occurring simple phrases in texts about familiar topics, experiences, or events</b></li> </ul>	<ul style="list-style-type: none"> <li>Adapt language choices according to task and audience</li> <li>Begin to use frequently occurring general academic words and phrases in <b>conversations and discussions</b></li> </ul> <p>Using context, visual aids, and reference material a student will</p> <ul style="list-style-type: none"> <li>Determine the meaning of frequently occurring <b>words</b> in texts about familiar topics, experiences, or events.</li> <li>Determine the meaning of frequently occurring <b>phrases</b> in texts about familiar topics, experiences, or events.</li> </ul> <p>determine the meaning of frequently occurring <b>expressions</b> in texts about familiar topics, experiences or events</p>

## Foundational Skills

1.	2	3.Learning Goal	4
<ul style="list-style-type: none"> <li>• Recognize that spoken words are represented in written language by specific sequences of letters</li> <li>• Follow words from left to right, top to bottom, and page by page</li> <li>• Distinguish between letters and other printed symbols (e.g., numbers)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that words are separated by spaces in print</li> <li>• Count, pronounce, blend, and segment syllables in spoken words.</li> <li>• Orally produce single-syllable words by blending sounds, including consonant blends.</li> <li>• Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>• Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</li> <li>• Demonstrate basic knowledge of one to one letter-sound by producing the primary or most frequent sound for each consonant.</li> <li>• Beginning to associate the long and short sounds with the common spellings for the five major vowel sounds.</li> <li>• Read some common high-frequency words by sight.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Distinguish long from short vowel sounds in spoken single-syllable words</b></li> <li>• <b>Associate the long and short sounds with the common spellings for the five major vowels.</b></li>   <li>• <b>Read some common high-frequency words by sight.</b></li> <li>• <b>Know spelling-sound correspondences for common consonant digraphs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that</li> <li>• Decode and write words with common prefixes and suffixes</li> <li>• Read and write words with common endings</li> </ul>

## Unit 1 Identities Details-Major Projects, Books, Etc... August & mid-September

### Foundational Skills

2.	2	3.Learning Goal	4
<ul style="list-style-type: none"> <li>Recognize that spoken words are represented in written language by specific sequences of letters</li> <li>Follow words from left to right, top to bottom, and page by page</li> <li>Distinguish between letters and other printed symbols (e.g., numbers)</li> </ul>	<ul style="list-style-type: none"> <li>Understand that words are separated by spaces in print</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Orally produce single-syllable words by blending sounds, including consonant blends.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</li> <li>Demonstrate basic knowledge of one to one letter-sound by producing the primary or most frequent sound for each consonant.</li> <li>Beginning to associate the long and short sounds with the common spellings for the five major vowel sounds.</li> <li>Read some common high-frequency words by sight.</li> </ul>	<ul style="list-style-type: none"> <li><b>Distinguish long from short vowel sounds in spoken single-syllable words</b></li> <li><b>Associate the long and short sounds with the common spellings for the five major vowels.</b></li> <li><b>Read some common high-frequency words by sight.</b></li> <li><b>Know spelling-sound correspondences for common consonant digraphs</b></li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between similarly spelled words by identifying the sounds of the letters that</li> <li>Decode and write words with common prefixes and suffixes</li> <li>Read and write words with common endings</li> </ul>

### Basic Communication

1. Insufficient progress	2. Developing	3. Meeting	4. Exceeding
<ul style="list-style-type: none"> <li>Responds to simple yes-no questions</li> <li>Responds in native language</li> </ul>	<ul style="list-style-type: none"> <li>Listens to and occasionally participates in short conversations</li> <li>Communicate feelings about familiar text, topics, or experiences</li> <li>With support (including context and visual aids) and non-verbal communication</li> <li>Responds to simple "wh" questions</li> </ul>	<ul style="list-style-type: none"> <li><b>Participate in short conversational exchanges on familiar topics, texts, or experiences</b></li> <li><b>Participate in written exchanges on familiar topics</b></li> <li><b>Present simple information</b></li> <li><b>Respond to simple questions and some "wh" questions</b></li> <li><b>With support (including context and visual aids) and non-verbal communication</b> <ul style="list-style-type: none"> <li>Use a narrow range of vocabulary</li> <li>use a narrow range of syntactically simple sentences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Participate in short conversational exchanges on familiar topics and <b>texts</b></li> <li>Participate in written exchanges on familiar topics and <b>texts</b></li> <li>Present information and ideas</li> <li>Respond to simple questions and <b>all</b> "wh" questions</li> <li>Deliver <b>simple</b> oral presentations about familiar texts, topics, or experiences</li> <li>Compose written narratives <b>or</b> informational text about a familiar topic</li> <li>With support (including modeled sentences, sentence stems or frames) <ul style="list-style-type: none"> <li>Recount a brief sequence of events in order</li> <li>Introduce an informational topic</li> <li>Present one or two facts about the topic</li> <li>Use some commonly occurring linking words (e.g. <i>next, because, and also</i>)</li> <li>Provide a concluding statement</li> </ul> </li> </ul>

**Picture book( Building Fluency, basic concepts of print and vocabulary )**-This Little Light of Mine by Rachel Lisberg, Today is Monday picture book by Eric Carle, My Many colored Days by Dr. Seuss, The lady with the Alligator Purse by Nadine Bernard Westcott, Baby Beluga –Raffi, The wheels on the bus by Zelinsky Dutton.....

**All About Me Poems ( building fluency, Most common words and vocabulary)**

**Portrait Study-** a variety of visuals to support vocabulary **All About Me Project-** Character Traits wall and self- portrait (building vocabulary, classroom community and a growth mindset)

**Unit 2- Debate (Mid- September, October & November): integrating English Skills to out 2016 Elections & Debate**

Topic 4 Claims and Evidence

1. Insufficient progress	2. Developing	3. Meeting	4. Exceeding
<ul style="list-style-type: none"> <li>With support, expresses a preference about a familiar topic</li> <li>Using a visual recognizes a topic</li> </ul>	<ul style="list-style-type: none"> <li>Expresses a preference about a familiar topic</li> <li>Recognize a point an author or speaker makes(e.g. with prompts/choices)</li> </ul>	<ul style="list-style-type: none"> <li><b>Express an opinion about a familiar topic</b></li> <li><b>Give a reason to support the opinion</b></li> <li><b>Identify a point an author or speaker makes.</b></li> </ul>	<ul style="list-style-type: none"> <li>Introduce the topic</li> <li>Construct a claim about a familiar topic</li> <li>Give a reason to support the claim</li> <li>Identify the main argument an author or speaker makes</li> <li>Identify one reason an author or speaker gives to support the argument</li> </ul>

**Projects- Foundations of a debate**

**Project Report- Research on Election candidates**

**Art Project- visual/physical representation of learning**

**Debate Presentation with rubric**

**Unit 3- Culture (Mid-November & December**

Topic 3 Gather information

1. Insufficient progress	2. Developing	3. Meeting	4. Exceeding
<ul style="list-style-type: none"> <li>Repeat a few key words in oral communication</li> </ul>	<ul style="list-style-type: none"> <li>Recall information from an experience</li> </ul>	<ul style="list-style-type: none"> <li><b>Gather information from a few provided sources.</b></li> <li><b>Label collected information.</b></li> <li><b>Identify a few key words and phrases in oral communication.</b></li> <li><b>Identify a few key words and phrases in simple written text</b></li> </ul>	<ul style="list-style-type: none"> <li>Gather information from provided sources.</li> <li>Record some data and information</li> <li>Identify the main topic in oral communications.</li> <li>Identify the main topic in simple written texts.</li> <li>Retell a few key details.</li> </ul>

**Research Project- on specific culture**

**Project Report- using graphic organizer and research binder**

**Art Project-visual, physical or kinesthetic representation of work**

**Presentation- using rubric/ culture night project**

**Unit 4 Book Study (January, February & March)**

Topic 5 Grammar and Mechanics

1. Insufficient progress	2. Developing	3. Meeting	4. Exceeding
<p>With Support (including visual aids and sentences):</p> <ul style="list-style-type: none"> <li>Repeats and copies words</li> </ul>	<p>With Support (including visual aids and sentences):</p> <ul style="list-style-type: none"> <li>Recognize small number of frequently occurring nouns, and verbs</li> <li>Recognize distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</li> </ul>	<p><b>With Support (including visual aids and sentences):</b></p> <ul style="list-style-type: none"> <li><b>Recognize small number of frequently occurring nouns, noun phrases and verbs</b></li> <li><b>Use small number of frequently occurring nouns, noun phrases and verbs</b></li> <li><b>Understand and respond to simple questions</b></li> <li><b>Begin sentences with capital letters</b></li> <li><b>End sentences with appropriate punctuation</b></li> </ul>	<p>With Support (including visual aids and sentences):</p> <ul style="list-style-type: none"> <li>Use nouns, pronouns, verbs, position, adjectives, adverbs, conjunctions, and prepositional phrases.</li> <li>Produce simple sentences</li> <li>Produce compound sentences</li> <li>Use an emerging set of punctuation and capitalization rules</li> </ul>

**Vocabulary**

1. Insufficient progress	2. Developing	3. Meeting	4. Exceeding
<ul style="list-style-type: none"> <li>In isolation recognizes simple vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use appropriate words in context in speaking</li> <li>Relying heavily on context and visual aids, the student will recognize the meaning of a few frequently occurring <b>words</b> in texts about familiar topics, experiences, or even</li> </ul>	<ul style="list-style-type: none"> <li><b>Begins to use appropriate words in context in speaking and writing</b></li> <li><b>Relying heavily on context and visual aids, the student will recognize the meaning of a few frequently occurring simple phrases in texts about familiar topics, experiences, or events</b></li> </ul>	<ul style="list-style-type: none"> <li>Adapt language choices according to task and audience</li> <li>Begin to use frequently occurring general academic words and phrases in <b>conversations and discussions</b></li> </ul> <p>Using context, visual aids, and reference material a student will</p> <ul style="list-style-type: none"> <li>Determine the meaning of frequently occurring <b>words</b> in texts about familiar topics, experiences, or events.</li> <li>Determine the meaning of frequently occurring <b>phrases</b> in texts about familiar topics, experiences, or events.</li> </ul> <p>determine the meaning of frequently occurring <b>expressions</b> in texts about familiar topics, experiences or events</p>

**Books:**

**The one and only Ivan By Katherine Applegate**

**Matilda by Raul Dahl**

**BFG by Raul Dahl**

**Book Project: Visual, physical or kinesthetic representation**

**Book Report: Using graphic organizer and binder notes**

**Presentation: Art Integration performance**

**Unit 5- social Justice/ Current Events ( April, May)**

Topic 3 Gather information

1. Insufficient progress	2. Developing	3. Meeting	4. Exceeding
<ul style="list-style-type: none"> <li>Repeat a few key words in oral communication</li> </ul>	<ul style="list-style-type: none"> <li>Recall information from an experience</li> </ul>	<ul style="list-style-type: none"> <li><b>Gather information from a few provided sources.</b></li> <li><b>Label collected information.</b></li> <li><b>Identify a few key words and phrases in oral communication.</b></li> <li><b>Identify a few key words and phrases in simple written text</b></li> </ul>	<ul style="list-style-type: none"> <li>Gather information from provided sources.</li> <li>Record some data and information</li> <li>Identify the main topic in oral communications.</li> <li>Identify the main topic in simple written texts.</li> <li>Retell a few key details.</li> </ul>

**Research Project- on specific culture**

**Online research projects**

**Technology: Research, power point, wevideo, animoto.....**

**Presentation with rubric and parent night**