

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 1 (Beginning)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 1: Oral	1. Use survival listening and speaking skills for basic personal communication										
	2. Respond to simple requests, questions, greetings, and introductions										
	3. Give personal information in short phrases (e.g., name, grade, age)										
	4. Respond to simple classroom instructions and questions with a physical and/or short verbal response										
	5. Express personal classroom needs										
	6. Follow directions that are supported by nonverbal cues and require a physical response (e.g., left, right, up, down, top, bottom)										
	7. Follow classroom routines										
	8. Use target vocabulary in context supported by visual and physical cues										
	9. Match spoken descriptions to pictures										
	10. Count aloud, recite the alphabet, and use appropriate designations for money										
	11. Recognize and verbally identify objects around the room, school, and general environment										
	12. Repeat words, phrases, and chants										
	13. Use basic sentence patterns and grammar in speaking										
	14. Understand and use frequently used verbs (e.g., <i>to be, to have, to go</i>)										
	15. Listen and respond to basic dialogues, songs, and stories accompanied by illustrations and actions										
	16. Respond appropriately to simplified statements, commands, and questions through nonverbal responses (e.g., draw pictures, respond physically)										
	17. Answer simple <i>yes/no</i> questions										
	18. Participate in oral activities through songs and repetitive exercises										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 1 (Beginning) (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 2: Reading	1. Read for meaning (e.g., language experience stories, basic dialogue, picture books, and signs)										
	2. Use schedules and calendars										
	3. Use pictures and cognates										
	4. Follow text while listening to a story										
	5. Develop basic sight-word vocabulary and read labels in classroom and school environments										
	6. Recognize the letters of the English alphabet										
	7. Recognize sound/symbol correspondence										
	8. Demonstrate comprehension of short readings by responding to simple yes/no questions and drawing illustrations										
	9. Identify basic story elements (e.g., title, author, characters)										
	10. Demonstrate research skills by using picture dictionaries										
	11. Use alphabetical order to locate references and use dictionaries										
Focus Area 3: Writing	1. Communicate meaning by using guided language-experience stories supported by pictures and using graphic organizers										
	2. Comprehend survival vocabulary for the classroom										
	3. Use basic English vocabulary (e.g., cardinal numbers, days, months)										
	4. Label objects and pictures										
	5. Use basic English grammar and syntax										
	6. Use forms of the verb <i>to be</i>										
	7. Use simple present and present progressive tenses										
	8. Identify and use basic negative and question forms										
	9. Identify and use personal pronouns and contractions (e.g., <i>I'm</i> , <i>he's</i> , <i>don't</i>)										
	10. Use the English alphabet and left-to-right and top-to-bottom directionality										
	11. Use basic punctuation (e.g., period, question mark)										
	12. Use basic capitalization (e.g., sentence beginnings, names, days, months, <i>I</i> , titles)										
	13. Write using patterned sentences and model paragraphs										
	14. Use writing to supply personal information (e.g., name, address, age, grade)										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 1 (Beginning)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 1: Oral	1. Use survival listening and speaking skills for basic personal communication				
	2. Respond to simple requests, questions, greetings, and introductions				
	3. Give personal information in short phrases (e.g., name, grade, age)				
	4. Respond to simple classroom instructions and questions with a physical and/or short verbal response				
	5. Express personal classroom needs				
	6. Follow directions that are supported by nonverbal cues and require a physical response (e.g., left, right, up, down, top, bottom)				
	7. Follow classroom routines				
	8. Use target vocabulary in context supported by visual and physical cues				
	9. Match spoken descriptions to pictures				
	10. Count aloud, recite the alphabet, and use appropriate designations for money				
	11. Recognize and verbally identify objects around the room, school, and general environment				
	12. Repeat words, phrases, and chants				
	13. Use basic sentence patterns and grammar in speaking				
	14. Understand and use frequently used verbs (e.g., <i>to be</i> , <i>to have</i> , <i>to go</i>)				
	15. Listen and respond to basic dialogues, songs, and stories accompanied by illustrations and actions				
	16. Respond appropriately to simplified statements, commands, and questions through nonverbal responses (e.g., draw pictures, respond physically)				
	17. Answer simple <i>yes/no</i> questions				
	18. Participate in oral activities through songs and repetitive exercises				

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 1 (Beginning) (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 2: Reading	1. Read for meaning (e.g., language experience stories, basic dialogue, picture books, and signs)				
	2. Use schedules and calendars				
	3. Use pictures and cognates				
	4. Follow text while listening to a story				
	5. Develop basic sight-word vocabulary and read labels in classroom and school environments				
	6. Recognize the letters of the English alphabet				
	7. Recognize sound/symbol correspondence				
	8. Demonstrate comprehension of short readings by responding to simple yes/no questions and drawing illustrations				
	9. Identify basic story elements (e.g., title, author, characters)				
	10. Demonstrate research skills by using picture dictionaries				
	11. Use alphabetical order to locate references and use dictionaries				
Focus Area 3: Writing	1. Communicate meaning by using guided language-experience stories supported by pictures and using graphic organizers				
	2. Comprehend survival vocabulary for the classroom				
	3. Use basic English vocabulary (e.g., cardinal numbers, days, months)				
	4. Label objects and pictures				
	5. Use basic English grammar and syntax				
	6. Use forms of the verb <i>to be</i>				
	7. Use simple present and present progressive tenses				
	8. Identify and use basic negative and question forms				
	9. Identify and use personal pronouns and contractions (e.g., <i>I'm, he's, don't</i>)				
	10. Use the English alphabet and left-to-right and top-to-bottom directionality				
	11. Use basic punctuation (e.g., period, question mark)				
	12. Use basic capitalization (e.g., sentence beginnings, names, days, months, <i>I</i> , titles)				
	13. Write using patterned sentences and model paragraphs				
	14. Use writing to supply personal information (e. g., name, address, age, grade)				

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 2 (Beginning)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 1: Oral	1. Follow directions that are supported by nonverbal cues and require a physical response (e.g., left, right, up, down, top, bottom)										
	2. Follow classroom routines										
	3. Use target vocabulary in context supported by visual and physical cues										
	4. Match spoken descriptions to pictures										
	5. Recognize and verbally identify objects around the room, school, and general environment										
	6. Use basic sentence patterns and grammar in speaking										
	7. Understand and use frequently used verbs (e.g., <i>to be, to have, to go</i>)										
	8. Listen and respond to basic dialogues, songs, and stories accompanied by illustrations and actions										
	9. Respond appropriately to simplified statements, commands, and questions through nonverbal responses (e.g., draw pictures, respond physically)										
	10. Answer simple <i>yes/no</i> questions										
	11. Participate in oral activities through songs and repetitive exercises										
	12. Use listening and speaking skills needed for basic social conversation										
	13. Communicate basic personal needs, ask for help, and express likes, dislikes, and feelings										
	14. Make simple requests for information or permission										
	15. Give simple oral descriptions of people, actions, places, objects, and experiences										
	16. Follow one- and two-step directions to complete a classroom task										
	17. Develop and use a basic vocabulary including action words, descriptive words, and indicators of location and size										
	18. Practice appropriate pronunciation, intonation, and fluency in structured dialogues, rhyming words, repetition, and substitution exercises										
	19. Understand and use target verbs in speaking										
	20. Listen to and understand predictable books and poems accompanied by illustrations and actions										
	21. Draws pictures, charts, and maps after listening to information										
	22. Demonstrate listening comprehension by answering simple questions and identifying specific details										
	23. Participate in oral activities through short dialogues and poems										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 2 (Beginning) (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 2: Reading	1. Develop basic sight-word vocabulary and read labels in classroom and school environments										
	2. Recognize sound/symbol correspondence										
	3. Identify basic story elements (e.g., title, author, characters)										
	4. Read for meaning in predictable books and survival-reading selections (e.g., ads, labels, forms)										
	5. Use key words and visual support										
	6. Develop a beginning reading vocabulary using visuals										
	7. Demonstrate knowledge of basic word endings (e.g., <i>-er</i> , <i>-est</i> , <i>-ed</i>), vowel and consonant patterns, blends, and rhyming words										
	8. Demonstrate comprehension of short readings through <i>wh</i> questions, visual representations, and recollection of simple details										
	9. Identify story elements (e.g., setting, simple sequence of plot)										
	10. Demonstrate research skills by using the library/media center or the Internet to locate books, newspapers, magazines, and encyclopedias										
	11. Become familiar with the parts of a book (e.g., table of contents, glossary, index)										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 2 (Beginning) (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 3: Writing	1. Use basic English grammar and syntax										
	2. Use forms of the verb <i>to be</i>										
	3. Use simple present and present progressive tenses										
	4. Identify and use basic negative and question forms										
	5. Use basic punctuation (e.g., period, question mark)										
	6. Use basic capitalization (e.g., sentence beginnings, names, days, months, <i>I</i> , titles)										
	7. Use writing to supply personal information (e. g., name, address, age, grade)										
	8. Communicate through writing (e.g., captions for picture sequences and cartoons, short language experience stories, pattern poetry)										
	9. Use basic forms of correspondence with date, address, greeting, and closing and address envelopes										
	10. Use basic forms of the narrative genre (e.g., short personal narratives), include characters										
	11. Write with correct usage and spelling of basic English vocabulary										
	12. Use high-frequency words accurately										
	13. Use simple past and simple future tenses and express future tense using going to										
	14. Identify and use basic subject/verb agreement (e.g., <i>there is</i> , <i>there are</i>) and irregular plurals										
	15. Identify and use basic prepositions, object pronouns, comparative forms of adjectives, articles, noun/pronoun agreement, possessive adjectives, prepositions of location, and basic conjunctions (e.g., <i>and</i> , <i>but</i>)										
	16. Write using basic word order accurately										
	17. Use correct punctuation (e.g., comma, apostrophe)										
	18. Use correct capitalization (e.g., proper nouns)										
	19. Use basic format on written assignments (e.g., margins, heading with name, subject, date)										
	20. Write simple sentences and short paragraphs with answers to simple questions and descriptive and narrative paragraphs										
	21. Write with basic paragraph form and organization (e.g., beginning, middle, end, evident focus, central idea, sequence)										
	22. Use writing strategies such as listing and enumeration										
	23. Use basic transition words (e.g., <i>and</i> , <i>but</i> , <i>then</i>)										
	24. Use technology to publish written work										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 2 (Beginning)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 1: Oral	1. Follow directions that are supported by nonverbal cues and require a physical response (e.g., left, right, up, down, top, bottom)				
	2. Follow classroom routines				
	3. Use target vocabulary in context supported by visual and physical cues				
	4. Match spoken descriptions to pictures				
	5. Recognize and verbally identify objects around the room, school, and general environment				
	6. Use basic sentence patterns and grammar in speaking				
	7. Understand and use frequently used verbs (e.g., <i>to be</i> , <i>to have</i> , <i>to go</i>)				
	8. Listen and respond to basic dialogues, songs, and stories accompanied by illustrations and actions				
	9. Respond appropriately to simplified statements, commands, and questions through nonverbal responses (e.g., draw pictures, respond physically)				
	10. Answer simple <i>yes/no</i> questions				
	11. Participate in oral activities through songs and repetitive exercises				
	12. Use listening and speaking skills needed for basic social conversation				
	13. Communicate basic personal needs, ask for help, and express likes, dislikes, and feelings				
	14. Make simple requests for information or permission				
	15. Give simple oral descriptions of people, actions, places, objects, and experiences				
	16. Follow one- and two-step directions to complete a classroom task				
	17. Develop and use a basic vocabulary including action words, descriptive words, and indicators of location and size				
	18. Practice appropriate pronunciation, intonation, and fluency in structured dialogues, rhyming words, repetition, and substitution exercises				
	19. Understand and use target verbs in speaking				
	20. Listen to and understand predictable books and poems accompanied by illustrations and actions				
	21. Draws pictures, charts, and maps after listening to information				
	22. Demonstrate listening comprehension by answering simple questions and identifying specific details				
	23. Participate in oral activities through short dialogues and poems				

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 2 (Beginning) (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 2: Reading	1. Develop basic sight-word vocabulary and read labels in classroom and school environments				
	2. Recognize sound/symbol correspondence				
	3. Identify basic story elements (e.g., title, author, characters)				
	4. Read for meaning in predictable books and survival-reading selections (e.g., ads, labels, forms)				
	5. Use key words and visual support				
	6. Develop a beginning reading vocabulary using visuals				
	7. Demonstrate knowledge of basic word endings (e.g., <i>-er</i> , <i>-est</i> , <i>-ed</i>), vowel and consonant patterns, blends, and rhyming words				
	8. Demonstrate comprehension of short readings through <i>wh</i> questions, visual representations, and recollection of simple details				
	9. Identify story elements (e.g., setting, simple sequence of plot)				
	10. Demonstrate research skills by using the library/media center or the Internet to locate books, newspapers, magazines, and encyclopedias				
	11. Become familiar with the parts of a book (e.g., table of contents, glossary, index)				

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 2 (Beginning) (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 3: Writing	1. Use basic English grammar and syntax				
	2. Use forms of the verb <i>to be</i>				
	3. Use simple present and present progressive tenses				
	4. Identify and use basic negative and question forms				
	5. Use basic punctuation (e.g., period, question mark)				
	6. Use basic capitalization (e.g., sentence beginnings, names, days, months, <i>I</i> , titles)				
	7. Use writing to supply personal information (e. g., name, address, age, grade)				
	8. Communicate through writing (e.g., captions for picture sequences and cartoons, short language experience stories, pattern poetry)				
	9. Use basic forms of correspondence with date, address, greeting, and closing and address envelopes				
	10. Use basic forms of the narrative genre (e.g., short personal narratives), include characters				
	11. Write with correct usage and spelling of basic English vocabulary				
	12. Use high-frequency words accurately				
	13. Use simple past and simple future tenses and express future tense using going to				
	14. Identify and use basic subject/verb agreement (e.g., <i>there is</i> , <i>there are</i>) and irregular plurals				
	15. Identify and use basic prepositions, object pronouns, comparative forms of adjectives, articles, noun/pronoun agreement, possessive adjectives, prepositions of location, and basic conjunctions (e.g., <i>and</i> , <i>but</i>)				
	16. Write using basic word order accurately				
	17. Use correct punctuation (e.g., comma, apostrophe)				
	18. Use correct capitalization (e.g., proper nouns)				
	19. Use basic format on written assignments (e.g., margins, heading with name, subject, date)				
	20. Write simple sentences and short paragraphs with answers to simple questions and descriptive and narrative paragraphs				
	21. Write with basic paragraph form and organization (e.g., beginning, middle, end, evident focus, central idea, sequence)				
	22. Use writing strategies such as listing and enumeration				
	23. Use basic transition words (e.g., <i>and</i> , <i>but</i> , <i>then</i>)				
	24. Use technology to publish written work				

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 3 (Intermediate)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
		Focus Area 1: Oral	1. Use listening and speaking skills needed for basic social conversation								
	2. Understand and use target verbs in speaking										
	3. Demonstrate understanding of everyday conversation (e.g., take turns, ask for repetition)										
	4. Answer <i>yes/no</i> and <i>who</i> questions										
	5. Demonstrate understanding of slang and nonstandard spoken English										
	6. Respond appropriately to classroom questions										
	7. Ask simple questions										
	8. Categorize items										
	9. Give oral descriptions of personal experiences and familiar characters										
	10. Follow a short sequence of directions supported by nonverbal cues (e.g., completing a simple artistic activity)										
	11. Follow directions related to the immediate situation										
	12. Repeat directions										
	13. Recognize basic idiomatic expressions										
	14. Expand vocabulary development (e.g., word families, categories, plurals, identifying emotions in pictures and stories)										
	15. Practice appropriate pronunciation and fluency in basic conversation (e.g., telephone conversation, dialogues, paired practice)										
	16. Use appropriate grammar in basic sentence patterns and simple questions										
	17. Use appropriate word order (e.g., negation, adjectives)										
	18. Listen to and demonstrate an understanding of plays, films, songs, stories, and other oral presentations										
	19. Demonstrate listening comprehension by answering questions, retelling a story, narrating the story of a picture book, and identifying details, main idea, and sequence of events										
	20. Give brief oral presentations (e.g., scripted plays, short reports)										
	21. Narrate a sequence of events										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 3 (Intermediate) (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 2: Reading	1. Read a variety of genre (e.g., short passages, poetry, folk tales, content-area reading supported by visuals, short narratives, expository pieces)										
	2. Relate background knowledge to textual information										
	3. Use context clues, re-reading, and previewing										
	4. Develop reading vocabulary (e.g., high-frequency words)										
	5. Demonstrate basic word analysis through the use of word families, antonyms, synonyms, and homonyms										
	6. Demonstrate knowledge of affixes (e.g., <i>re-</i> , <i>pre-</i> , <i>dis-</i> , <i>un-</i>)										
	7. Demonstrate reading comprehension through short oral and written presentations including visual representations and dramatizations										
	8. Identify main idea and supporting details										
	9. Recognize and recall details and summarize in correct sequence										
	10. Give oral and written descriptions of the basic story elements (e.g., characters, setting, plot, conflict)										
	11. Use the library or media center to research a topic										
	12. Locate materials by title, author and subject										
	13. Use reference materials (e.g., thesaurus, atlas, globe, map)										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 3 (Intermediate) (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 3: Writing	1. Use basic punctuation (e.g., period, question mark)										
	2. Communicate through writing (e.g., captions for picture sequences and cartoons, short language experience stories, pattern poetry)										
	3. Use basic forms of the narrative genre (e.g., short personal narratives), include characters										
	4. Write with correct usage and spelling of basic English vocabulary										
	5. Use simple past and simple future tenses and express future tense using <i>going to</i>										
	6. Identify and use basic subject/verb agreement (e.g., <i>there is, there are</i>) and irregular plurals										
	7. Identify and use basic prepositions, object pronouns, comparative forms of adjectives, articles, noun/pronoun agreement, possessive adjectives, prepositions of location, and basic conjunctions (e.g., <i>and, but</i>)										
	8. Use correct punctuation (e.g., comma, apostrophe)										
	9. Use correct capitalization (e.g., proper nouns)										
	10. Write with basic paragraph form and organization (e.g., beginning, middle, end, evident focus, central idea, sequence)										
	11. Use technology to publish written work										
	12. Write short compositions and reports (e.g., poetry, scripts, letters, email, journals, thank-you notes, dialogues)										
	13. Use basic forms of expository writing (e.g., describe a problem and propose a solution)										
	14. Use basic idiomatic expressions										
	15. Identify and use numbers up to one million										
	16. Distinguish and use correct descriptive adjectives and adverbs										
	17. Identify and use verb tenses accurately (e.g., simple present, present progressive, simple past, past progressive, future using <i>going to</i> , simple future)										
	18. Form <i>yes/no</i> and <i>wh</i> questions and negative statements accurately										
	19. Use the modal verbs (e.g., <i>can, could, should</i>) correctly										
	20. Identify and use the parts of speech accurately (e.g., noun, pronoun, adjective, verb, adverb, prepositions, conjunctions)										
	21. Distinguish and use the superlative forms of adjectives, count and non-count nouns, and quantity words										
	22. Use correct punctuation (e.g., exclamation mark, hyphen)										
	23. Use correct capitalization in original writing										
	24. Plan, proofread, and edit										
	25. Use compound sentences										
	26. Write using a variety of styles (e.g., descriptive, narrative)										
	27. Develop a story line with details										
	28. Write using organizational techniques such as chronological order										
	29. Use writing strategies such as brainstorming and graphic organizers										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 3 (Intermediate)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 1: Oral	1. Use listening and speaking skills needed for basic social conversation				
	2. Understand and use target verbs in speaking				
	3. Demonstrate understanding of everyday conversation (e.g., take turns, ask for repetition)				
	4. Answer <i>yes/no</i> and <i>who</i> questions				
	5. Demonstrate understanding of slang and nonstandard spoken English				
	6. Respond appropriately to classroom questions				
	7. Ask simple questions				
	8. Categorize items				
	9. Give oral descriptions of personal experiences and familiar characters				
	10. Follow a short sequence of directions supported by nonverbal cues (e.g., completing a simple artistic activity)				
	11. Follow directions related to the immediate situation				
	12. Repeat directions				
	13. Recognize basic idiomatic expressions				
	14. Expand vocabulary development (e.g., word families, categories, plurals, identifying emotions in pictures and stories)				
	15. Practice appropriate pronunciation and fluency in basic conversation (e.g., telephone conversation, dialogues, paired practice)				
	16. Use appropriate grammar in basic sentence patterns and simple questions				
	17. Use appropriate word order (e.g., negation, adjectives)				
	18. Listen to and demonstrate an understanding of plays, films, songs, stories, and other oral presentations				
	19. Demonstrate listening comprehension by answering questions, retelling a story, narrating the story of a picture book, and identifying details, main idea, and sequence of events				
	20. Give brief oral presentations (e.g., scripted plays, short reports)				
	21. Narrate a sequence of events				

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 3 (Intermediate) (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 2: Reading	1. Read a variety of genre (e.g., short passages, poetry, folk tales, content-area reading supported by visuals, short narratives, expository pieces)				
	2. Relate background knowledge to textual information				
	3. Use context clues, re-reading, and previewing				
	4. Develop reading vocabulary (e.g., high-frequency words)				
	5. Demonstrate basic word analysis through the use of word families, antonyms, synonyms, and homonyms				
	6. Demonstrate knowledge of affixes (e.g., <i>re-</i> , <i>pre-</i> , <i>dis-</i> , <i>un-</i>)				
	7. Demonstrate reading comprehension through short oral and written presentations including visual representations and dramatizations				
	8. Identify main idea and supporting details				
	9. Recognize and recall details and summarize in correct sequence				
	10. Give oral and written descriptions of the basic story elements (e.g., characters, setting, plot, conflict)				
	11. Use the library or media center to research a topic				
	12. Locate materials by title, author and subject				
	13. Use reference materials (e.g., thesaurus, atlas, globe, map)				

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 3 (Intermediate) (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 3: Writing	1. Use basic punctuation (e.g., period, question mark)				
	2. Communicate through writing (e.g., captions for picture sequences and cartoons, short language experience stories, pattern poetry)				
	3. Use basic forms of the narrative genre (e.g., short personal narratives), include characters				
	4. Write with correct usage and spelling of basic English vocabulary				
	5. Use simple past and simple future tenses and express future tense using <i>going to</i>				
	6. Identify and use basic subject/verb agreement (e.g., <i>there is, there are</i>) and irregular plurals				
	7. Identify and use basic prepositions, object pronouns, comparative forms of adjectives, articles, noun/pronoun agreement, possessive adjectives, prepositions of location, and basic conjunctions (e.g., <i>and, but</i>)				
	8. Use correct punctuation (e.g., comma, apostrophe)				
	9. Use correct capitalization (e.g., proper nouns)				
	10. Write with basic paragraph form and organization (e.g., beginning, middle, end, evident focus, central idea, sequence)				
	11. Use technology to publish written work				
	12. Write short compositions and reports (e.g., poetry, scripts, letters, email, journals, thank-you notes, dialogues)				
	13. Use basic forms of expository writing (e.g., describe a problem and propose a solution)				
	14. Use basic idiomatic expressions				
	15. Identify and use numbers up to one million				
	16. Distinguish and use correct descriptive adjectives and adverbs				
	17. Identify and use verb tenses accurately (e.g., simple present, present progressive, simple past, past progressive, future using <i>going to</i> , simple future)				
	18. Form <i>yes/no</i> and <i>wh</i> questions and negative statements accurately				
	19. Use the modal verbs (e.g., <i>can, could, should</i>) correctly				
	20. Identify and use the parts of speech accurately (e.g., noun, pronoun, adjective, verb, adverb, prepositions, conjunctions)				
	21. Distinguish and use the superlative forms of adjectives, count and non-count nouns, and quantity words				
	22. Use correct punctuation (e.g., exclamation mark, hyphen)				
	23. Use correct capitalization in original writing				
	24. Plan, proofread, and edit				
	25. Use compound sentences				
	26. Write using a variety of styles (e.g., descriptive, narrative)				
	27. Develop a story line with details				
	28. Write using organizational techniques such as chronological order				
	29. Use writing strategies such as brainstorming and graphic organizers				

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 4 (Intermediate)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
		Focus Area 1: Oral	1. Demonstrate understanding of everyday conversation (e.g., take turns, ask for repetition)								
	2. Practice appropriate pronunciation and fluency in basic conversation (e.g., telephone conversation, dialogues, paired practice)										
	3. Use appropriate word order (e.g., negation, adjectives)										
	4. Listen to and demonstrate an understanding of plays, films, songs, stories, and other oral presentations										
	5. Demonstrate listening comprehension by answering questions, retelling a story, narrating the story of a picture book, and identifying details, main idea, and sequence of events										
	6. Ask for clarification in social conversations										
	7. Use appropriate language in social situations										
	8. Express feelings										
	9. Use more complex wh questions, including why										
	10. Respond to open-ended questions										
	11. Ask questions to get information about classroom requirements and procedures										
	12. Participate in classroom discussions										
	13. Distinguish between fact and opinion										
	14. Practice giving directions to others (e.g., use clear directions to teach peers to do a simple task)										
	15. Complete a school project following directions for a multiple-step sequence with verbal and nonverbal cues										
	16. Expand vocabulary development (e.g., affixes, understand and use vocabulary in context, content-area vocabulary)										
	17. Practice appropriate pronunciation, intonation, and fluency through poems, songs, choral reading, read aloud)										
	18. Use appropriate sentence patterns and grammar for compound and complex sentences										
	19. Listen to and demonstrate understanding of increasingly challenging stories, presentations, plays, and riddles										
	20. Listen to and demonstrate understanding of a lesson in which new content is introduced with visual support										
	21. Demonstrate listening comprehension by listening for a purpose, answering questions, recalling details and main idea, recognizing point of view, retelling a plot, and describing a main character after listening to a story										
	22. Give oral presentations (e.g., reports, plays, tell a story, participate in an interview, narrate a personal experience)										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 4 (Intermediate) (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 2: Reading	1. Read a variety of genre (e.g., short stories, appropriate novels, newspapers, poetry, reference materials, narrative, expository text)										
	2. Read for a variety of purposes (e.g., to answer questions, to understand a topic, to solve problems)										
	3. Visualize, predict, skim, and scan										
	4. Develop an expanded reading vocabulary										
	5. Demonstrate knowledge of a variety of affixes (e.g., <i>-anti</i> , <i>-able</i> , <i>-tion</i> , <i>-ment</i>)										
	6. Demonstrate reading comprehension and analysis through oral and written presentations (e.g., book reports, reviews)										
	7. Describe and analyze the main idea, summarize, distinguish between fiction and nonfiction, and rewrite the endings of stories										
	8. Describe elements of literature (e.g., character development, theme, conflict, resolution)										
	9. Identify writing style and characteristics of authors										
	10. Draw conclusions about story elements										
	11. Choose appropriate information sources for specific purposes										
	12. Cite references in proper format										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 4 (Intermediate) (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 3: Writing	1. Communicate through writing (e.g., captions for picture sequences and cartoons, short language experience stories, pattern poetry)										
	2. Identify and use basic subject/verb agreement (e.g., there is, there are) and irregular plurals										
	3. Identify and use verb tenses accurately (e.g., simple present, present progressive, simple past, past progressive, future using <i>going to</i> , simple future)										
	4. Form <i>yes/no</i> and <i>wh</i> questions and negative statements accurately										
	5. Use the modal verbs (e.g., <i>can, could, should</i>) correctly										
	6. Identify and use the parts of speech accurately (e.g., noun, pronoun, adjective, verb, adverb, prepositions, conjunctions)										
	7. Distinguish and use the superlative forms of adjectives, count and non-count nouns, and quantity words										
	8. Use correct punctuation (e.g., exclamation mark, hyphen)										
	9. Use correct capitalization in original writing										
	10. Plan, proofread, and edit										
	11. Write using a variety of styles (e.g., descriptive, narrative)										
	12. Write using organizational techniques such as chronological order										
	13. Use writing strategies such as brainstorming and graphic organizers										
	14. Write compositions and reports (e.g., essays, scripts, narratives, journals, original stories, business letters)										
	15. Use the persuasive writing genre (e.g., write for an intended audience, state thesis, include references and information to support opinion)										
	16. Respond to literature by summarizing plot and conclusion, analyzing characters and motives, and reacting to style										
	17. Comprehend and use correct spelling of intermediate-level vocabulary										
	18. Develop adequate vocabulary to express ideas and demonstrate learning in content areas										
	19. Identify and use verb tenses accurately (present and past perfect, first conditional form [e.g., <i>If I have time, I will go</i>])										
	20. Use the modal verbs correctly (e.g., <i>may, might, must</i>)										
	21. Use irregular verbs accurately										
	22. Use phrasal verbs correctly (e.g., <i>look up, take off</i>)										
	23. Use appropriate subject/verb agreement accurately in complex sentences										
	24. Use standard writing conventions by using correct punctuation and capitalization (e.g., quotations, reported speech, parentheses, brackets, dashes)										
	25. Edit for grammar, punctuation, capitalization, and spelling										
	26. Write paragraphs using topic sentence, supporting details, and conclusion										
	27. Use expository writing in the content areas										
	28. Use writing strategies such as thesis statements and note taking										
	29. Demonstrate personal voice and style in writing										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 4 (Intermediate)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 1: Oral	1. Demonstrate understanding of everyday conversation (e.g., take turns, ask for repetition)				
	2. Practice appropriate pronunciation and fluency in basic conversation (e.g., telephone conversation, dialogues, paired practice)				
	3. Use appropriate word order (e.g., negation, adjectives)				
	4. Listen to and demonstrate an understanding of plays, films, songs, stories, and other oral presentations				
	5. Demonstrate listening comprehension by answering questions, retelling a story, narrating the story of a picture book, and identifying details, main idea, and sequence of events				
	6. Ask for clarification in social conversations				
	7. Use appropriate language in social situations				
	8. Express feelings				
	9. Use more complex <i>wh</i> questions, including why				
	10. Respond to open-ended questions				
	11. Ask questions to get information about classroom requirements and procedures				
	12. Participate in classroom discussions				
	13. Distinguish between fact and opinion				
	14. Practice giving directions to others (e.g., use clear directions to teach peers to do a simple task)				
	15. Complete a school project following directions for a multiple-step sequence with verbal and nonverbal cues				
	16. Expand vocabulary development (e.g., affixes, understand and use vocabulary in context, content-area vocabulary)				
	17. Practice appropriate pronunciation, intonation, and fluency through poems, songs, choral reading, read aloud)				
	18. Use appropriate sentence patterns and grammar for compound and complex sentences				
	19. Listen to and demonstrate understanding of increasingly challenging stories, presentations, plays, and riddles				
	20. Listen to and demonstrate understanding of a lesson in which new content is introduced with visual support				
	21. Demonstrate listening comprehension by listening for a purpose, answering questions, recalling details and main idea, recognizing point of view, retelling a plot, and describing a main character after listening to a story				
	22. Give oral presentations (e.g., reports, plays, tell a story, participate in an interview, narrate a personal experience)				

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 4 (Intermediate) (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 2: Reading	1. Read a variety of genre (e.g., short stories, appropriate novels, newspapers, poetry, reference materials, narrative, expository text)				
	2. Read for a variety of purposes (e.g., to answer questions, to understand a topic, to solve problems)				
	3. Visualize, predict, skim, and scan				
	4. Develop an expanded reading vocabulary				
	5. Demonstrate knowledge of a variety of affixes (e.g., <i>-anti</i> , <i>-able</i> , <i>-tion</i> , <i>-ment</i>)				
	6. Demonstrate reading comprehension and analysis through oral and written presentations (e.g., book reports, reviews)				
	7. Describe and analyze the main idea, summarize, distinguish between fiction and nonfiction, and rewrite the endings of stories				
	8. Describe elements of literature (e.g., character development, theme, conflict, resolution)				
	9. Identify writing style and characteristics of authors				
	10. Draw conclusions about story elements				
	11. Choose appropriate information sources for specific purposes				
	12. Cite references in proper format				

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 4 (Intermediate) (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 3: Writing	1. Communicate through writing (e.g., captions for picture sequences and cartoons, short language experience stories, pattern poetry)				
	2. Identify and use basic subject/verb agreement (e.g., there is, there are) and irregular plurals				
	3. Identify and use verb tenses accurately (e.g., simple present, present progressive, simple past, past progressive, future using <i>going to</i> , simple future)				
	4. Form <i>yes/no</i> and <i>wh</i> questions and negative statements accurately				
	5. Use the modal verbs (e.g., <i>can, could, should</i>) correctly				
	6. Identify and use the parts of speech accurately (e.g., noun, pronoun, adjective, verb, adverb, prepositions, conjunctions)				
	7. Distinguish and use the superlative forms of adjectives, count and non-count nouns, and quantity words				
	8. Use correct punctuation (e.g., exclamation mark, hyphen)				
	9. Use correct capitalization in original writing				
	10. Plan, proofread, and edit				
	11. Write using a variety of styles (e.g., descriptive, narrative)				
	12. Write using organizational techniques such as chronological order				
	13. Use writing strategies such as brainstorming and graphic organizers				
	14. Write compositions and reports (e.g., essays, scripts, narratives, journals, original stories, business letters)				
	15. Use the persuasive writing genre (e.g., write for an intended audience, state thesis, include references and information to support opinion)				
	16. Respond to literature by summarizing plot and conclusion, analyzing characters and motives, and reacting to style				
	17. Comprehend and use correct spelling of intermediate-level vocabulary				
	18. Develop adequate vocabulary to express ideas and demonstrate learning in content areas				
	19. Identify and use verb tenses accurately (present and past perfect, first conditional form [e.g., <i>If I have time, I will go</i>])				
	20. Use the modal verbs correctly (e.g., <i>may, might, must</i>)				
	21. Use irregular verbs accurately				
	22. Use phrasal verbs correctly (e.g., <i>look up, take off</i>)				
	23. Use appropriate subject/verb agreement accurately in complex sentences				
	24. Use standard writing conventions by using correct punctuation and capitalization (e.g., quotations, reported speech, parentheses, brackets, dashes)				
	25. Edit for grammar, punctuation, capitalization, and spelling				
	26. Write paragraphs using topic sentence, supporting details, and conclusion				
	27. Use expository writing in the content areas				
	28. Use writing strategies such as thesis statements and note taking				
	29. Demonstrate personal voice and style in writing				

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 5 (Advanced)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 1: Oral	1. Listen to and demonstrate understanding of increasingly challenging stories, presentations, plays, and riddles										
	2. Listen to and demonstrate understanding of a lesson in which new content is introduced with visual support										
	3. Demonstrate listening comprehension by listening for a purpose, answering questions, recalling details and main idea, recognizing point of view, retelling a plot, and describing a main character after listening to a story										
	4. Give oral presentations (e.g., reports, plays, tell a story, participate in an interview, narrate a personal experience)										
	5. Respond appropriately to most nuances, humor, and satire										
	6. Restate information										
	7. Defend an opinion										
	8. Ask and answer more complex questions (e.g., either/or, if/then)										
	9. Use appropriate levels of formality in spoken communication										
	10. Use advanced classroom communication skills (e.g., compare, paraphrase, provide supporting details)										
	11. Ask and answer questions requiring inference										
	12. Evaluate an editorial										
	13. Give and follow multiple-step directions										
	14. Repeat complex directions with only occasional nonverbal or verbal cues										
	15. Develop advanced vocabulary (e.g., idiomatic expressions, precise content-area terms)										
	16. Use figurative language, similes, and metaphors										
	17. Demonstrate accurate pronunciation, intonation, and fluency in social and classroom situations										
	18. Use accurate sentence patterns and grammar with multiple tenses to sequence experiences and plan for the future										
	19. Use transition words effectively										
	20. Listen to and demonstrate understanding of a variety of authentic speech (e.g., short stories, plays, short readings or lessons in content areas)										
	21. Demonstrate comprehension by answering questions requiring inference										
	22. Take notes from lectures and films										
	23. Participate in a small-group discussion										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 5 (Advanced) (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 2: Reading	1. Demonstrate reading comprehension and analysis through oral and written presentations (e.g., book reports, reviews)										
	2. Describe and analyze the main idea, summarize, distinguish between fiction and nonfiction, and rewrite the endings of stories										
	3. Describe elements of literature (e.g., character development, theme, conflict, resolution)										
	4. Identify writing style and characteristics of authors										
	5. Draw conclusions about story elements										
	6. Choose appropriate information sources for specific purposes										
	7. Cite references in proper format										
	8. Read a variety of genre (e.g., books, articles, poetry, plays, autobiographies)										
	9. Infer meaning, recognize appositive, and apply knowledge of metaphor and simile to increase reading comprehension										
	10. Develop an advanced reading vocabulary										
	11. Apply understanding of word origins in reading										
	12. Draw conclusions and make inferences based on reading										
	13. Distinguish between fact and opinion										
	14. Paraphrase key ideas and summarize										
	15. Recognize and describe complex elements of literature (e.g., point of view, metaphor)										
	16. Comprehend personification, foreshadowing, and flashbacks										
	17. Use multiple information sources (e.g., bibliographies, almanacs, periodicals, Internet)										
	18. Summarize and paraphrase information from both primary and secondary sources and recognize copyright protection										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 5 (Advanced) (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
		Focus Area 3: Writing	1. Use correct punctuation (e.g., exclamation mark, hyphen)								
	2. Use correct capitalization in original writing										
	3. Plan, proofread, and edit										
	4. Write compositions and reports (e.g., essays, scripts, narratives, journals, original stories, business letters)										
	5. Use the persuasive writing genre (e.g., write for an intended audience, state thesis, include references and information to support opinion)										
	6. Respond to literature by summarizing plot and conclusion, analyzing characters and motives, and reacting to style										
	7. Edit for grammar, punctuation, capitalization, and spelling										
	8. Write paragraphs using topic sentence, supporting details, and conclusion										
	9. Use writing strategies such as thesis statements and note taking										
	10. Demonstrate personal voice and style in writing										
	11. Communicate through advanced narrative and expository composition (e.g., biography, essay exam, research paper, autobiography, diary, scientific reports)										
	12. Use advanced forms of correspondence (e.g., memo, job and college application letters and forms, resumé)										
	13. Develop adequate vocabulary to express complex ideas and emotions										
	14. Write with accurate use of challenging, advanced-level vocabulary including specialized content-area vocabulary										
	15. Identify and use verb tenses accurately (e.g., conditional tenses, passive voice)										
	16. Demonstrate correct usage of the parts of speech (e.g., relative and dependent clauses, gerunds, infinitives)										
	17. Use advanced punctuation correctly (e.g., semicolon, colon, comma in subordinate clauses)										
	18. Plan, proofread, edit, and revise to produce coherent written communication										
	19. Demonstrate the use of paragraph development and advanced sentence structures (e.g., embedded clauses, avoid run-ons and fragments)										
	20. Use effective transitions in writing										
	21. Use techniques of organization (e.g., compare, contrast, classify, examples, anecdotes)										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 5 (Advanced)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 1: Oral	1. Listen to and demonstrate understanding of increasingly challenging stories, presentations, plays, and riddles				
	2. Listen to and demonstrate understanding of a lesson in which new content is introduced with visual support				
	3. Demonstrate listening comprehension by listening for a purpose, answering questions, recalling details and main idea, recognizing point of view, retelling a plot, and describing a main character after listening to a story				
	4. Give oral presentations (e.g., reports, plays, tell a story, participate in an interview, narrate a personal experience)				
	5. Respond appropriately to most nuances, humor, and satire				
	6. Restate information				
	7. Defend an opinion				
	8. Ask and answer more complex questions (e.g., either/or, if/then)				
	9. Use appropriate levels of formality in spoken communication				
	10. Use advanced classroom communication skills (e.g., compare, paraphrase, provide supporting details)				
	11. Ask and answer questions requiring inference				
	12. Evaluate an editorial				
	13. Give and follow multiple-step directions				
	14. Repeat complex directions with only occasional nonverbal or verbal cues				
	15. Develop advanced vocabulary (e.g., idiomatic expressions, precise content-area terms)				
	16. Use figurative language, similes, and metaphors				
	17. Demonstrate accurate pronunciation, intonation, and fluency in social and classroom situations				
	18. Use accurate sentence patterns and grammar with multiple tenses to sequence experiences and plan for the future				
	19. Use transition words effectively				
	20. Listen to and demonstrate understanding of a variety of authentic speech (e.g., short stories, plays, short readings or lessons in content areas)				
	21. Demonstrate comprehension by answering questions requiring inference				
	22. Take notes from lectures and films				
	23. Participate in a small-group discussion				

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 5 (Advanced) (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 2: Reading	1. Demonstrate reading comprehension and analysis through oral and written presentations (e.g., book reports, reviews)				
	2. Describe and analyze the main idea, summarize, distinguish between fiction and nonfiction, and rewrite the endings of stories				
	3. Describe elements of literature (e.g., character development, theme, conflict, resolution)				
	4. Identify writing style and characteristics of authors				
	5. Draw conclusions about story elements				
	6. Choose appropriate information sources for specific purposes				
	7. Cite references in proper format				
	8. Read a variety of genre (e.g., books, articles, poetry, plays, autobiographies)				
	9. Infer meaning, recognize appositive, and apply knowledge of metaphor and simile to increase reading comprehension				
	10. Develop an advanced reading vocabulary				
	11. Apply understanding of word origins in reading				
	12. Draw conclusions and make inferences based on reading				
	13. Distinguish between fact and opinion				
	14. Paraphrase key ideas and summarize				
	15. Recognize and describe complex elements of literature (e.g., point of view, metaphor)				
	16. Comprehend personification, foreshadowing, and flashbacks				
	17. Use multiple information sources (e.g., bibliographies, almanacs, periodicals, Internet)				
	18. Summarize and paraphrase information from both primary and secondary sources and recognize copyright protection				

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 5 (Advanced) (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 3: Writing	1. Use correct punctuation (e.g., exclamation mark, hyphen)				
	2. Use correct capitalization in original writing				
	3. Plan, proofread, and edit				
	4. Write compositions and reports (e.g., essays, scripts, narratives, journals, original stories, business letters)				
	5. Use the persuasive writing genre (e.g., write for an intended audience, state thesis, include references and information to support opinion)				
	6. Respond to literature by summarizing plot and conclusion, analyzing characters and motives, and reacting to style				
	7. Edit for grammar, punctuation, capitalization, and spelling				
	8. Write paragraphs using topic sentence, supporting details, and conclusion				
	9. Use writing strategies such as thesis statements and note taking				
	10. Demonstrate personal voice and style in writing				
	11. Communicate through advanced narrative and expository composition (e.g., biography, essay exam, research paper, autobiography, diary, scientific reports)				
	12. Use advanced forms of correspondence (e.g., memo, job and college application letters and forms, resumé)				
	13. Develop adequate vocabulary to express complex ideas and emotions				
	14. Write with accurate use of challenging, advanced-level vocabulary including specialized content-area vocabulary				
	15. Identify and use verb tenses accurately (e.g., conditional tenses, passive voice)				
	16. Demonstrate correct usage of the parts of speech (e.g., relative and dependent clauses, gerunds, infinitives)				
	17. Use advanced punctuation correctly (e.g., semicolon, colon, comma in subordinate clauses)				
	18. Plan, proofread, edit, and revise to produce coherent written communication				
	19. Demonstrate the use of paragraph development and advanced sentence structures (e.g., embedded clauses, avoid run-ons and fragments)				
	20. Use effective transitions in writing				
	21. Use techniques of organization (e.g., compare, contrast, classify, examples, anecdotes)				

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 6 (Advanced)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 1: Oral	1. Discuss a controversial topic										
	2. Clarify a point of view										
	3. Make and respond to suggestions										
	4. Comprehend rapid speech and intonation that changes meaning										
	5. Summarize, analyze, and ask and answer questions requiring analysis										
	6. Synthesize information from more than one source										
	7. Follow complex directions involving options										
	8. Increase comprehension and appropriate application of vocabulary, particularly in academic contexts										
	9. Use puns, irony, and other sophisticated types of language										
	10. Demonstrate accurate pronunciation, intonation, and fluency in challenging situations (e.g., spontaneous situations, role playing real-life situations, problems)										
	11. Use a variety of sentence patterns accurately, including descriptive adjectives and adverbs										
	12. Listen to and demonstrate understanding of a variety of authentic speech (e.g., outside speakers, panel presentations, humor, irony, satire, regional dialects)										
	13. Demonstrate comprehension by retelling a story from a different perspective and listening for a specific purpose										
	14. Answer challenging questions based on a lecture or film										
	15. Listen for bias, propaganda, and motive										
	16. Participate in advanced forms of classroom presentations (e.g., panels, debates, interviews, editorials)										
	17. Participate in a discussion of new content and challenging issues										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 6 (Advanced) (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 2: Reading	1. Read a variety of genre (e.g., books, articles, poetry, plays, autobiographies)										
	2. Infer meaning, recognize appositive, and apply knowledge of metaphor and simile to increase reading comprehension										
	3. Develop an advanced reading vocabulary										
	4. Apply understanding of word origins in reading										
	5. Draw conclusions and make inferences based on reading										
	6. Recognize and describe complex elements of literature (e.g., point of view, metaphor)										
	7. Comprehend personification, foreshadowing, and flashbacks										
	8. Read various challenging types of literature (e.g., expository text, poetry, books, plays, mysteries, biographies, technical articles)										
	9. Infer and identify author’s purpose and point of view										
	10. Develop specialized reading vocabulary in several content areas										
	11. Use information from reading to increase vocabulary										
	12. Write book reports, critical analysis, and interpretations										
	13. Analyze author’s purpose										
	14. Identify cause and effect, citing evidence in readings										
	15. Analyze elements of literature (e.g., symbolism, irony, mood, style, literary devices)										
	16. Use advanced research strategies and available technology										
	17. Evaluate and synthesize information from both primary and secondary sources										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 6 (Advanced) (continued)**

Standards	Objectives	August	September	October	November	December	January	February	March	April	May
Focus Area 3: Writing	1. Communicate through advanced narrative and expository composition (e.g., biography, essay exam, research paper, autobiography, diary, scientific reports)										
	2. Develop adequate vocabulary to express complex ideas and emotions										
	3. Identify and use verb tenses accurately (e.g., conditional tenses, passive voice)										
	4. Demonstrate correct usage of the parts of speech (e.g., relative and dependent clauses, gerunds, infinitives)										
	5. Use advanced punctuation correctly (e.g., semicolon, colon, comma in subordinate clauses)										
	6. Plan, proofread, edit, and revise to produce coherent written communication										
	7. Demonstrate the use of paragraph development and advanced sentence structures (e.g., embedded clauses, avoid run-ons and fragments)										
	8. Communicate through advanced persuasive and literary response genres (e.g., editorials, literary review and critique, analysis of theme in literature)										
	9. Report on original research and technical and creative writing										
	10. Demonstrate comprehension by correctly using specialized vocabulary in several content areas and advanced writing genre										
	11. Use idioms and figurative language effectively										
	12. Identify and use all verb tenses fluently (e.g., future perfect, all conditional forms and modal verbs including past forms (e.g., <i>must have gone</i> , <i>should have left</i>))										
	13. Understand and use fluently all the parts of speech (e.g., adjectives, adverbs, articles, pronouns, prepositions)										
	14. Use standard conventions of writing accurately and independently										
	15. Plan, proofread, and edit independently										
	16. Demonstrate the use of advanced composition in various challenging genre										
	17. Distinguish and use correctly the advanced styles and techniques of organization (e.g., analysis, cause and effect)										
	18. Demonstrate the use of advanced literary techniques (e.g., analogies, foreshadowing, hyperbole, flashback)										

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 6 (Advanced)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 1: Oral	1. Discuss a controversial topic				
	2. Clarify a point of view				
	3. Make and respond to suggestions				
	4. Comprehend rapid speech and intonation that changes meaning				
	5. Summarize, analyze, and ask and answer questions requiring analysis				
	6. Synthesize information from more than one source				
	7. Follow complex directions involving options				
	8. Increase comprehension and appropriate application of vocabulary, particularly in academic contexts				
	9. Use puns, irony, and other sophisticated types of language				
	10. Demonstrate accurate pronunciation, intonation, and fluency in challenging situations (e.g., spontaneous situations, role playing real-life situations, problems)				
	11. Use a variety of sentence patterns accurately, including descriptive adjectives and adverbs				
	12. Listen to and demonstrate understanding of a variety of authentic speech (e.g., outside speakers, panel presentations, humor, irony, satire, regional dialects)				
	13. Demonstrate comprehension by retelling a story from a different perspective and listening for a specific purpose				
	14. Answer challenging questions based on a lecture or film				
	15. Listen for bias, propaganda, and motive				
	16. Participate in advanced forms of classroom presentations (e.g., panels, debates, interviews, editorials)				
	17. Participate in a discussion of new content and challenging issues				

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 6 (Advanced) (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 2: Reading	1. Read a variety of genre (e.g., books, articles, poetry, plays, autobiographies)				
	2. Infer meaning, recognize appositive, and apply knowledge of metaphor and simile to increase reading comprehension				
	3. Develop an advanced reading vocabulary				
	4. Apply understanding of word origins in reading				
	5. Draw conclusions and make inferences based on reading				
	6. Recognize and describe complex elements of literature (e.g., point of view, metaphor)				
	7. Comprehend personification, foreshadowing, and flashbacks				
	8. Read various challenging types of literature (e.g., expository text, poetry, books, plays, mysteries, biographies, technical articles)				
	9. Infer and identify author’s purpose and point of view				
	10. Develop specialized reading vocabulary in several content areas				
	11. Use information from reading to increase vocabulary				
	12. Write book reports, critical analysis, and interpretations				
	13. Analyze author’s purpose				
	14. Identify cause and effect, citing evidence in readings				
	15. Analyze elements of literature (e.g., symbolism, irony, mood, style, literary devices)				
	16. Use advanced research strategies and available technology				
	17. Evaluate and synthesize information from both primary and secondary sources				

**English Language Development–Secondary
Curriculum Pacing and Planning
Level 6 (Advanced) (continued)**

Standards	Objectives	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Focus Area 3: Writing	1. Communicate through advanced narrative and expository composition (e.g., biography, essay exam, research paper, autobiography, diary, scientific reports)				
	2. Develop adequate vocabulary to express complex ideas and emotions				
	3. Identify and use verb tenses accurately (e.g., conditional tenses, passive voice)				
	4. Demonstrate correct usage of the parts of speech (e.g., relative and dependent clauses, gerunds, infinitives)				
	5. Use advanced punctuation correctly (e.g., semicolon, colon, comma in subordinate clauses)				
	6. Plan, proofread, edit, and revise to produce coherent written communication				
	7. Demonstrate the use of paragraph development and advanced sentence structures (e.g., embedded clauses, avoid run-ons and fragments)				
	8. Communicate through advanced persuasive and literary response genres (e.g., editorials, literary review and critique, analysis of theme in literature)				
	9. Report on original research and technical and creative writing				
	10. Demonstrate comprehension by correctly using specialized vocabulary in several content areas and advanced writing genre				
	11. Use idioms and figurative language effectively				
	12. Identify and use all verb tenses fluently (e.g., future perfect, all conditional forms and modal verbs including past forms (e.g., <i>must have gone, should have left</i>))				
	13. Understand and use fluently all the parts of speech (e.g., adjectives, adverbs, articles, pronouns, prepositions)				
	14. Use standard conventions of writing accurately and independently				
	15. Plan, proofread, and edit independently				
	16. Demonstrate the use of advanced composition in various challenging genre				
	17. Distinguish and use correctly the advanced styles and techniques of organization (e.g., analysis, cause and effect)				
	18. Demonstrate the use of advanced literary techniques (e.g., analogies, foreshadowing, hyperbole, flashback)				