

## ESOL STRATEGIES CHECKLIST

A1-Total Physical Response	C1-Peer buddy	E12-Provide Lang. Practice
A2-Natural Approach	C2-Small groups	E14-Matching w/ Visuals
A6-Retelling a story	C3-Pairs & threes	E15-Unscramble Sentences
A7-Prior knowledge	C4-Jigsaw	E16-Categorize Vocabulary
B1-Flow charts	C5-Corners	E17-Context Clues
B2-Maps	C6-Think/pair/share	E18-Outline Notes
B3-Charts	C7-Group projects	E19-Directed Reading
B4-Graphs	C8-Panel Disc./Debate	E21-SQ3R
B5-Pictures/visual	C9-Choral reading	E22-Summarizing
B6-Word web/map	D2-K-W-L	E23-Note taking
B7-T-charts	D3-Role play	E24-Wordbanks
B8-Venn diagrams	D5-Dialogue Journals	E25-Repetition
B9-Story maps	E1-Vary complexity	E26-Question-Answer R
B10-Timelines	E2-1-to-1 instruction	G2-Content Retelling
B11-Computer/Software	E3-Modify assignment	G5-Graphic Representation
B12-Realia	E4-Diagram v. paragraph	G6-Student Self-Evaluation
B13-Videos/CDROM	E5-Use Home Language	G7-Rating checklist
B14-Demonstrating	E6-Explain Key Concept	G8-Writing sample
B15-Captioning	E7-Repeat, paraphrase	G9-Group Testing
B16-Labeling	E8-Vocab. w/context clue	G10-Observation/Anecdotal
B19-Cassettes-books	E9-Read w/ specific purpose	G11-Portfolio
	E10-Simple Direct Language	

GRADE: 9|10

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
STANDARD CODE	STANDARD
LAFS.910.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.910.RL.1.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.910.RL.1.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

Cluster 2: Craft and Structure	
STANDARD CODE	STANDARD
LAFS.910.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.910.RL.2.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.910.RL.2.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	STANDARD
LAFS.910.RL.3.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Bruegel's Landscape with the Fall of Icarus). <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.910.RL.3.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LAFS.910.RL.4.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.  <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
STANDARD CODE	STANDARD
LAFS.910.RI.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.910.RI.1.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts</i>
LAFS.910.RI.1.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

Cluster 2: Craft and Structure	
STANDARD CODE	STANDARD
LAFS.910.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.910.RI.2.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>
LAFS.910.RI.2.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <i>Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning</i>

Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	STANDARD
LAFS.910.RI.3.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.910.RI.3.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.RI.3.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LAFS.910.RI.4.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Strand: WRITING STANDARDS

### Cluster 1: Text Types and Purposes

STANDARD CODE	STANDARD
LAFS.910.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning
LAFS.910.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and

	analysis of content. <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol> <i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning
LAFS.910.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol> <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

**RL 1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RL3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama

**RL4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

**RL5.** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**RL7.** Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text.

**RL10.** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**RI 1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI 2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**RI 3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI 4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

**RI 5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument

**RI 6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly elective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

**W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

**W2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the elective selection, organization, and analysis of content.

**W3.** Write narratives to develop real or imagined experiences or events using elective technique, well-chosen details, and well-structured event sequences.

**W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W5.** Develop and strengthen writing as needed by planning, revising, editing, prewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches electively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W10.** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

**SL 1.** Initiate and participate electively in a range of collaborative discussions with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

**SL3 .** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**SL4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**L 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L3.** Apply knowledge of language to understand how language functions in different contexts, to make elective choices for meaning or style, and to comprehend more fully when reading or listening.

**Elements of Teaching Used:**

Identify a part of the lesson as involving important information for students to pay particular attention.

Organize the students in small groups to facilitate the processing of new information.

Engage students to link what they already know to the new content about to be addressed.

Chunk the information that can be easily processed by students.

Engage the students in active processing of information during breaks of presentation.

Engage students to infer beyond what was explicitly taught.

Engage students in activities to record understanding of new content.

Engage students to reflect on their learning.

Engage students in a brief review of content that highlight critical information.

Use grouping to practice and deepen knowledge

Design homework to deepen student knowledge

Deepen knowledge by examining similarity and difference

Deepen knowledge by examining reasoning or the logic of information

Engage students to develop fluency by practicing activities

Revise knowledge about content addressed in previous lessons.

Facilitate complex tasks that require students to generate and test hypotheses.

Engage students in complex tasks for decision making, problem solving, experimental inquiry, investigation to test hypotheses.

Provide resource and guide as students engage in cognitively complex tasks.

Scan the room to note students who are not engaged, and take overt action.

Use academic game and inconsequential competition to maintain student engagement.

Use response rate techniques to maintain engagement.

Use physical movement.

Use pacing techniques

Use intensity and enthusiasm for the content in a variety of ways

Use friendly controversy techniques to maintain engagement

Provide opportunities to relate what is being addressed to students' personal interests

Use unusual or intriguing information about the content in a manner that enhances engagement

Use behavior associated with "withitness" to maintain adherence to rules and procedures.

The teacher applies consequences for not following rules and procedures consistently and fairly.

Consistently and fairly acknowledge adherence to rules and procedures

The teacher uses students interests and background to produce a climate of acceptance and community

Use verbal and nonverbal behavior that indicates caring for students

Behave in an objective and controlled manner

Exhibit behavior that demonstrate value and respect for low expectancy students.

Ask questions of low expectancy students with the same frequency and depth as with high expectancy students

Probe incorrect answers of low expectancy students in the same manner as with high expectancy students