

## ESOL III

(based on 65-83 instructional days)

**Course Description:** In this high school course, English Language Learners in the later emergent phase of language proficiency continue to develop social and academic language based on the five WIDA Standards. With limited support, students produce simple and compound grammatical structures with occasional variation. Students continue to read and demonstrate an increased understanding of language across a variety of high school content areas, working toward more complex academic vocabulary, cognates and expressions with multiple meanings. *This course is recommended for students with proficiency levels 2.6-2.9.*

### WIDA Standards

### **Textbook and Accompanying Resources:**

Adelson-Goldstein, J., & Shapiro, N. (2016). Oxford Picture Dictionary. Oxford University Press.

Bitterlin, Gretchen and Dennis Johnson, Donna Price, and Sylvia Ramirez. Ed. K. Lynne Savage. (2018). Ventures, Level II (3rd ed., Ser. Ventures). Cambridge University Press.

Rosetta Stone. 1999-2022. [Official Rosetta Stone® - Language Learning - Learn a Language](#)

<b>Review Unit</b> (5-7 days)						
<b>Essential Questions:</b> What background skills are necessary to function in a new culture?						
Functions	Vocabulary	Grammar Focus	Life / Tech Skills	Listening and Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>• Giving information about dates and times</li> <li>• Asking about quantity</li> <li>• Expressing appreciation</li> <li>• Describing past actions</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive</li> <li>• Habitual activities</li> <li>• Free time activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions of time</li> <li>• Expressions of time</li> <li>• Count and non-count nouns</li> <li>• Past tense of regular and irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Reading clocks</li> <li>• Reading/calculating receipts and bills using basic math</li> </ul>	<ul style="list-style-type: none"> <li>• Using usually v. always</li> <li>• Using <i>has</i> v. <i>going to</i></li> </ul>	<ul style="list-style-type: none"> <li>• Using the 5 W's to interpret reading</li> <li>• Looking for clues to understand new words or multiple meaning words</li> </ul>	<ul style="list-style-type: none"> <li>• Writing sentences with prepositional and participial phrases</li> </ul>

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<ul style="list-style-type: none"> <li>Describing future actions</li> </ul>		<ul style="list-style-type: none"> <li><i>Either/or</i> questions and statements</li> <li>Future tense with <i>be going to</i></li> </ul>	<ul style="list-style-type: none"> <li>Reading a schedule</li> <li>Capitalization</li> <li>E-mail</li> <li>Digital literacy</li> <li>X2</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering <i>how many</i> and <i>how much</i></li> </ul>	<ul style="list-style-type: none"> <li>Looking for clues to understand new words or multiple-meaning words</li> <li>Interpreting the narrative voice</li> </ul>	<ul style="list-style-type: none"> <li>Using commas in a series</li> <li>Creating new paragraphs as tenses change</li> <li>Reading/writing e-mails</li> </ul>
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## Unit 1: Personal Information (10-13 days)

**Essential Questions:** How do we use English to communicate ideas about people's appearance and actions?

Functions	Vocabulary	Grammar Focus	Life/Tech Skills	Listening and Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>Describing height, hair, and eyes</li> <li>Describing clothing</li> <li>Describing habitual actions</li> <li>Describing actions in the present</li> </ul>	<ul style="list-style-type: none"> <li>Accessories</li> <li>Adjectives of size, color, and pattern</li> <li><b>College &amp; Career:</b> Selected academic words</li> </ul>	<ul style="list-style-type: none"> <li>Adjective order</li> <li>Present continuous v. simple present</li> <li><i>And...too, and...either, and but</i></li> <li>Differentiate between a phrase and a clause</li> <li>Differentiate between complete and incomplete sentences</li> </ul>	<ul style="list-style-type: none"> <li>Reading a product order form</li> <li>Project: Doing online research of clothing items for sale</li> <li>Project: Creating a slide presentation</li> <li><b>College &amp; Career:</b> Reading an e-invitation</li> </ul>	<ul style="list-style-type: none"> <li>Describing what people look like</li> <li>Asking and describing what people are wearing</li> <li>Asking and describing what people are doing at the present time</li> <li>Asking and describing people's habitual actions</li> </ul>	<ul style="list-style-type: none"> <li>Scanning to find the answers to questions</li> <li>Reading an article about clothing and fashion</li> <li><b>College &amp; Career:</b> Compare two texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>Writing a descriptive paragraph about someone</li> <li>Writing a summary of an article</li> <li>Writing a paragraph to support a claim</li> <li>Write complete sentences (simple, compound, complex) with correct punctuation</li> </ul>

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Unit 2: At School (10-12 days)						
Essential Questions: How can future plans be achieved through continued education?						
Functions	Vocabulary	Grammar Focus	Life / Tech Skills	Listening and Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>Offering advice</li> <li>Describing wants</li> <li>Describing future plans</li> <li><b>College &amp; Career:</b> Self-assessment</li> <li><b>College &amp; Career:</b> Goal setting</li> </ul>	<ul style="list-style-type: none"> <li>Computer terms</li> <li>Post secondary courses</li> <li><b>College &amp; Career:</b> Selected academic words</li> </ul>	<ul style="list-style-type: none"> <li><i>Want v. need</i></li> <li>The future with <i>will, be going to,</i> and the present continuous</li> </ul> <p>FROM UNIT 6:</p> <ul style="list-style-type: none"> <li>Indefinite pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Reading course descriptions</li> <li>Setting goals</li> <li><b>College &amp; Career:</b> Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Asking and describing what people want and need</li> <li>Asking about and describing future plans</li> </ul>	<ul style="list-style-type: none"> <li>Reading a short essay on an application form</li> <li>Skimming for main idea</li> <li><b>College &amp; Career:</b> Compare two texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>Using temporal words</li> <li>Expository writing</li> <li>Writing a college essay</li> <li>Writing sentences of increasing complexity</li> </ul>

Unit 3: Friends and Family (10-12 days)						
Essential Questions: How do habitual activities determine values and importance in a family and in society?						
Functions	Vocabulary	Grammar Focus	Life / Tech Skills	Listening and Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>Describing past actions</li> <li>Describing daily activities</li> </ul> <p>FROM UNIT 6:</p> <p>Describing major events in the past</p> <ul style="list-style-type: none"> <li>Inquiring about life events</li> </ul> <p>FROM UNIT 5:</p>	<ul style="list-style-type: none"> <li>Parts of a car</li> <li>Daily activities</li> <li><b>College &amp; Career:</b> Selected academic words</li> </ul> <p>FROM UNIT 5:</p>	<ul style="list-style-type: none"> <li>Review of simple past with regular and irregular verbs</li> <li>Simple present v. simple past</li> <li>Collocations with <i>make</i> and <i>do</i>; <i>play</i> and <i>go</i></li> </ul> <p>FROM UNIT 6:</p> <ul style="list-style-type: none"> <li><i>When</i> questions and the simple past</li> <li>Time phrases</li> </ul>	<ul style="list-style-type: none"> <li>Reading polls and charts</li> <li><b>College &amp; Career:</b> Reading a tip sheet</li> </ul> <p>FROM UNIT 6:</p> <ul style="list-style-type: none"> <li>Describing events in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about past actions</li> <li>Asking and answering questions about daily habits</li> </ul> <p>FROM UNIT 6:</p> <ul style="list-style-type: none"> <li>Asking and answering questions about major life events in the past</li> </ul>	<ul style="list-style-type: none"> <li>Reading for time order as well as numbers and stats</li> <li>Reading a personal journal entry</li> <li>Reading a manual</li> <li><b>College &amp; Career:</b> Reading a tip sheet</li> </ul>	<ul style="list-style-type: none"> <li>Using a comma after sequence words</li> <li>Writing a journal entry</li> <li>Writing sentences of increasing complexity</li> </ul>

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<ul style="list-style-type: none"> <li>Describing number of times</li> <li>Describing length of time</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs of frequency</li> </ul>	FROM UNIT 5: <ul style="list-style-type: none"> <li><i>How often</i> and <i>how long</i> questions</li> <li>Adverbs of frequency</li> </ul>	FROM UNIT 5 <b>(College &amp; Career):</b> <ul style="list-style-type: none"> <li>Reading bar graphs</li> </ul>	<ul style="list-style-type: none"> <li>Ordering events in the past</li> </ul>	<ul style="list-style-type: none"> <li><b>College &amp; Career:</b> Compare two texts on the same topic</li> </ul>	
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Unit 7: Shopping (10-13 days)						
Essential Questions: What skills make a wise consumer?						
Functions	Vocabulary	Grammar Focus	Life / Tech Skills	Listening & Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>Comparing price and quality</li> <li>Comparing two things</li> <li>Comparing three or more things</li> </ul>	<ul style="list-style-type: none"> <li>Furniture</li> <li>Descriptive adjectives</li> <li><b>College &amp; Career:</b> Selected academic words</li> </ul> FROM UNIT 9: <ul style="list-style-type: none"> <li>Descriptive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Comparatives</li> <li>Superlatives</li> <li><i>One, the other, some, the others</i></li> </ul> FROM UNIT 9: <ul style="list-style-type: none"> <li>Requests with ancillary verbs</li> <li><i>Which</i> questions and the simple present</li> <li><i>Let's</i> and <i>let's not</i></li> </ul>	<ul style="list-style-type: none"> <li>Reading a sales receipt</li> <li>Comparison shopping</li> <li><b>College &amp; Career:</b> Reading a classified ad</li> <li>Advertising and persuasion</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering comparison questions</li> </ul>	<ul style="list-style-type: none"> <li>Looking for contrasts and contradictions while reading</li> <li>Reading for extreme and absolute language</li> <li>Determining meaning for words that an author thinks you should know or for unfamiliar words</li> <li><b>College &amp; Career:</b> Compare two texts on the same topic</li> </ul> FROM UNIT 9: <ul style="list-style-type: none"> <li>Determining if new words are positive or negative in connotative and denotative meanings</li> </ul>	<ul style="list-style-type: none"> <li>Using <i>because</i> to answer the question <i>why</i> and to give reasons</li> <li>Writing to compare/contrast</li> </ul> FROM UNIT 10: <ul style="list-style-type: none"> <li>Writing a thank-you note</li> </ul>

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## Unit 4: Health (10-13 days)

**Essential Questions:** What is healthy living and how does it impact personal health?

Functions	Vocabulary	Grammar Focus	Life / Tech Skills	Listening and Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>Identifying appropriate action after an incident</li> <li>Asking for and giving advice</li> <li>Expressing necessity</li> <li>Showing understanding</li> </ul>	<ul style="list-style-type: none"> <li>Health problems</li> <li>Accidents</li> <li>Terms on medical packaging</li> <li><b>College &amp; Career:</b> Selected academic words</li> </ul>	<ul style="list-style-type: none"> <li><i>Should v. have to</i></li> <li><i>Have to + verb</i></li> <li><i>Must, must not, have to, not have to</i></li> <li>Morphology: word forms and families (like death, dying, ill, illness, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Reading medicine labels</li> <li>Understanding a warning label (also in <b>Reading</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Asking for and giving advice</li> <li>Clarifying meaning</li> </ul>	<ul style="list-style-type: none"> <li>Reading a warning label (also in <b>College &amp; Career</b>)</li> <li>Understanding a bulleted list</li> <li><b>College &amp; Career:</b> Compare two texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>Writing an accident report</li> <li>Writing summaries</li> <li>Writing sentences of increasing complexity</li> </ul>

## Unit 8: Work (10-13 days)

**Essential Questions:** How do clear job descriptions create opportunities for advancement?

Functions	Vocabulary	Grammar Focus	Life / Tech Skills	Listening and Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>Identifying job duties</li> <li>Describing work history</li> </ul>	<ul style="list-style-type: none"> <li>Hospital terms</li> <li>Job duties</li> <li><b>College &amp; Career:</b> Selected academic words</li> </ul>	<ul style="list-style-type: none"> <li>Coordinating conjunctions</li> <li>Past and present ability with auxiliary verbs</li> </ul> <p>FROM UNIT 10:</p> <ul style="list-style-type: none"> <li><i>Would you like...?</i></li> </ul>	<p>REMOVE:</p> <ul style="list-style-type: none"> <li>Reading a time sheet</li> <li>Requesting a letter of recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about completed actions and possible actions</li> <li>Connecting ideas</li> </ul>	<ul style="list-style-type: none"> <li>Reading a letter of recommendation</li> <li>Scanning texts for names and dates</li> <li><b>College &amp; Career:</b> Reading an employee evaluation</li> </ul>	<p>REMOVE:</p> <ul style="list-style-type: none"> <li>Writing a summary about employment history</li> <li>Creating a basic resume</li> </ul>

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		<ul style="list-style-type: none"><li>• Direct and indirect objects</li><li>• <i>There is/there are</i> and <i>there was/there were</i></li></ul>	<ul style="list-style-type: none"><li>• Creating a basic resume</li><li>• <b>College &amp; Career:</b> Reading an employee evaluation</li></ul>		<ul style="list-style-type: none"><li>• <b>College &amp; Career:</b> Compare two texts on the same topic</li></ul>	<ul style="list-style-type: none"><li>• Capitalizing the names of businesses</li></ul>
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